



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,
NY 12234

To: The Honorable the Members of the Board of Regents

From: James N. Baldwin

Subject: The Bulletin of The Statewide Plan for Higher Education,
2012-2020

Date: March 15, 2011

Authorizations:

SUMMARY

Issue for Decision (Consent Agenda)

Should the Board of Regents approve *The Bulletin of The Statewide Plan for Higher Education, 2012-2020*, for distribution to all higher education institutions?

Reason(s) for Consideration

Required by State statute.

Proposed Handling

The matter will come before the full Board for consideration at its April 2011 meeting, where it will be voted on and action taken.

Background Information

At its March meeting, the Committee reviewed a draft of the Bulletin, which provides instructions to The City University of New York (CUNY), the State University of New York (SUNY), all independent and proprietary higher education institutions and the Commission on Independent Colleges and Universities (clcu) and the Association of Proprietary Colleges (APC) in preparing long-range master plans for the 2012-2020 period. That review followed the Committee's discussion of the topics institutions should emphasize in their plans at its November, December, and January meetings.

The Committee also received a report of the comments and suggestions received from individual institutions and the higher education sectors regarding those topics. On the basis of those comments, we have modified the topics as follows:

- Most topics were re-written as questions for institutions to address.
- Several similar topics were combined to keep the number of topics small and to improve their focus.
- The first theme was divided into two, as suggested by CUNY, and the key issue of the former theme, “Differentiate Missions in Higher Education” was added to “Strengthen Connections between Higher Education and Other Parts of the State’s Social and Economic Structure.” Language was added to the section on Content of Master Plans calling on the four sectors to differentiate among types of higher education institutions and those with different missions.
- The reference to middle schools concerning expanded opportunities for online education in the P-12 system was eliminated, focusing it on high schools, as recommended by SUNY and several institutions.
- As recommended by SUNY, a new topic was added asking what fundamental reforms of the Board of Regents oversight of higher education will preserve the Department’s ability to discharge its statutory responsibilities given reduced financial and human resources.
- In response to SUNY and clcu recommendations regarding the topic of reducing the growth in institutional cost of operation, a new topic was added asking how institutions, the Department, and other State agencies could address unfunded mandates, further streamline program approval and other processes, and reduce duplication of effort.
- Several topics were modified to make it clear that institutions are asked to address them in ways appropriate to their missions.
- Generally, some topics were reworded to improve clarity of intent.

Recommendation

It is recommended that the Regents approve *The Bulletin of The Statewide Plan for Higher Education, 2012-2020* for distribution to all higher education institutions.

**The Bulletin of
The Statewide Plan for Higher Education
2012 -- 2020**



The University of the State of New York
The State Education Department
Office of Higher Education
April 2011

THE UNIVERSITY OF THE STATE OF NEW YORK

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INTRODUCTION

Every eight years the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education. The Plan sets system goals and objectives and addresses priority matters of statewide concern to the State's residents, workforce, and community as well as our higher education institutions. These serve as the foundation for the Plan, which includes the long-range master plans of the State University of New York, The City University of New York, and New York's independent and proprietary higher education institutions.

Section 237 of the Education Law establishes the purposes of master planning and the Regents responsibility in that process. The Regents are required to create a master plan for higher education. This plan is called the "Statewide Plan for Higher Education." Section 237 defines the "purposes of planning" as follows:

Master planning for higher education in New York State should:

- a. Define and differentiate the missions and objectives of higher education.
- b. Identify the needs, problems, societal conditions and interests of the citizens of the state of New York to which programs of higher education may most appropriately be addressed.
- c. Define and differentiate the missions and objectives of institutions of higher education.
- d. Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:
 - (1) Setting goals.
 - (2) Describing the time required to meet those goals.
 - (3) Identifying the resources needed to achieve the goals.
 - (4) Establishing priorities.
- e. Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.
- f. Optimize the use of resources.
- g. Evaluate program effectiveness.

REGENTS TOPICS OF CONCERN FOR CONSIDERATION BY THE HIGHER EDUCATION SYSTEM

To carry out this responsibility, the Regents have identified statewide topics of concern for 2012-2020 for consideration by New York's higher education system. They fall under the following themes:

1. Strengthen Connections Between the Higher Education and P-12 Education Functions of The University of the State of New York
2. Strengthen Connections of Higher Education with Other Functions of The University of the State of New York
3. Strengthen Connections between Higher Education and Other Parts of the State's Social and Economic Structure
4. Improve Access, Quality, and Performance of Higher Education

5. Address Out-of-State Institutions' Interest in Serving New Yorkers

1. Strengthen Connections Between the Higher Education and P-12 Education Functions of The University of the State of New York

- a. How can higher education institutions provide more opportunities for online education to the P-12 system, especially online college-level courses in high school? New York higher education institutions have done well with online programs, but could provide more for use in P-12 schools. This would strengthen the linkages between colleges and P-12, benefit P-12, and promote college readiness.
- b. How can institutions collaborate with school districts and other agencies to further the education of students who prepared in career and technical fields at the secondary level?

2. Strengthen Connections of Higher Education with Other Functions of The University of the State of New York

- c. What gaps exist in the continuum of education through the graduate level? How can New York State encourage more graduate-level education and encourage institutions to develop career-ladder educational opportunities, especially in New York's licensed professions?
- d. What roles do higher education institutions play in meeting the needs of the communities in which they are located? How can they work with cultural and other institutions in strengthening those communities?

3. Strengthen Connections between Higher Education and Other Parts of the State's Social and Economic Structure

- e. How can higher education institutions assist with the Regents goal of career readiness in ways appropriate to their missions? Encourage institutions in all sectors to identify realistic job opportunities for graduates of both liberal arts programs and occupationally oriented programs. Identify mechanisms for dealing with disconnects.
- f. How can higher education institutions' connections with business and the world of work be strengthened? Increase communication and relationships between institutions of higher education, business and industry, and government to identify core skills, support research, comprehensive executive training, workplace opportunities such as internships, and other programs. Increase inter-institutional cooperation and online programming to do so.
- g. How can institutions and the State strengthen partnerships with business, labor, and other community organizations to publicize higher education opportunities and the connection to work through advertising that will get the population better informed about need for college education?

h. What distinction is there between community and four-year colleges and should it exist? What is the role of community colleges in career preparation? What is the role of four-year institutions in career preparation?

4. Improve Access, Quality, and Performance of Higher Education

i. How can higher education institutions embrace online learning and other technology, in mission-appropriate ways, to reach broader segments of New York's population? How can business assist them to do so?

j. What fundamental reforms of the Board of Regents oversight of higher education will preserve the Education Department's ability to discharge its statutory responsibilities given reduced financial and human resources?

k. How can institutions, the Education Department, and other State agencies address unfunded mandates, further streamline program approval and other processes, and reduce duplication of effort, especially in terms of reporting requirements while remaining committed to academic standards and to responding to the public interest?

l. How can higher education institutions reduce the growth in operating costs, so as to reduce the price students and parents must pay, without sacrificing quality of education?

m. How can institutions adjust to changes in demand for higher education and for different subjects of study? New York's 2018 high school graduating class is projected to be 16.5 percent smaller than in 2008, if nothing changes. How will that affect enrollments? What steps should be taken to continue New York's commitment to improving diversity of students and graduates?

n. How can institutions improve student retention and graduation rates? How can New York State improve the effective use of existing programs designed to improve retention and graduation? What other actions would be appropriate?

o. What steps can institutions take to improve the results of programs preparing students for licensure in New York's 48 licensed professions? How can they improve pass rates on licensure exams and the rates at which their graduates enter practice? Should institutional pass rates be published?

p. What effective steps are there to get adults back into higher education? New York is 43rd out of 50 states in the education of adults and is facing a declining population, yet growth in New York jobs over the next ten years will require college educations that equip graduates with the skills and knowledge for jobs that demand the exercise of judgment, which cannot easily be automated.

q. What will be the emerging fields of growth and the emerging types of jobs? What programs will people want?

- r. Given the State's expected demographic changes, how can we enhance New York as a destination for higher education students from other states and abroad?
- s. What kinds of innovation in financial assistance will support longer-term completions?
- t. How can institutions and the State continue to strengthen higher education access, services, and outcomes for New Yorkers with disabilities?

5. Address Out-of-State Institutions' Interest in Serving New Yorkers

- u. What should be the Regents policies on the entry of out-of-state institutions into New York? What additional programs should New York institutions offer to reduce the need for out-of-state institutions to seek permission to operate or establish new institutions in New York State?
- v. Should the Board of Regents regulate purely online education offered to New Yorkers who are employees of national companies under contract with those companies?

REQUESTED CONTENT OF MASTER PLANS

An institution's master plan consists of its mission and goals and the objectives and courses of action it intends to pursue to address them. It establishes the institution's purposes as the members of the institutional community understand them and has sufficient detail to enable that community, other participants in the planning process, and the public to understand the direction it intends to go during the period of the plan and to evaluate needs, proposals, priorities, costs, and results.

A master plan describes the institution's academic purposes and its commitment to the social and economic context in which it operates; the relative roles of teaching, creation and preservation of knowledge, and service; the nature of constituents to be served; and the basis for setting priorities. It includes the institution's academic programs and plans for changes to its mix of programs, the clientele the institution serves and plans to serve, plans for new facilities, expenditure projections for capital and operating costs, and plans with respect to other matters of concern to the institutional community and to society. It is a flexible document that may be amended as conditions warrant.

In addition, Education Law specifies that The City University of New York (CUNY) and State University of New York (SUNY) long-range plans include certain content:

- a. plans for new curricula;
- b. plans for new facilities;
- c. plans for change in policies with respect to student admissions;
- d. projected student enrollments; and

- e. comments upon its relationship to other colleges and universities, public, independent and proprietary, within the State.
- f. for informational purposes only, projection standards and overall expenditure projections of capital and operating costs.

To provide consistency of information across institutions and sectors, the Regents ask that every independent and proprietary institution's master plan also include those six areas. The Regents also ask that the CUNY and SUNY master plans and the consolidated master plans for the independent and proprietary sectors prepared by the Commission on Independent Colleges and Universities and the Association of Proprietary Colleges identify planned courses of action and actions they propose that the State take. They also are asked to differentiate appropriately in their plans among different types of higher education institutions and those with different missions.

PREPARING AND TRANSMITTING MASTER PLANS

The City University of New York and the State University of New York. Under Sections 6206 and 354 of the Education Law, respectively, CUNY and SUNY each develop and transmit a single master plan for its higher education system. Individual CUNY colleges and SUNY campuses do not transmit separate master plans to the State Education Department. As provided in Sections 6206 and 354, CUNY and SUNY are asked to transmit their master plans on or before **June 1, 2012** to:

David M. Steiner
Commissioner of Education and President of The University of the State of New York
New York State Education Department
Room 111, Education Building
Albany, NY 12234

Wadsworth Center for Laboratories and Research. The Wadsworth Center for Laboratories and Research, New York State Department of Health, is asked to develop a master plan and transmit it to the Commissioner of Education by June 1, 2012.

Independent Colleges and Universities. By **June 1, 2012**, clcu will develop a consolidated master plan for the independent sector of higher education. To assist it in doing so, independent colleges and universities, whether members of clcu or not, are asked to transmit their master plans to:

Commission on Independent Colleges and Universities
17 Elk Street
P.O. Box 7289
Albany, NY 12224-0289

on the date and in the number requested by clcu. They are asked to send **one** copy at the same time to:

Office of Higher Education
The University of the State of New York

The State Education Department
Education Building Addition, Room 977
Albany, NY 12234

Proprietary Colleges. By **June 1, 2012**, APC will develop a consolidated master plan for the proprietary sector of higher education. To assist it in doing so, proprietary colleges, whether members of APC or not, are asked to transmit their master plans to:

Association of Proprietary Colleges
121 State Street
Albany, NY 12207-1633

on the date and in the number requested by APC. They are asked to send **one** copy at the same time to:

Office of Higher Education
The University of the State of New York
The State Education Department
Education Building Addition, Room 977
Albany, NY 12234

Information and Technical Assistance

The Regents will continue to work in collaboration with the sectors and individual colleges and universities to provide information and technical assistance as they prepare their long-range master plans. They also will continue that collaboration in the development of the Statewide Plan and the initiatives the State Education Department will undertake to complement institutional and sector initiatives to address their statewide topics of concern.

Information and links to other resources that may be useful in the development of master plans are located on the State Education Department Web site at www.highered.nysed.gov/oris/nysplan/index.htm. This page includes the Department's projections of high school graduates and of college and university enrollments, as well as historical and current data.

Please address questions about preparation of master plans and requests for technical assistance to your institution's sector office or to:

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