



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

**TO:** Higher Education Committee  
**FROM:** John L. D'Agati  
**SUBJECT:** Statewide Plan for Higher Education  
**DATE:** July 9, 2012

**AUTHORIZATION(S):**

A handwritten signature in black ink that reads "John L. D'Agati".

#### **SUMMARY**

#### **Issue for Discussion**

Should the Department proceed with the next steps as detailed in the development of the 2012 – 2020 Statewide Plan for Higher Education?

#### **Reason(s) for Consideration**

Required by State Statute

#### **Proposed Handling**

This matter will come before the Higher Education Committee for discussion at its July 2012 meeting.

#### **Background Information**

The Bulletin of the Statewide Plan, approved in April 2011, was sent to all sectors of higher education. The Bulletin included the Regents Topics of Concern and questions to be addressed in each sector's master plan.

At the March 2012 meeting of the Regents Higher Education Committee, the Committee agreed to the Statewide Plan format and to the Statewide Plan first draft detailing the current status of higher education as related to the Regents-identified topics of concern.

## **Next Steps**

Once approved, the draft Statewide Plan will be shared with the Commissioner's Advisory Council on Higher Education. The sectors' master plans will be added to the draft Statewide Plan for Higher Education and then presented at a public hearing for comment during the summer of 2012. Public comments will be shared with the Regents Higher Education Committee and incorporated into the draft Plan as appropriate. The completed draft Statewide Plan will be presented to the Regents Higher Education Committee for review and comment at the September 2012 meeting. The final 2012 – 2020 Statewide Plan for Higher Education will be presented for approval to the Regents at the October 2012 meeting.

## **Recommendation**

It is recommended that the Higher Education Committee review the 2012 – 2020 Statewide Plan for Higher Education and agree to proceed with the next steps as presented.

## **Information in Support of Recommendation**

### **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 49 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 43<sup>rd</sup> 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 policy of out-of-state institutions entry 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 online education offered to New Yorkers who are employees of national companies and under contract with those companies?

**\*\*Draft\*\***

# **The Statewide Plan for Higher Education**

## **2012 -- 2020**



The University of the State of New York  
The State Education Department  
Office of Higher Education  
October 2012

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## INTRODUCTION

New York has a proven and effective higher education system of public, independent, and proprietary colleges and universities. To coordinate that system, every eight years, the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education, setting system goals and objectives. The Plan focuses on major issues affecting the role of higher education in the State and its service to the State's residents, workforce, and community. Regents concerns for higher education serve as the foundation for the Plan, which includes the long-range master plans of the State University of New York (SUNY), The City University of New York (CUNY), and New York's independent and proprietary colleges and universities.

Institutions of higher education are communities of disciplined learning and reflection in which competent professionals actively and cooperatively engage in creating, providing, and improving educational offerings and services to achieve high quality outcomes. Undergraduate education helps assure academic, civic, and cultural success. It is the door to opportunity for effective participation in and contribution to society and prepares students to succeed in postgraduate study. New York has a highly effective higher education system in which institutions give students the ability to develop ethical, intellectual, and social values; contribute to society; succeed in the workplace; and engage in lifelong learning. Within the context of diverse institutional missions and individual aspirations and talents, New York's higher education community helps all students to attain the knowledge, skills, and ethical grounding to contribute to society and succeed in the workplace in responsible ways.

In 2010, the Board of Regents began a strategic reform initiative to ensure that all graduates are college and career ready. This Regents Reform Agenda coincided with national trends to improve the quality of education, and was consistent with President Obama's Race to the Top initiative. The Regents Reform Agenda sits as the primary policy statement for the State's educational apparatus going forward and therefore serves to focus many of the initiatives and innovations in the colleges and universities in New York State.

For the 2012-2020 Statewide Plan for Higher Education, the Regents adopted the following commitment: New York State is a world leader in education. Working together in a highly effective higher education system, the State's colleges and universities – public, independent and proprietary – will demonstrate even greater leadership during the first decades of the 21<sup>st</sup> Century to continue to advance the educational and economic needs of the State and its people.

The Regents Reform Agenda consists of four broad themes: [1] implementing Common Core Standards for P-12 schools to foster graduates who are college and career ready; [2] building a seamless educational system that enables and supports student progress from secondary, to postsecondary and graduate school, or to career opportunities of their choosing, and progress to be tracked from first entry into school through college graduation; [3] recruiting, developing, retaining and rewarding effective teachers and principals in P-12

schools; and [4] implementing initiatives to turn around the lowest achieving P-12 schools. While the impact of these policy initiatives is felt mostly among the P-12 public school districts; higher education will play an essential role in its development and implementation.

In addition to the Regents Reform Agenda and its direct affect on teacher and school leader programs, the Board of Regents has established, for the 2012-2020 Statewide Plan for Higher Education, specific topics of concern which form the priorities for higher education in the remainder of this decade. These topics of concern focus on:

- strengthening connections between higher education and P-12;
- strengthening connections of higher education with other functions of The University of the State of New York;
- strengthening connections between higher education and the State's social and economic infrastructure;
- improving access, quality, and performance of higher education; and
- addressing out-of-state institutions' interest in serving New York State students.

Ensuring an affordable and accessible high quality higher education system can serve as the gateway to opportunity and economic success for the State and its residents. In our current economy, 7 of the top 10 fastest growing occupations require a postsecondary degree; therefore, higher education has never mattered more.

As an example of the essential link between higher education and P-12, one need look no further than the many teacher and school leader degree programs throughout New York. Higher education intuitions educate the principals and teachers who teach our future college students in math, science, English and social studies. It is essential that P-12 teachers and leaders are prepared to the highest standards and enter the elementary and secondary classroom with a knowledge base and skill set grounded in research-based practices and clinically rich experiences. Another link to long-term effect on student achievement is the pivotal role of cutting-edge scientific research and the exploration of emerging technologies. Development of new knowledge in a variety of academic fields and the creation of new business ventures are a direct result of the success of higher education. It is critical that we move towards a system that allows this type of knowledge to be quickly incorporated into our P-12 system. In addition, higher education provides students an understanding and appreciation of different cultures and cultivates social responsibility, as well as instills a desire to build a better community.

Section 237 of the Education Law establishes the purposes of master planning under the Regents responsibility. The Regents are required to create a master plan for higher education. This plan is called the "Statewide Plan for Higher Education." Master planning for higher education in New York State should:

**\*\*Draft\*\***

- Define and differentiate the missions and objectives of higher education.
- 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.
- Define and differentiate the missions and objectives of institutions of higher education.
- Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:
  - Setting goals.
  - Describing the time required to meet those goals.
  - Identifying the resources needed to achieve the goals.
  - Establishing priorities.
- 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.
- Optimize the use of resources.
- Evaluate program effectiveness.

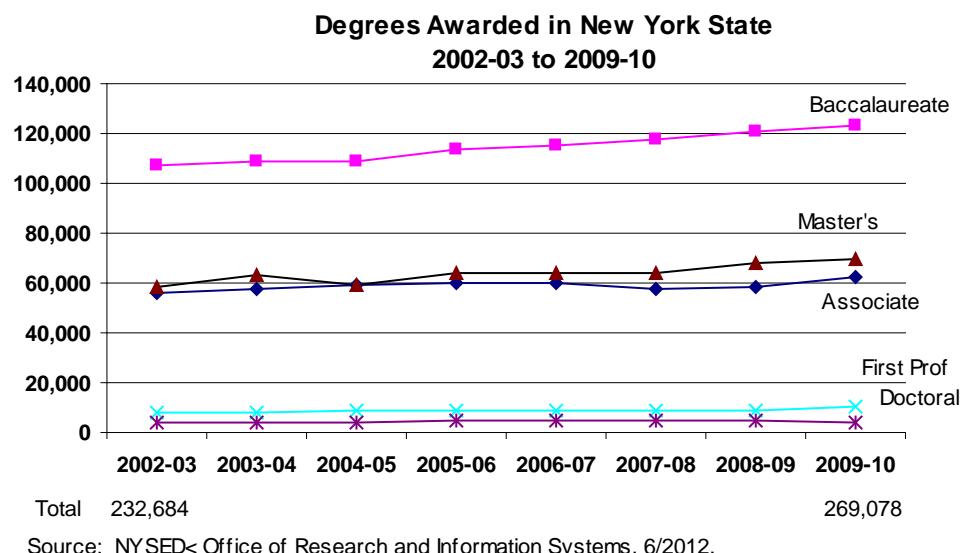
This Statewide Plan for Higher Education describes how New York State can effectively work to both partner and lead the reform agenda which supports the goal of advancing the educational and economic opportunities for New York State and its residents.

## An Overview of Higher Education in New York State

New York State has two major degree-granting public university systems: the State University of New York (64 campuses) and The City University of New York (19 colleges). There are also 147 independent (not-for-profit) colleges and universities and 40 proprietary (for-profit) colleges. In addition to degree-granting institutions, New York has many non-degree postsecondary institutions that provide job-based training. New York's colleges and universities operate 326 main and branch campuses and nearly 1,900 other locations (including many of the State's high schools).

As of fall of 2011, New York's colleges and universities' total headcount enrollment tallied 1,274,778 students (including 1,028,486 undergraduates, 211,007 graduates, and 35,285 first-professional degree students). More than 31,000 programs of study are registered at New York's 270 colleges and universities.

An evaluation of changes that New York's higher education institutions have experienced will provide insight and guidance for future planning. This data will include student enrollments, number of degrees awarded, the link between degree attainment, future income and unemployment rates, high school graduation projections, and financial aid support relative to the cost of attendance at approved institutions operating in New York State.



As shown in Table 1, in 2002-03, New York colleges and universities awarded 232,684 degrees while in 2009-2010, the last year for which complete data is available, shows this number increasing to 269,078, an increase of 36,394 degrees. This growth comes despite the fact that the State's relative population during this period remained relatively flat.

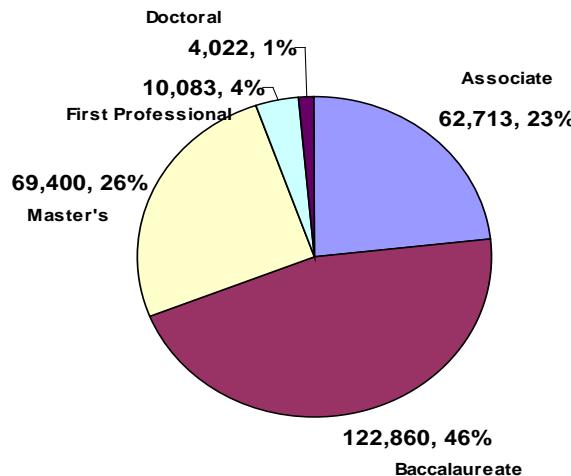
**Table 1**

Degrees Awarded in New York State								
Degree Type	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Associate	55,756	57,844	59,060	59,721	60,338	57,848	58,632	62,713
Baccalaureate	106,945	108,570	108,447	113,312	115,269	117,673	120,643	122,860
Master's	58,148	63,194	59,338	63,612	64,231	63,790	67,895	69,400
First Professional	8,107	8,326	8,526	8,604	8,530	9,020	8,975	10,083
Doctoral	3,728	3,951	4,053	4,505	4,647	4,972	4,582	4,022
<b>Total</b>	<b>232,684</b>	<b>241,885</b>	<b>239,424</b>	<b>249,754</b>	<b>253,015</b>	<b>253,303</b>	<b>260,727</b>	<b>269,078</b>

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems, (ORIS)

Comparison of degrees types awarded since 2002-03 shows an increase across all degree categories. Since 2002-03, baccalaureate degrees awarded increased the most of all degree types in total numbers (an increase of 15,915 over the eighth year time period). The sustained increase in the total number of degrees awarded across degree types represents the continued strength of and demand for higher education in New York. The trend also demonstrates the ability of New York State higher education over the last eight years to expand despite an increasingly competitive market. One short-term trend that warrants further investigation is the recent decrease in the number of doctoral degrees awarded, (decreasing from 4,972 in 2007-08 to 4,022 in 2009-10, or 950 degrees awarded in two years).

**Degrees Awarded in New York State, 2009-10**

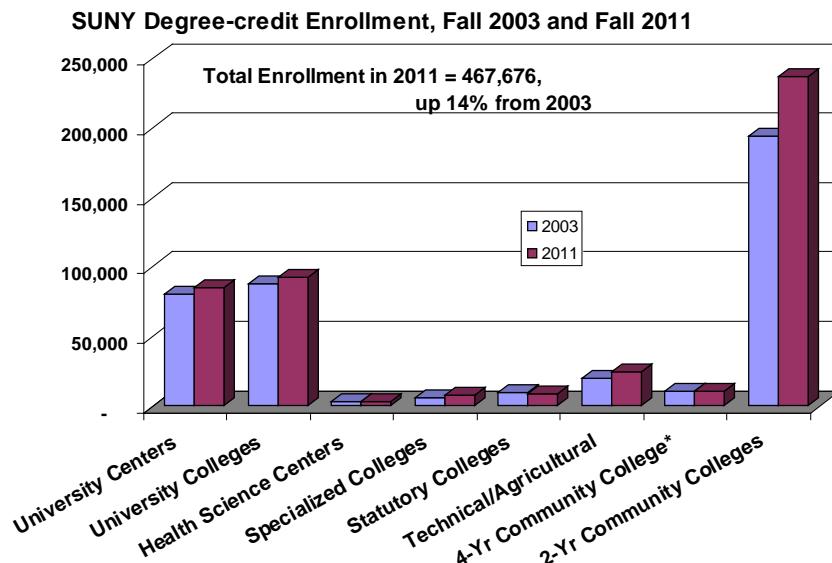


### State University of New York

In 1862, the Morrill Act led to the creation of four Ivy League land-grant state colleges, which currently exist under the auspices of Cornell University. The State University of New York in its current form is the nation's largest and most comprehensive state university system. Officially established in February 1948, New York became the last of the then 48 states to create a state university system. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers colleges. Since 1948 SUNY has grown to include 64 individual colleges and universities that were either formerly independent institutions or directly founded by the State University of New York. Source: [http://www.suny.edu/student/university\\_suny\\_history.cfm](http://www.suny.edu/student/university_suny_history.cfm)

The State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers (99.8 percent of

New York residents live within 30 miles of a SUNY campus). The State University's system of universities and colleges is divided into several categories, based on educational mission, types of academic opportunities available and degrees offered. The categories are: university centers, colleges of arts and sciences, agricultural and technical colleges, medical colleges at upstate, downstate and Stony Brook, the statutory colleges at Cornell and Alfred University and the 34 community colleges. SUNY provides access to almost every field of academic or professional study within the system via over 7,000 degree and certificate programs. While SUNY students are predominantly New York State residents, with representation from all of the State's 62 counties, there is also geographic diversity with students from every other state in the United States, the District of Columbia, four U.S. territories, and 160 nations. Total SUNY enrollment is over 467,000. Nearly 40 percent of New York State high school graduates attend SUNY and SUNY alumni number over 2.8 million .



SUNY's degree-credit enrollment data (Tables 2-A and 2-B) shows sustained growth over the last eight years. Since 2002-03, overall credit enrollment increased by approximately 58,000 students with an average annual growth rate of approximately 7,000 students. Of the total degree-credit enrollment growth 44,000 (75 percent) is attributed solely to the increase in SUNY community colleges degree-credit enrollment. Of the 8-year total increase in community college enrollment, 26,000 were full-time students and over 18,000 were part-time students.

While the SUNY community colleges experienced significant degree-credit enrollment growth since 2002-03, their number of 2-year degrees awarded during that period only increased by 7,000. While some students may have opted to continuing on for their baccalaureate degree ( which increased by 16,000 degrees awarded since 2002-03), explain the large gap between community college enrollment growth and the small increase in 2-year degrees awarded.

**Table 2-A**

Degree Credit Enrollment, Fall 2003 – State University of New York (SUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
<b>University Centers</b>	49,913	4,336	2,549	8	11,738	11,438	64,200	15,782	79,982
<b>University Colleges</b>	63,491	12,846	0	0	3,341	7,867	66,832	20,713	87,545
<b>Health Science Centers</b>	362	262	1,406	0	323	370	2,091	632	2,723
<b>Specialized Colleges</b>	3,423	1,073	280	0	592	749	4,295	1,822	6,117
<b>Statutory Colleges</b>	5,804	1,343	332	0	1,542	9	7,678	1,352	9,030
<b>Technical/Agricultural</b>	16,073	3,926	0	0	0	0	16,073	3,926	19,999
<b>4-Yr Community College*</b>	6,593	4,060	0	0	38	74	6,631	4,134	10,765
<b>SUNY 4 Year Subtotal</b>	145,659	27,846	4,567	8	17,574	20,507	167,800	48,361	216,161
<b>2-Yr Community Colleges</b>	109,876	83,849	0	0	0	0	109,876	83,849	193,725
<b>SUNY Grand Total</b>	<b>255,535</b>	<b>111,695</b>	<b>4,567</b>	<b>8</b>	<b>17,574</b>	<b>20,507</b>	<b>277,676</b>	<b>132,210</b>	<b>409,886</b>

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

\*Fashion Institution of Technology

**Table 2-B**

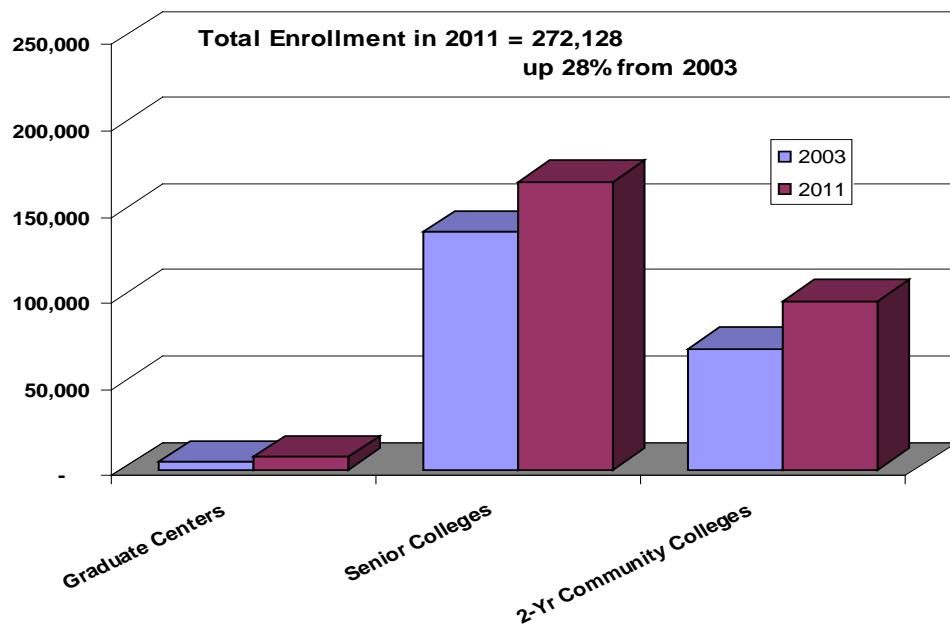
Degree Credit Enrollment, Fall 2011 - State University of New York (SUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
<b>University Centers</b>	55,538	4,197	2,610	6	12,247	10,031	70,395	14,234	<b>84,629</b>
<b>University Colleges</b>	71,924	11,616	0	0	3,447	5,796	75,371	17,412	<b>92,783</b>
<b>Health Science Centers</b>	397	248	1,442	0	635	618	2,474	866	<b>3,340</b>
<b>Specialized Colleges</b>	4,546	1,146	302	1	584	749	5,432	1,896	<b>7,328</b>
<b>Statutory Colleges</b>	6,240	28	379	0	1,529	59	8,148	87	<b>8,235</b>
<b>Technical/Agricultural</b>	19,469	4,570	0	0	0	0	19,469	4,570	<b>24,039</b>
<b>4-Yr Community College*</b>	7,141	2,884	0	0	111	89	7,252	2,973	<b>10,225</b>
<b>SUNY 4 Year Subtotal</b>	<b>165,255</b>	<b>24,689</b>	<b>4,733</b>	<b>7</b>	<b>18,553</b>	<b>17,342</b>	<b>188,541</b>	<b>42,038</b>	<b>230,579</b>
<b>2-Yr Community Colleges</b>	135,370	101,727	0	0	0	0	135,370	101,727	<b>237,097</b>
<b>SUNY Grand Total</b>	<b>300,625</b>	<b>126,416</b>	<b>4,733</b>	<b>7</b>	<b>18,553</b>	<b>17,342</b>	<b>323,911</b>	<b>143,765</b>	<b>467,676</b>

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

### The City University of New York

The City University of New York (CUNY) is the nation's leading urban public university, serving more than approximately 540,000 students. As of fall 2001, CUNY enrollment included 272,000 degree-credit students and nearly 270,000 adults in continuing and professional education, for a total student head count of. The City University System supports 24 institutions including 11 senior colleges, seven community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, and the CUNY School of Public Health.

### CUNY Degree-credit Enrollment, Fall 2003 and Fall 2011



With more than 100 nationally-recognized research centers, CUNY is one of the nation's premier research systems, promoting discovery in the sciences and engineering as well as in the arts, education and humanities. The City University System's 30 libraries contain 7.6 million volumes, 30,000 periodicals, microfilms, music scores, records, slides, tapes, videos and a wealth of other materials. From certificate courses to doctorates, CUNY provides postsecondary learning at every level, in almost every field of interest: 1,750 programs, more than 230 majors leading to associate and baccalaureate degrees, and more than 160 graduate degree majors. The City University System's 6,700 full-time teaching faculty members include prominent experts in virtually every field. Guggenheim Fellows, Pulitzer Prize winners and U.S. Poet Laureates have taught at CUNY, and more than 80 percent of full-time professors hold the highest degrees in their fields. The City University System students are remarkably diverse, tracing their ancestries to 205 countries. Of first-time freshmen, 37 percent are born outside the U.S. mainland, and nearly 70 percent attended New York City public high schools. The City University System graduates include 12 Nobel Laureates, among the highest number from any public university in the country.

Tables 3-A and 3-B indicate overall credit enrollment increased by approximately 60,000 since 2002-03. The City University System's community colleges experienced enrollment growth of approximately 27,000 students, which represents slightly less than 50 percent of the total enrollment increase. Another important change in CUNY's enrollment is part-time students statistics. Part-time students enrollment increased from 91,000 in 2003 to over 107, 000 in 2011, which is an increase of over 16,000.

**Table 3-A**

Degree Credit Enrollment, Fall 2003 - The City University of New York (CUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Graduate Centers	0	0	477	1	3,528	580	4,005	581	4,586
Senior Colleges	74,671	37,834	0	0	3,342	21,975	78,013	59,809	137,822
CUNY 4 Year Subtotal	74,671	37,834	477	1	6,870	22,555	82,018	60,390	142,408
2-Yr Community Colleges	39,579	30,724	0	0	0	0	39,579	30,724	70,303
CUNY Grand Total	114,250	68,558	477	1	6,870	22,555	121,597	91,114	212,711

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

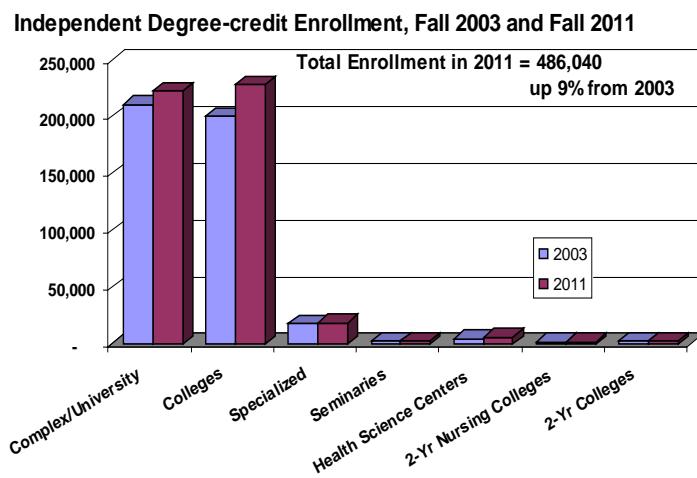
**Table 3-B**

Degree Credit Enrollment, Fall 2011 – The City University of New York (CUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Graduate Centers	271	949	472	1	4,478	1,092	5,221	2,042	7,263
Senior Colleges	97,257	42,914	0	0	4,737	22,245	101,994	65,159	167,153
CUNY 4 Year Subtotal	97,528	43,863	472	1	9,215	23,337	107,215	67,201	174,416
2-Yr Community Colleges	57,747	39,965	0	0	0	0	57,747	39,965	97,712
CUNY Grand Total	155,275	83,828	472	1	9,215	23,337	164,962	107,166	272,128

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

### Independent Colleges and Universities

Many of the independent colleges and universities in New York had their start early in the 18<sup>th</sup> century and represent some of the finest higher educational institutions in the world. In New York we claim two Ivy League universities - Columbia and Cornell. In 1956 a small group of private and not-for-profit college and university presidents came together to form the Commission on Independent Colleges and Universities (clcu). Today, over 100 member colleges compose the largest organized system of private sector higher education institutions in the world. The Commission is governed by a Board of Trustees composed of chief executive officers or institutional trustees of member campuses. They represent the commission membership in terms of institutional type, size, and geographic location. AS of 2001, New York independent colleges and universities enrolled nearly 486,000 students, of which 300,000 were



New York residents. These colleges and universities award 54 percent of the baccalaureate degrees, 73 percent of the master's degrees, and 79 percent of the doctoral and first professional degrees earned in the New York State.

Since 2003, the independent sector has experienced generally stable enrollment growth increasing enrollment over eight years by approximately 42,000 students. Of the eight year enrollment increase 69 percent, or 29,000 students, were from the sector's four-year independent colleges and 12,000 students were from the sector's independent universities. Tables 4-A and 4-B highlight that the independent sector' significant increase in the number of enrolled graduate students, increasing from 59,000 to 76,000 total students (an increase of 17,000 students over eight years).

**Table 4-A**

Degree Credit Enrollment, Fall 2003 - Independent Colleges and Universities									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Independent Complex/University	107,196	17,707	13,469	1,078	37,868	34,201	158,533	52,986	211,519
Independent Colleges	134,274	22,542	1,630	460	16,060	25,574	151,964	48,576	200,540
Independent Specialized	5,800	1,283	3,065	806	3,898	3,199	12,763	5,288	18,051
Independent Seminaries	433	71	1,128	347	451	841	2,012	1,259	3,271
Independent Health Science Centers	754	23	2,928	1	786	502	4,468	526	4,994
Independent 4 Year Subtotal	248,457	41,626	22,220	2,692	59,063	64,317	329,740	108,635	438,375
Independent 2-Yr Nursing Colleges	1,032	1,152	0	0	0	0	1,032	1,152	2,184
Independent 2-Yr Colleges	2,260	1,096	0	0	0	0	2,260	1,096	3,356
Independent 2 Year Subtotal	3,292	2,248	0	0	0	0	3,292	2,248	5,540
Independent Grand Total	251,749	43,874	22,220	2,692	59,063	64,317	333,032	110,883	443,915

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

**Table 4-B**

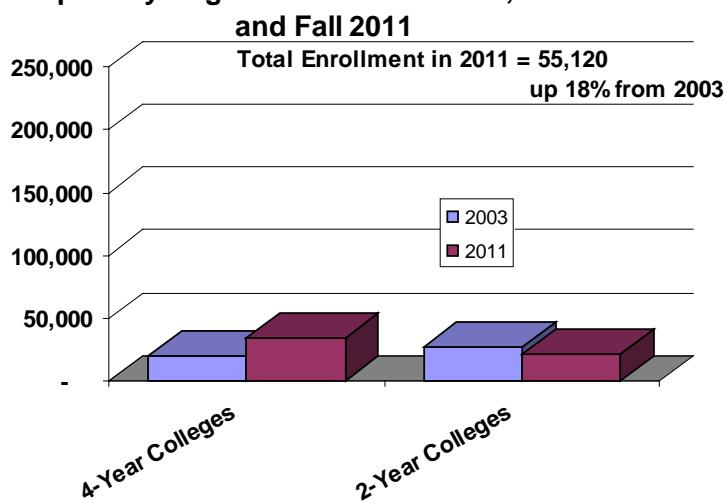
Degree Credit Enrollment, Fall 2011 - Independent Colleges and Universities									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Independent Complex/University	112,080	16,810	15,437	1,081	48,389	29,424	175,906	47,315	223,221
Independent Colleges	149,922	27,323	4,394	851	20,933	25,604	175,249	53,778	229,027
Independent Specialized	6,169	1,281	3,238	588	4,896	3,178	14,303	5,047	19,350
Independent Seminaries	384	177	1,052	229	386	742	1,822	1,148	2,970
Independent Health Science Centers	970	64	3,476	2	1,436	533	5,882	599	6,481
Independent 4 Year Subtotal	269,525	45,655	27,597	2,751	76,040	59,481	373,162	107,887	481,049
Independent 2-Yr Nursing Colleges	689	1,470	0	0	0	0	689	1,470	2,159
Independent 2-Yr Colleges	2,435	397	0	0	0	0	2,435	397	2,832
Independent 2 Year Subtotal	3,124	1,867	0	0	0	0	3,124	1,867	4,991
Independent Grand Total	272,649	47,522	27,597	2,751	76,040	59,481	376,286	109,754	486,040

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS)

## Proprietary Colleges

Proprietary colleges currently operate 40 degree-granting institutions in New York State. Bryant and Stratton College, which was founded in 1854, Jamestown Business College (1886), and Utica School of Commerce (1896) are still operating successfully. In 1978, the five presidents of Albany Business College, Monroe College, Rochester Business Institute, Utica School of Commerce and the Wood School formed the Association of Private Degree Granting Institutions which is now known as the Association of Proprietary Colleges (APC). The organization was incorporated by the New York State Board of Regents. These college leaders successfully argued that their institutions were no different than other colleges and, therefore, should have the authority to award degrees.

### **Proprietary Degree-credit Enrollment, Fall 2003 and Fall 2011**



approximately 50,000 students and, since 1980, enrollment in proprietary colleges has nearly doubled, dramatically outpacing the growth in other sectors of higher education, including public and private colleges.

The proprietary sector experienced an increase of over 9,000 in total degree credit enrollment over the last eight years. Of note was the shift in enrollment from two-year to four-year colleges. Four-year proprietary college enrollment increased by 8,930, while two-year college enrollment decreased by 6,108 during the same period.

Many other proprietary institutions were established in the first half of the 20th century. The College of Westchester was founded in 1915, Berkeley College (1931), Monroe College (1933), and Manhattan-based LIM College (1939). Today, proprietary colleges serve students year-round, granting degrees in more than 60 undergraduate and graduate programs, including a variety of comprehensive online programs. These colleges serve

**Table 5-A**

Degree Credit Enrollment, Fall 2003 - Proprietary Colleges									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
<b>4-Year Colleges</b>	16,178	2,721	0	0	790	309	16,968	3,030	<b>19,998</b>
<b>2-Year Colleges</b>	24,050	2,510	0	0	0	0	24,050	2,510	<b>26,560</b>
<b>Grand Total</b>	<b>40,228</b>	<b>5,231</b>	<b>0</b>	<b>0</b>	<b>790</b>	<b>309</b>	<b>41,018</b>	<b>5,540</b>	<b>46,558</b>

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

**Table 5-B**

Degree Credit Enrollment, Fall 2011 - Proprietary Colleges									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
<b>4-Year Colleges</b>	24,129	6,671	0	0	1,769	1,084	25,898	7,755	<b>33,653</b>
<b>2-Year Colleges</b>	17,942	3,525	0	0	0	0	17,942	3,525	<b>21,467</b>
<b>Grand Total</b>	<b>42,071</b>	<b>10,196</b>	<b>0</b>	<b>0</b>	<b>1,769</b>	<b>1,084</b>	<b>43,840</b>	<b>11,280</b>	<b>55,120</b>

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

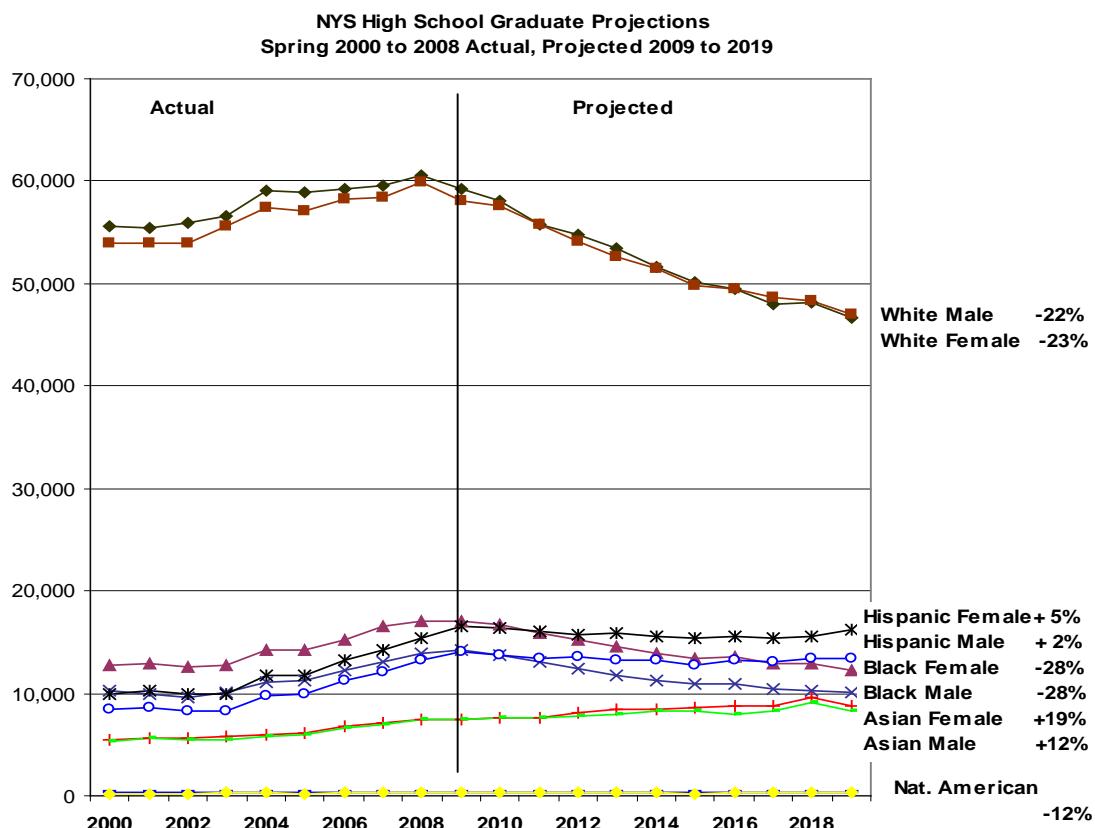
### Non-Degree Granting Proprietary Schools

In addition to the traditional degree-granting higher education sectors, New York State has many non-degree granting institutions that provide critical educational and training skills for our residents. The New York State Education Department's Bureau of Proprietary School Supervision (BPSS) licenses/registers, oversees, and monitors proprietary schools; and credentials proprietary school teachers to ensure that appropriate standards are met. Proprietary schools under BPSS' jurisdiction include trade and business schools, computer training facilities, and for-profit English as a Second Language (ESL) schools. The jurisdiction of BPSS does not include all postsecondary training providers in New York State, however, when taking a more holistic approach to examining postsecondary educational options and workforce investment, it is critical to include these organizations in any discussion regarding the educational and training opportunities for New York residents. It is estimated that over 200,000 students attend BPSS licensed/registered programs at one of the 444 trade, business, and computer schools and 46 certified English as a Second Language schools.

### ***Trends Affecting Higher Education***

One critical indicator in the long term planning of higher education institutions is the number of students projected to graduate from high school over the next several years. For any degree-granting institution, projections about the potential pool of qualified applicants is of particular importance as it represents a significant portion of the institutions total operating revenue and how the institution will allocate resources in the future.

The chart below provides projections for the number of high school students that are expected to graduate high school through 2018. The projections indicate a decrease in the number of both White and African American students during this period. This will challenge many institutions as they continue to compete for qualified students to enroll in their programs. As a result, higher education institutions may make changes in their allocation of resources, recruitment strategies, investment decisions, tuition policies and financial aid as they attempt to maintain their enrollment. Adjusting the focus of an institution or at least a segment of the institution's academic programs will require a restructuring of course offerings to align with industry needs and post-work friendly evening and weekend structure. Many of these new course offerings may be delivered in an on-line format, and may require the campus to make its traditional support services and academic advising more amenable to non-traditional students.



## ***Regents Topics of Concern for Consideration by the Higher Education System***

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

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

#### **Regents Initiatives in Response to Topic of Concern**

The Department continues to support a range of initiatives in an effort to strengthen the relationships between colleges and our P-12 education system.

One of the most important has been the Regents Reform Agenda, which establishes four fundamental areas which are designed to ensure that students who graduate from high school are prepared to attend college or enter the workforce.

- Implementation of the Common Core State Standards (CCSS) and aligned assessments in all NYS schools;
- New teacher and principal certification requirements, including a performance assessment;
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice;
- Multiple measures for teacher and principal evaluation, including student growth measures.

#### **Common Core State Standards**

The Board of Regents and NYSED are working with traditional and alternative educator preparation programs across the state to ensure that New York State's next generation of educators are ready to support students in attaining the new college- and career-ready standards. New York State began this effort with the adoption of the Common Core State Standards, developed with college faculty and working with P-12 teachers from around the country to ensure that students have the academic preparation needed to do college-level work once they graduate high school.

An essential step in the adoption of the Common Core Learning Standards is the redesign of all New York State assessments. The fundamental redesign is underway for Grade 3-8 mathematics and English Language Arts as well as the Regents assessments in mathematics, ELA, science and social studies. New York State assessments aligned to the Common Core will require an assessment design that measures the standards with fidelity; sets performance standards using contemporary best practice, integrates professional judgment, and empirical data as well as performs robust, comprehensive and ongoing validation.

The College Board alignment study and the identification of the 12 Shifts provided a roadmap for the design of the 3-8 mathematics and ELA Common Core-aligned assessments and will be adopted in spring 2013. The Regents mathematics and ELA Common Core-aligned assessments that will begin roll-out in spring 2014. The assessments will measure the Common Core with fidelity through rigorous selected-response items that measure conceptual understanding (rather than discrete, decontextualized facts) and performance tasks that require problem-solving (mathematics) and writing in response to text (ELA). For each ELA and mathematics assessment, the instructional Shifts demanded by the Common Core will be reflected in the assessments.

As New York State's assessments transition to the Common Core, the state's tests will continue to adhere to the rigorous guidelines set forth in the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999) as well as the United States Department of Education's peer review process. Beginning in the 2012-13 school year, all new assessment content frameworks, test specifications, and items will undergo the scrutiny of full Universal Design reviews prior to operationalization. Additionally, each assessment item and passage will be subjected to a 36-part Universal Design Review checklist to ensure the item or passage will perform as expected for all students, especially our state's population of students with disabilities. Moreover NYSED's comprehensive accommodations policies and procedures support all students with disabilities so they will continue successful access to assessments as the tests transition to the Common Core.

Board of Regents established the Network Team structure to assist districts and schools to implement the CCSS in all classrooms across the State. Network Teams are typically three-person teams with expertise in curriculum, data analysis, and instruction. Each Network Team serves approximately 25 schools. Network Teams work directly with educators in schools to deliver sustained, intensive professional development; include strategies for English language learners and students with disabilities; support implementation of new standards, curriculum and assessments; and provide comprehensive, ongoing support.

The Department also established content panels in Math, Science, Social Studies and English made up of P-12 teachers and higher education faculty. to the content panels will advise on the development of assessment and curriculum, aligned with the CCSS, in support of the Regents Agenda college and career ready goals.

### **New Teacher and Principal Certification Requirements**

In November 2009, the Board of Regents also directed NYSED to develop new exams for the initial and professional certification of teachers and school building leaders. These new exams are consciously designed to reflect the Common Core shifts, with more constructed-response items and a mix of informational and literary text-based prompts. The performance expectations for educators will be significantly higher than the certification exams, reflecting higher college- and career-readiness standards for students.

The Department is developing more rigorous Content Specialty Tests (CSTs), aligned with the Common Core, to assess new teachers' mastery of knowledge in content areas they will be teaching. One of the most significant changes is in the Multi-Subject CST required for elementary teachers. In the past, candidates could compensate for weak performance in one subject (such as math) with stronger performance in other subjects. On the new CST, New York State will ensure that elementary teachers have the content knowledge necessary to effectively teach to the Common Core standards by requiring candidates to separately pass each subtest: ELA/Literacy, math, and arts and sciences.

New York State, like many states, faces persistent achievement gaps for ELLs, students with disabilities, and black and Latino students. Therefore, the new Educating All Students test is designed to ensure that all incoming teachers and school building leaders understand how to address the learning needs of diverse student populations and how to support them in attaining the new college- and career-ready standards.

Finally, New York State's paper-and-pencil tests of pedagogy and school leadership will be replaced by a new Teacher Performance Assessment model that evaluates practice-based pedagogical and instructional leadership skills. New York has partnered with the Teacher Performance Assessment Consortium (TPAC) and adopted the TPA assessment model, which is a joint project of Stanford University, the American Association of Colleges for Teacher Education, and the Council of Chief State School Officers, with support from the Ford Foundation.

Linda Darling-Hammond and Ray Pecheone, both professors at Stanford's School of Education, have led the development of the TPA, which is modeled after the Performance Assessment for California Teachers (PACT) currently used both formatively and for certification in 33 California teacher preparation institutions. PACT, in turn, was built on the assessments used for National Board certification.

The National Council for Accreditation of Teacher Education (NCATE) has endorsed TPAC, and NCATE's Blue Ribbon Panel on Clinical Preparation - of which SUNY Chancellor Nancy Zimpher is co-chair - has published a report stating that promising practices such as TPAC need to be dramatically expanded.

Institutions in 21 states and the District of Columbia are currently field-testing the TPA. Two of those states have legislation requiring statewide implementation of the TPA - one as a requirement for program approval (Minnesota, implementing in fall 2012) and one as a requirement for program completion prior to licensure (Washington). Three states (Massachusetts, Ohio, and Tennessee) are considering the TPA as a requirement for initial licensure.

The Stanford assessment would meet the Board of Regents policy goals while providing several potential advantages:

- Because of the intended multi-state administration, the TPA potentially offers more data to determine field credibility, validity analysis, and ongoing rigor;
- The TPA will have been field tested with a much larger number of candidates; and
- Ongoing monitoring and improvement of the TPA will be done by Stanford experts, based on proposed implementation experience in multiple states.

The School Building Leader Performance Assessment will be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards, and will have a strong emphasis on instructional leadership tasks. Candidates will be required to analyze student achievement data, observe and evaluate classroom instruction using a teacher practice rubric and provide teachers with the feedback and support they need to improve their effectiveness at delivering Common Core-aligned lessons.

NYSED will work to ensure educator preparation programs will meet the major changes needed to prepare candidates for these new, higher standards. Consistent with the federal policy direction articulated in **Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement (2011)**, NYSED will support preparation programs through a variety of professional development efforts. Support initiatives include direct financial support through memoranda of understanding with SUNY, CUNY and the independent sector college and universities. New York State also committed to creating "institutional profiles" for all teacher and principal preparation programs in the State. The profile reports will be designed with Higher Education input and will detail program-by-program information about:

- effectiveness of program graduates in promoting student learning, as measured by new teacher and principal evaluation systems;
- performance of graduates on the new certification exams; and
- percent of graduates certified/employed/retained overall and in shortage subjects and high-need schools, to gauge program effectiveness in preparing, placing, and supporting educators in alignment with district needs.

NYSED will provide educator preparation programs with new tools and models to enhance their programs. For example, clinical preparation faculty will have access to the web-based Teacher Performance Assessment system, which they can use formatively with

candidates to support their 45 skill development. Last year NYSED awarded 11 institutions RTTT-funded grants to develop clinically rich graduate-level teacher preparation pilot programs with a focus on preparing candidates to work with students with disabilities and ELLs, and in the sciences, which it will study to identify promising practices that can be replicated and scaled up across the State. This year the Department hopes to fund similar clinically rich pilot programs at the undergraduate level as well.

### **Instructional Data Systems**

As New York State's P–20 longitudinal data system is developed it will serve as an essential link connecting higher education and the P–12 education systems. Building on the P–16 statewide longitudinal data system (LDS), which collects student data from pre-kindergarten through grade 12 (P–12) the P–20 system will expand the system to the state's public systems of higher education data repositories. This expanded process provides information to educators and others to allow them to make better instructional decisions so that all students are able to reach their academic potential.

The P–20 longitudinal data system consists of five key components:

- Collecting teacher-student data linkage information
- Linking the P–12 and Higher Education data systems, forming P–16 system
- Building an Education Data Portal and statewide Instructional Reporting and Improvement System
- Linking P–16 data system to data maintained by other State agencies
- Improving data quality and system performance

### **Teacher-Student Data Linkage Information**

Through an aggressive and accelerated plan of data collection, NYSED has begun collecting teacher-student data linkage (TSDL) information for courses associated with a State assessment (grades 3–8 ELA and mathematics, grades 4 and 8 science, and high school courses leading to a Regents examination). TSDL includes basic roster information, including the start and end dates for the teacher(s) assigned to and the students enrolled in a course. TSDL also includes additional information about the time/length of courses and teacher-student linkage durations, to be collected for research purposes only during the 2011–12 school year.

NYSED has deployed district, school and teacher-level roster verification reports that allow teachers and other school/district personnel to review and correct the data before they are final. Teachers are now directly provided with data reports which will eventually be accessed through the Education Data Portal.

Beginning with the 2012–13 school year, the new evaluation processes will apply to all teachers and NYSED will collect TSDL information for all teachers and courses— including teachers employed by a BOCES. This data will also be used to develop profiles that will provide

valuable feedback information about their graduates and their effectiveness as teachers and school leaders.

### **P-12 and Higher Education Linkages**

Beginning 2012-13, the State University of New York (SUNY) and the City University of New York (CUNY) will provide end-of-term student-level data to the Department's P-20 data system. This information will include the student's institution of higher education enrollment, full/part-time enrollment status, academic program of study, credit hours earned, participation in remedial coursework, and completed degrees. In addition, SUNY and CUNY will begin to integrate the statewide P-12 unique student identifier into their campus systems and processes.

NYSED will begin collecting student enrollment and performance in key courses from SUNY and CUNY in the 2012-13 school year. Collection will include teacher preparation coursework, "gatekeeper" courses (e.g., freshman English and math), and enrollment in courses designed to support the needs of students with disabilities and English language learners.

At the conclusion of the 2011-12 school year, specific higher education data will allow the Department to evaluate career- and college-ready metrics (e.g., students who graduate from high school with a 75 or greater on the English language arts Regents and a 80 or greater on a math Regents) as a predictor of whether a student is required to enroll in a college remediation program across both CUNY and SUNY campuses. At the conclusion of the 2012-13 school year, NYSED will also be able to evaluate career- and college-ready standards as a predictor of grades earned in key college courses (e.g., freshman English) across both CUNY and SUNY campuses.

In order to provide higher education outcome information to P-12 high schools, NYSED will deploy "Where are they now?" (WATN) reports beginning in the fall 2012. These reports will be designed to integrate the best practices and lessons learned from similar reports utilized within the New York City Department of Education (NYCDOE) based on CUNY outcome data, as well as reports being implemented in other regions of the State. The WATN reports will incorporate basic data from over 4,000 institutions of higher education from the National Student Clearinghouse, as well as more detailed information from SUNY and CUNY. High schools will, for the first time, have comprehensive access to information on their graduates' enrollment, persistence, and success in post-secondary education programs.

### **Education Data Portal and statewide Instructional Reporting and Improvement System**

NYSED's Education Data Portal and Instructional Reporting and Improvement System will provide a content management system, collaboration platform, and dashboard reports so that educators, students, and families can access and analyze educational data, make decisions, and take actions to improve student outcomes. For the first time, teachers and parents will be able to view achievement and other instructional information using a state-supported system. School personnel will have much quicker access to educational records as students move

between P-12 programs and districts. This core functionality is scheduled for deployment in the fall of 2013.

In order to ensure that the data system is integrated, flexible, and scaleable, NYSED has implemented a comprehensive procurement strategy for the Education Data Portal. This procurement strategy includes issuing contracts to multiple vendors for Data Dashboard Solutions that provide educators, students, and families with access to dashboard reports that include early warning system and electronic transcript features. In addition, the State will award a contract for Content Management and System Services to provide a single sign-on point of entry for users of the EDP, as well as a content management system and collaboration environment for integrated professional development activities for educators.

New York State is participating in the Council of Chief State School Officers (CCSSO) sponsored Shared Learning Collaborative (SLC). The SLC is a consortium of states organized to help increase the benefits and long-term sustainability of data, curriculum, and instructional improvement initiatives. Participating states include Colorado, Delaware, Georgia, Illinois, Kentucky, North Carolina, Louisiana, and Massachusetts.

A primary purpose of the SLC is to help promote the efficient expenditure of taxpayer funds by providing for the common needs of all participating states, including shared infrastructure and services (the Shared Learning Infrastructure, or SLI) that integrate, deliver, and display educational data and curriculum resources for educators, students, and families. Participation will allow New York to focus its limited resources on the delivery of innovative data tools and curriculum/instructional resources to support our professional development and student learning goals.

Linking the P-16 data system to data maintained by other State agencies will allow for richer longitudinal analyses and the identification of additional opportunities to assist students and improve programs.

### **Multiple Data System Linkages**

NYSED has developed a strategy for matching individual records across multiple data systems by collaborating with various State agencies (e.g., Labor, Early Childhood) and other areas of the Department (e.g., Adult Education, Teacher Certification). The purpose of this effort is to integrate these data across systems, consistent with signed data sharing agreements and necessary privacy and security protections. It is anticipated that these data system integrations will occur during the 2013-14 school year; however, in order to move forward with linking P-12 and workforce data for assessing P-12 career readiness and post-secondary career outcomes, changes in State statute will have to be made.

### **Data Quality and System Performance Improvements**

For the purpose of making it easier for schools and districts to submit, review and verify high quality data, NYSED has made several improvements. NYSED recently launched a Student

Management System Certification Center to help student and human resource system vendors provide better services to their school and district customers by ensuring that their products meet all New York data collection and reporting requirements. The newly-created District Data Coordinator Technical Assistance Center will help to ensure that schools and district personnel best understand how to collect and report the complicated data sets required for federal and State reporting purposes.

NYSED is developing an additional data application to improve the ease and quality of data for submitting historical updates to the data system. NYSED will continue to release new data verification reports and eliminate duplicate reporting requirements. NYCDOE has begun to integrate the Department's updated verification reporting system into its internal operations.

Additionally, NYSED has upgraded computer processing capacity with the regional data center partners to provide quicker data reports and quicker data refreshes. The current School Report Card functionality has been improved to include the introduction of geo-location features (see <https://reportcards.nysed.gov>). Following the 2012-13 school year, NYSED will have the ability to release the report cards much earlier in the school year (fall 2013 versus late spring 2014).

Finally, NYSED is collaborating with the research community to provide easier access to the public for expanded aggregated data tables.

### **Multiple Measures for Teacher and Principal Evaluations**

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals. The 2010 law requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score is based on multiple measures, as follows:

- 20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model)
- 20% is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model)
- The remaining 60% is based on other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation

The evaluation system's three components are designed to complement one another:

- Statewide student growth measures will identify those educators whose students' progress exceeds that of similar students, as well as those whose students are falling behind compared to similar students.
- Locally selected measures of student achievement will reflect local priorities, needs, and targets.
- Teacher observations, survey tools, and other measures will provide educators with detailed, structured feedback on their professional practice.

Taken together, this information will be used to tailor professional development and support for educators to develop and improve their instructional practices, with the ultimate goal of ensuring that there is an effective teacher in every classroom and an effective leader in every school.

The Department established the Regents Task Force on Teacher and Principal Effectiveness. The Task Force included teachers, principals, superintendents of schools, school board members, school districts and BOCES officials, the unions representing teachers and administrators, and representatives from higher education preparation programs. They have been involved in providing input on the overall evaluation system for teachers and principals.

### **Career and Technical Education**

The Department also sponsors several initiatives that embrace career and technical fields at the secondary level. New York Career and Technical Education (CTE) is committed to providing high-quality CTE opportunities for all students. New York State's CTE delivery system consists of over 1,100 CTE providers, serving over one million students in school districts, BOCES, and postsecondary institutions.

The New York State career and technical education program approval process is a model for the nation. The federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires that all states offer programs that mirror the New York design created by the Regents 2001 policy on Career and Technical Education.

New York's state-approval process for career and technical education programs has raised the quality and rigor of courses that prepare students for employment and postsecondary study. Approved programs lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree and offer:

- an opportunity to apply academic concepts to real-world situations;
- preparation for industry-based assessments or certifications; and the opportunity to earn college credit or advanced standing while still in high school; and
- work-based learning opportunities where students demonstrate mastery of skills essential in the workplace.

### **Departmental Initiatives**

Other activities that support higher education and P-12 partnerships include the NYS Online and Blended Learning Summit, the NYS Distance Learning Consortium, BOCES Model School Program, and the International Association for K-12 Online Learning (iNACOL). Each helps to advance efforts and provide opportunities for online educational support to the P-12 system.

The Office of Educational Design and Technology (ED&T) offers several programs that provide leadership in online learning. The ED&T facilitates a statewide virtual learning initiative to support the growth of effective online and blended instruction. The office provides guidance for online and blended coursework and supports policy guidance, research and surveys, webinars, and other opportunities in the Regents Reform Agenda. Additional initiatives from ED&T include the Virtual Advanced Placement Initiative, Computer Based Testing Pilot Programs, and Learning Technology Grants.

In an effort to provide adult learners with a secondary education credential, the Office of Adult Career and Continuing Education Services (ACCES) - Adult Education Programs and Policy (AEPP) is piloting the use of "Learner Web" - a web-based learner support system developed by Portland State University and designed for adults who want to take the GED® test, improve their English language skills, basic literacy skills, or job-related basic skills.

Other areas in which higher education institutions and P-12 collaborate to deliver academic programming which can serve as a platform to implement more opportunities for college-level work include:

- The University of the State of New York (USNY) Statewide Learning Technology Plan
- The Carl D. Perkins Career and Technical Education Improvement Act of 2006
- 21st Century Community Learning Centers
- Extended School Day/School Violence Prevention programs
- SUNY Albany Health Educator Online Project
- NCLB Title II, Part B, Mathematics and Science Partnerships
- Smart Scholars Early College High School (ECHS) Program
- Science and Technology Entry Program
- Liberty Partnerships Program

### **Sector Initiatives in Response to Topic of Concern**

The City University of New York (CUNY)

State University of New York (SUNY)

Independent Colleges and Universities

Proprietary Colleges

## **Strengthen Connections of Higher Education with Other Functions of The University of the State of New York**

### **Regents Initiatives in Response to Topic of Concern**

Currently, many undergraduates are unaware of the various options they may have to pursue a graduate degree in New York State. Very often they do not know about the variety of programs and options offered, or the potential scholarships or internships they may be eligible for, depending on the college and the program they select. Opportunities for internships, externships, and experiential service learning, which actually help to offset college expenses, are central to any student's decision to make a commitment to enroll in a graduate school.

By developing its data collection, coordination and communications capabilities, the Department will, with the cooperation of the four higher education sectors, collect and make available information, such as scholarship availability, internship opportunities, and cooperative programs for graduate degree programs in the State. In addition, potential graduate students could have easy access to information regarding the kinds of employment opportunities and income ranges graduate students with similar degrees have achieved in recent years.

Other information might include the kinds of research that each graduate program is involved in, the types of competitive grants applied for, the amount of federal funding received and key faculty or alumni contacts for students wishing to make inquiries about the program. Any student interested in pursuing a graduate degree in biochemistry, for example, should have easy access to information about all of the biochemistry programs in the State, their record of research accomplishments, their success in job placements, federal and State funding support and sponsored research dollars and industry partnerships they have developed and maintain.

The Department serves communities and education institutions through several offices. The Office of Cultural Education (OCE) operates a variety of grant and aid programs that foster the preservation and access of information materials including databases, archival and manuscript materials and printed materials at the local level. OCE operates three major cultural institutions with collections responsibilities; the New York State Museum, the New York State Library and New York State Archives, and the Office of Educational Television and Public Broadcasting. In addition to collection stewardship and public programs, OCE administers chartering, technical assistance, program coordination and grant and aid programs. OCE serves 7,000 public and academic libraries and 73 library systems; museums, historical societies, zoos, aquaria, botanical gardens, science centers, and other similar organizations; 26 public radio and television stations; 3,000 historical records repositories and 4,500 local governments.

The Office of Adult Career and Continuing Education Services (ACCES) supports and guides those seeking alternative pathways to a high school equivalency diploma. ACCES is preparing to work with the higher education sectors, professional associations, and other states to explore options that are available or that can be developed to allow for alternative options

to the GED including test preparation programs in anticipation for the new on-line GED test. These efforts are consistent with the Regents Reform Agenda that is focused on implementing Common Core Learning Standards.

In central-southern New York, six literacy zones (Syracuse West, Syracuse North, Utica West, Utica East, Herkimer, and Amsterdam) are using learning web with five community colleges (Cayuga Community College, Mohawk Valley Community College, Onondaga Community College, Herkimer Community College, and Fulton Montgomery Community College) to support transition. Literacy volunteer tutors support each learner on site to help close digital literacy gaps and provide advocacy and support in working with counselors and staff at community colleges to provide a seamless transition.

The Office of K-16 Initiatives and Access Programs administers contracts and scholarships to colleges and universities; schools, school districts and BOCES; community based and non-profit organizations; and students to meet the needs of the communities in which they are located. These programs along with programming administered by P-12 only reach a small population across the State. A consistent, larger, more sustained effort is needed to better prepare students as we move forward.

The Department is working to better integrate the role of higher education. As a result of the Regents Reform Agenda and our Race-To-The-Top award, higher education is working more closely with the P-12 system, the professions and adult education. As an example, the Department is developing a P-20 data system that will link, in a very real sense, higher education with the P-12 and the adult educational systems throughout New York State. Higher education will have more detailed information about their students entering their institutions, which can enhance critical academic guidance and advising as students attempt to select the appropriate course of study. Through better coordination and dissemination of information many more students will be able to navigate admissions and financing of college and become aware of opportunities for internships, externships, and special programs tailored to their specific needs and skills. Other items include cooperative programs, career ladder strategies, and continuing education for career fields that may not have defined professional licensure education requirements.

In addition, the Department has been actively engaged in the development of assessments and curriculum that will help ensure students are college and career ready. Representative from higher education have taken part in a variety of panels and meetings that allow them to offer their insights and expertise in the development of these tools. These efforts continue to move higher education closer to the work being done at both the P-12 and adult education levels.

**Sector Initiatives in Response to Topic of Concern**

The City University of New York (CUNY)

State University of New York (SUNY)

Independent Colleges and Universities

Proprietary Colleges

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

**Regents Initiatives in Response to Topic of Concern**

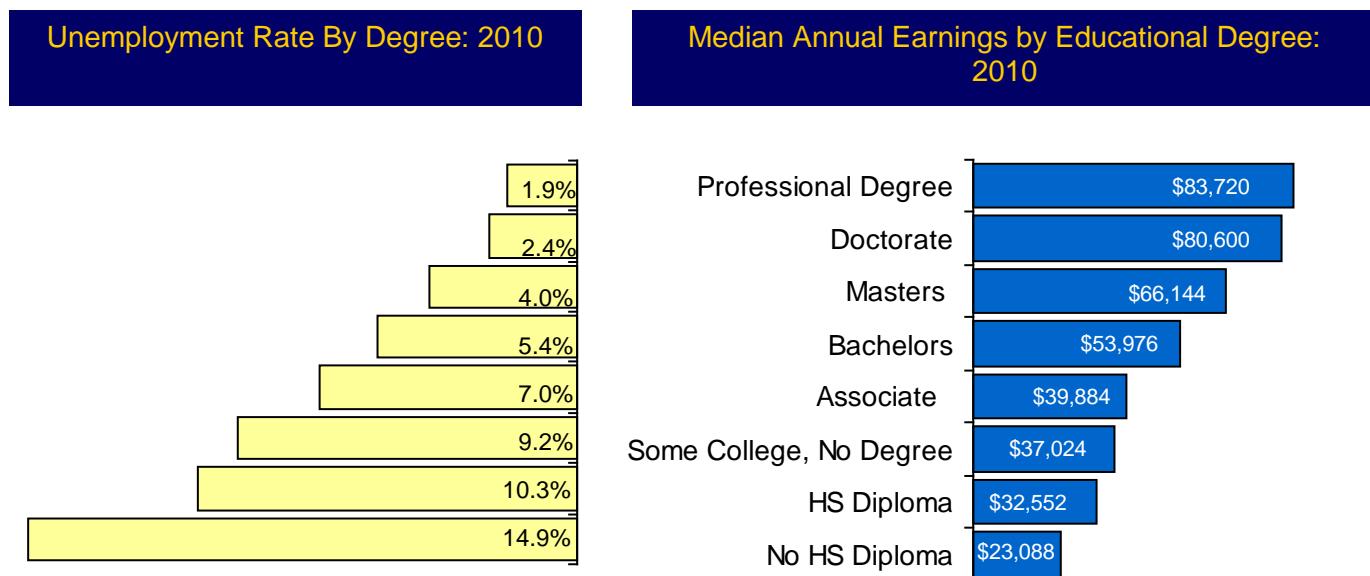
In recent years higher education has been viewed as an engine for economic development. Graduates take the knowledge and training they acquire in college and bring those skills to the workplace. Whether those skills are focused on the development of high level technologies, or how to start a local business, they become valuable members of the community in which they live. Clearly over the last several years our State's economy has shifted from an industrial based system to a more technology based system. As a result, job and career opportunities are increasingly dependent upon the skills and training one receives in college. If New York State increased its college attainment rate by just one percent – from 33.8 to 34.8 percent – the region would capture a \$17.5 billion Talent Dividend.

Yet too many New York students are not graduating high school, and for those that do, the fact remains that not enough are college and career ready. Only 37 percent of high school graduates have the skills needed to succeed in credit bearing college courses or entry level career opportunities. Further, we have significant gaps among students with disabilities, English language learners, Black and Hispanic students. The achievement gap for Black, Hispanic, disabled, English language learners and poor students is unacceptable. Unfortunately, many of these students will leave higher education discouraged, lacking confidence in their ability and in many instances holding some amount of student debt.

**Graduating all Students College and Career Ready**  
**June 2012 Graduation Rates**

Current Requirements	% Graduating	Calculated College Career Ready	% Graduating
All Students	74.0	All Students	34.7
American Indian	59.6	American Indian	16.8
Asian/Pacific Islander	82.4	Asian/Pacific Islander	55.9
Black	58.4	Black	11.5
Hispanic	58.0	Hispanic	14.5
White	85.1	White	48.1
English Language Learners	38.2	English Language Learners	6.5
Students with Disabilities	44.6	Students with Disabilities	4.4

As shown below, there is a clear relationship between educational attainment and earning potential, as well as an inverse relationship between educational level and unemployment. In 2010, the median annual earning for a person without a high school degree was \$23,088 and the unemployment rate was 14.9 percent. In contrast, a person with a baccalaureate degree would earn \$53,976 and have an unemployment rate of only 5.4 percent.



The global economy is changing the nature of work and the kinds of jobs that are available to our young people. Jobs that once required a high school diploma and paid a family-sustaining-wage and included retirement and health benefits are disappearing, and new jobs require more knowledge and skills than ever before. Today, roughly two-thirds of all new jobs require some form of postsecondary education. Experts state that this percentage will only

increase in the future. Why do we need to change? As shown in the table below, 7 of the top 10 fastest-growing occupations require a postsecondary degree.

Education or training level for fastest growing occupations, 2008 to 2018		
Rank	Title	Education or training level
1	Biomedical engineers	Bachelor's degree
2	Network systems analysts	Bachelor's degree
3	Home health aides	Short-term on-the-job training
4	Personal and home care aides	Short-term on-the-job training
5	Financial examiners	Bachelor's degree
6	Medical scientists	Doctoral degree
7	Physician assistants	Master's degree
8	Skin care specialists	Postsecondary vocational award
9	Biochemists and biophysicists	Doctoral degree
10	Athletic trainers	Bachelor's degree

*Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics*

As we continue to rebuild the state's economy, higher education has to be an important component of our economic development strategy. We face a new context of global economic competition. College instructors and employers report that far too many students are unprepared for the rigors of college and career. Our competitors in developing countries are well aware of this and are making significant investments in their educational system and research infrastructure.

Clearly institutions of higher education are a critical part of the State's economic engine. They are central to the long-term health and welfare of their communities and essential for the training and development of our future leaders. The Regional Economic Councils in New York have acknowledged the role of higher education as economic drivers by including members of academia in their membership. We have witnessed this first-hand with UAlbany's College of Nanoscale Science and Engineering, which has been highlighted by President Obama and State leaders as a model of economic development that has created jobs and helped bring other economic activity to the region. The College of Nanoscale Science and Engineering has played a significant role in New York State's economic growth.

**\*\*Draft\*\***

In the table below, data from 2009 shows that there is a clear national leader in research and development expenditures. California's colleges and universities had almost twice the level of research and development expenditures than New York State colleges and universities. While New York is ranked second nationally, our research and development expenditures of \$4,224,536, which represents funding that New York colleges and universities have been awarded from federal, state and industry, place us practically even with Texas with \$3,984,258, who is ranked third. In addition, our six year growth rate is twelve percentage points behind that of Texas, and seven percentage points behind Maryland. Since funding of this kind represents, to some extent, the quality of the research program at an institution, which also attracts additional private sector investments, the state needs to monitor and support those programs that continually attract research funding from external sources. Since data is not available for 2010 or 2011, this transposition of ranks may have already occurred.

Comparison of Research and Development Expenditures at Colleges and Universities (Dollars in Thousands), Selected States								
<b>State</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2009 Rank</b>	<b>6 Yr % Change</b>
Alaska	\$146,465	\$153,721	\$163,034	\$136,364	\$129,724	\$132,554	45	-9.5%
Wyoming	\$60,054	\$83,449	\$89,414	\$79,700	\$74,720	\$77,633	50	29.3%
Hawaii	\$241,346	\$240,247	\$257,478	\$274,373	\$278,751	\$300,302	36	24.4%
Connecticut	\$649,245	\$669,923	\$691,998	\$691,408	\$731,711	\$752,793	24	15.9%
North Carolina	\$1,446,874	\$1,655,327	\$1,709,877	\$1,884,244	\$1,979,164	\$2,160,505	7	49.3%
<b>New York</b>	<b>\$3,351,943</b>	<b>\$3,610,287</b>	<b>\$3,804,748</b>	<b>\$3,964,070</b>	<b>\$4,035,799</b>	<b>\$4,224,536</b>	<b>2</b>	<b>26.0%</b>
New Mexico	\$303,922	\$361,466	\$421,428	\$410,375	\$416,991	\$435,375	32	43.3%
Illinois	\$1,713,282	\$1,771,107	\$1,824,223	\$1,867,003	\$1,972,752	\$2,113,124	8	23.3%
Nebraska	\$325,001	\$360,148	\$358,858	\$364,842	\$376,092	\$393,611	34	21.1%
New Jersey	\$805,135	\$865,641	\$858,413	\$864,678	\$878,272	\$913,835	19	13.5%
Nevada	\$163,764	\$178,492	\$194,459	\$192,081	\$190,893	\$182,016	41	11.1%
Louisiana	\$559,372	\$584,336	\$552,931	\$604,007	\$660,262	\$670,995	25	20.0%
Maryland	\$2,268,304	\$2,356,905	\$2,529,998	\$2,542,336	\$2,747,001	\$3,021,052	4	33.2%
Georgia	\$1,222,150	\$1,274,410	\$1,302,570	\$1,388,976	\$1,521,486	\$1,565,574	12	28.1%
Massachusetts	\$2,000,120	\$2,079,548	\$2,122,756	\$2,171,596	\$2,271,757	\$2,463,395	6	23.2%
Texas	\$2,879,129	\$3,073,724	\$3,270,728	\$3,417,082	\$3,744,182	\$3,984,258	3	38.4%
California	\$6,012,871	\$6,264,908	\$6,490,107	\$6,733,546	\$7,026,354	\$7,406,053	1	23.2%
Wisconsin	\$956,652	\$999,847	\$1,039,530	\$1,066,688	\$1,117,152	\$1,203,919	13	25.8%
North Dakota	\$151,710	\$149,994	\$160,095	\$160,095	\$180,764	\$185,708	40	22.4%
Kentucky	\$424,013	\$452,265	\$479,282	\$503,293	\$506,057	\$540,295	29	27.4%
<b>US</b>	<b>\$43,257,915</b>	<b>\$45,798,944</b>	<b>\$47,750,592</b>	<b>\$49,493,338</b>	<b>\$51,934,133</b>	<b>\$54,935,457</b>	<b>N/A</b>	<b>27.0%</b>

Data Source: National Science Foundation, National Center for Science and Engineering Statistics. 2011. Academic Research and Development Expenditures: Fiscal Year 2009. Detailed Statistical Tables NSF 11-313. Arlington, VA. Available at <http://www.nsf.gov/statistics/nsf11313/>.

**Sector Initiatives in Response to Topic of Concern**

The City University of New York (CUNY)

State University of New York (SUNY)

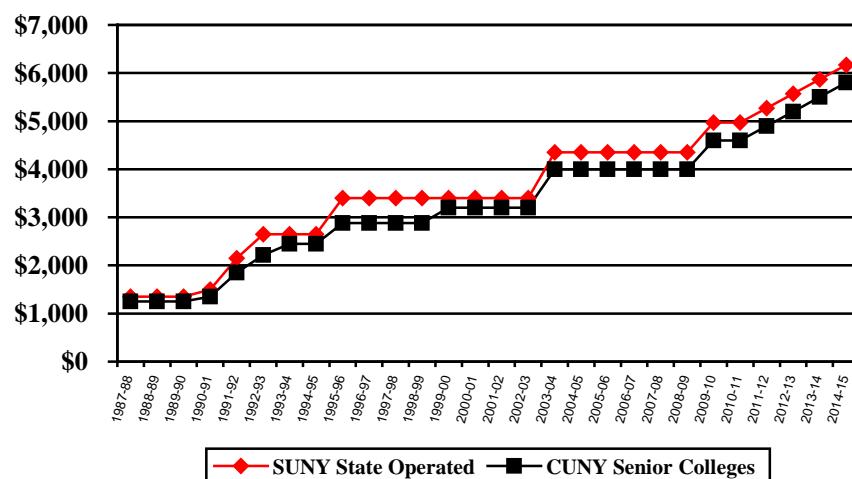
Independent Colleges and Universities

Proprietary Colleges

**Improve Access, Quality, and Performance of Higher Education**

**Regents Initiatives in Response to Topic of Concern**

Ensuring an affordable, accessible high quality postsecondary education system can serve as the gateway to opportunity and economic success for all individuals. New York ranks 11th in the nation and 4th among large states in the percentage of low income students attending college, in part because of the Tuition Assistance Program (TAP). Issues surrounding the funding and the cost of higher education have been a matter of concern for several years. In 2011, through an agreement between the Governor and Legislature, SUNY and CUNY were permitted to raise tuition \$300 annually for five years. The increases will raise annual undergraduate tuition over five years, from \$5,270 to \$6,470 for SUNY and from \$5,130 to \$6,330 for CUNY. Additionally, the agreement permits a 10 percent annual tuition increase for out-of-state students. The agreement included a "maintenance of effort" assurance that State support to SUNY and CUNY would be maintained during the five years of tuition increases. Similarly the CUNY Trustees in 2011 approved a series of \$300 annual tuition increases that will extend through 2015.



As demonstrated in the chart above, past practice had resulted in irregular and dramatic tuition increases that often coincided with decreases in state support. For example, in 1991-1992, SUNY tuition increased approximately 77 percent, which had a dramatic affect on college affordability. Under this system, some students might advance through four years of college and not have experienced any tuition increases while other less fortunate students were subjected to significant increases. As a result of the legislation adopted in 2011, the tuition increases will be predictable and will be shared by all students as they pursue their degree.

Tuition within the independent colleges and universities varies from the two public systems. The National Association of Independent Colleges and Universities (NAICU), which collects data on college costs for independent colleges nationwide, indicated that the tuition increase seen in 2009-2010 was the smallest increase in tuition and fees since the 1972-73 academic years. However, while concerns persist about the high cost of tuition, the fact remains that tuition costs are often offset by scholarships and institutional aid, much of which is based on the student's financial need. Nearly 8 out of every 10 full-time undergraduate students attending New York's independent colleges receive financial help to meet college costs. Each year, New York's independent undergraduate colleges give more than \$3.2 billion in grants to their students.

Although tuition tends to be the focus when the cost of college is discussed, a better indicator may be the full cost of attendance. This number includes tuition, fees, room and board, books, supplies and transportation. As shown in Table 7, the full cost of attendance at a SUNY four-year college or university was a little over \$20,000 a year in 2010-11.

**Table 7**

Typical Expenses for Undergraduate Students Enrolling in SUNY Baccalaureate Degree Programs at State-Operated Campuses								
Year	Living on Campus							
	Tuition	Average Fees*	Room & Board	Books & Supplies	Personal Expenses	Trnsp	Total Cost of Attendance	Out of State Resident Total Cost**
2003-04*	\$4,350	\$895	\$7,230	\$900	\$1,190	\$580	\$15,145	\$21,095
2004-05	\$4,350	\$900	\$7,460	\$950	\$1,130	\$620	\$15,410	\$21,360
2005-06	\$4,350	\$950	\$8,180	\$1,060	\$1,310	\$640	\$16,490	\$22,750
2006-07	\$4,350	\$1,010	\$8,520	\$1,100	\$1,320	\$580	\$16,880	\$23,140
2007-08	\$4,350	\$1,230	\$8,790	\$1,110	\$1,350	\$800	\$17,630	\$23,890
2008-09	\$4,350	\$1,190	\$9,260	\$1,110	\$1,340	\$810	\$18,060	\$24,320
2009-10	\$4,970	\$1,200	\$9,780	\$1,140	\$1,270	\$890	\$19,250	\$27,150
2010-11	\$4,970	\$1,260	\$10,300	\$1,200	\$1,360	\$960	\$20,050	\$27,950

Unfortunately, these college expenses come amidst changes to federal and State financial aid programs. Many of the safety nets college students relied on to finance their education has been reduced in recent years. On the federal level, the Pell Grant program, considered the pillar of the nation's financial aid to low-income undergraduate students, has

been affected by a number of programmatic changes that can potentially affect students' awards. Other federal programs have fared poorly as well. In 2011, the government eliminated the Academic Competitiveness Grant, the Science and Mathematics Access to Retain Talent Grant and the Leveraging Educational Assistance Partnership program. State funding has also been decreased for certain financial aid support programs. The Search for Education, Elevation and Knowledge (SEEK), the College Discovery, and the Higher Education Opportunity Programs, have limited over the last 20 years with actual funding significantly outpaced by inflation.

A family of four with annual net taxable income of between \$30,001 and \$40,000 will receive a TAP award of approximately \$1,461.

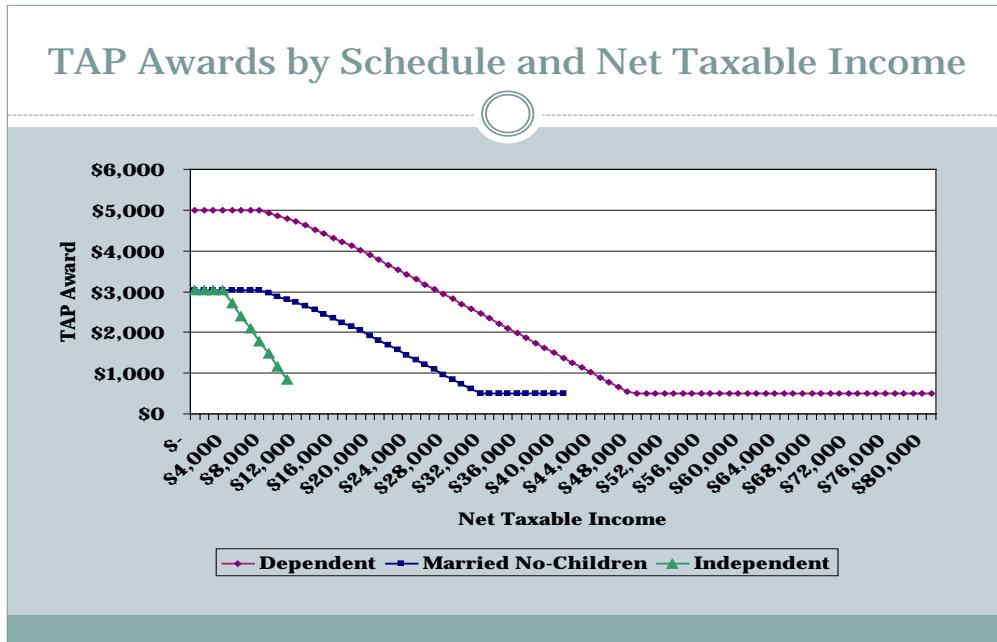
**Table 8**

TAP Recipients by Income Range All Award Schedules, 2010-11			
Income Range	FTE Recipients	TAP Dollars	Average Award
\$0 to \$10,000	136,096	\$535,916,364	\$3,938
\$10,001 to \$20,000	43,319	\$158,076,834	\$3,649
\$20,001 to \$30,000	34,864	\$89,447,169	\$2,566
\$30,001 to \$40,000	26,962	\$39,399,256	\$1,461
\$40,001 to \$50,000	21,139	\$13,132,471	\$621
\$50,001 to \$60,000	18,212	\$7,532,500	\$414
\$60,001 to \$70,000	15,944	\$6,593,555	\$414
\$70,001 to \$80,000	13,027	\$5,387,017	\$414
<b>Grand Total</b>	<b>309,563</b>	<b>\$855,485,165</b>	<b>\$2,764</b>

Source Data: NYS Higher Education Services Corporation (HESC)

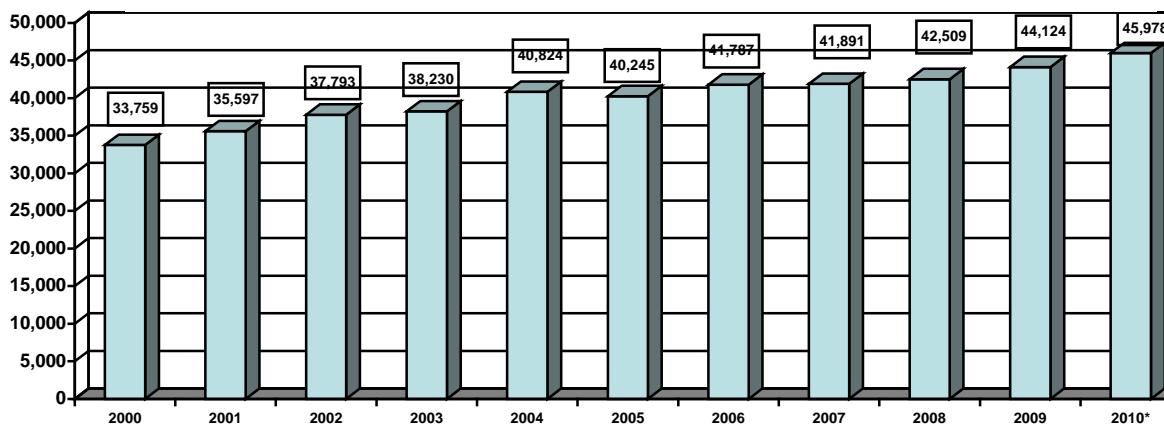
With the cost of higher education continuing to increase, and financial aid remaining relatively level during the past several years, we have seen an increase in the average level of debt that students are taking on to attend college. In some cases the debt can exceed the earnings potential the student might have, and more troubling, many students take on significant debt without degree completion .

The chart below also provides the award schedules for students classified as married with no children or as independents. For an independent student with a net taxable income of \$10,000 they will receive less than \$1,000 in financial aid from the TAP. Unfortunately, even after TAP and other sources of funds, many students will leave college with significant debt.



Another topic of concern related to access to higher education is participation by students with disabilities. While students with disabilities enrollment has increased, it is difficult to determine the extent of unmet need. Without more detailed data, a plan for programmatic and institutional improvement to enable more students with disabilities to attend higher education is difficult to accurately execute. The lack of data prevents detailed analysis of access issues and the ability to evaluate the extent of the access problem. Lacking granular data, the trend of numbers of students with disabilities increasing in total numbers at higher education is promising. However, without more precise data it is difficult to determine the success of specific recruitment measures, the ability of higher education institutions to assist academic completion, and the support services which may be more successful than other approaches. It is critical for individual institutions to determine the success of targeted initiatives and to pass this information along as best practices for other institutions to follow.

#### Enrollment of Students with Disabilities in Higher Education, NYS



Source: NYSED Office of Research and Information Systems Annual Enrollment of College Students with Disabilities Survey.

**\*\*Draft\*\***

In 2000, the number of persons with self-identified disabilities attending college was 33,759. In 2010 the number had grown to 45,978. These students may offer some challenges for higher education but certainly are an important resources to the people of New York.

Faculty training, assistive technology, counseling, and appropriate support personnel are some of the factors employed by colleges and universities. Accessibility and success for students with disabilities in higher education will depend on an understanding of how to provide the needed services effectively and in a timely manner. When given appropriate support, students with disabilities perform at rates equivalent to all students.

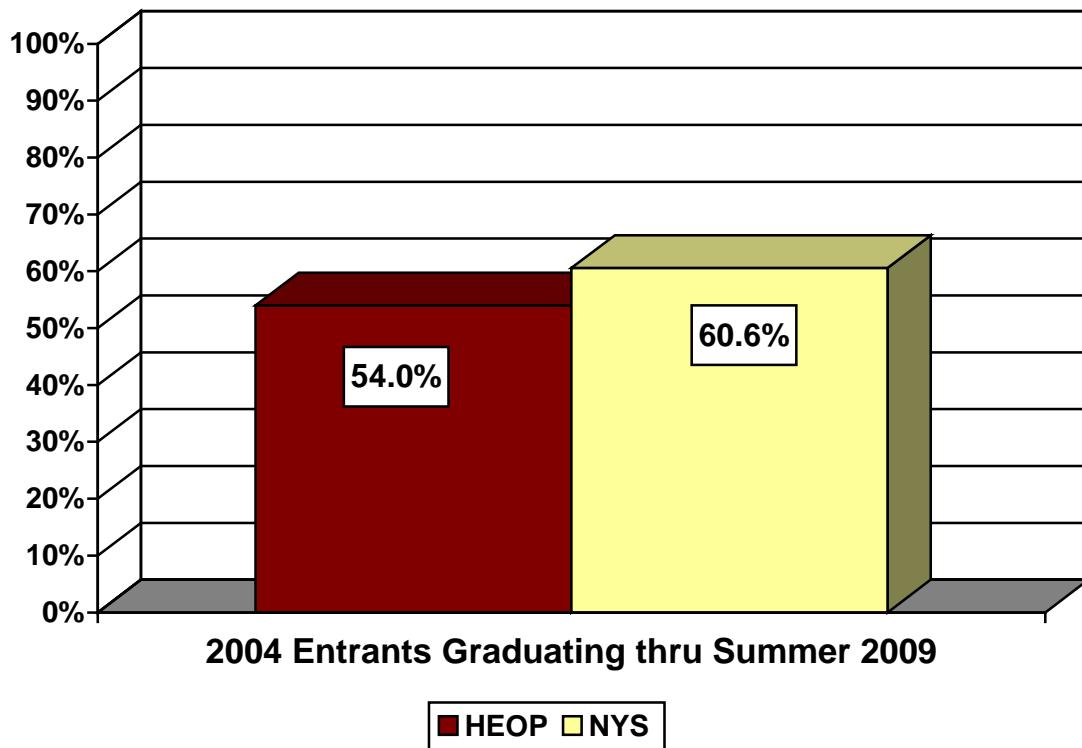
*Opportunity Programs*

The Regents have a long history of advocacy for programs that provide access to a quality postsecondary education through the Opportunity programs. As such, the Department continues to administer the Liberty Partnership Program (LPP), the Higher Education Opportunity Program (HEOP), the Science and Technology Entry Program (STEP), and the Collegiate Science and Technology Entry Program (CSTEP). The STEP, CSTEP and LPP programs requires that a higher education institution partner with P-12 schools to identify and provide support for students as early as the seventh grade.

The Higher Education Opportunity Program is designed to serve the student who is both academically and economically disadvantaged. An economically disadvantaged student is an individual from a low income family. In the most recent academic year (2011-2012) 89% of HEOP freshman students came from households with incomes less than \$31,830. These students often have the potential for very a successful collegiate experience but have not acquired the verbal, mathematical, and other cognitive skills required to complete their college work. Generally, their grades fall in the bottom half of the high school graduating class, and they have not earned a Regents diploma, they are from a high school which has a poor record for preparing students, or they have been out of school for a number of years.

A student eligible for HEOP will generally rank low on such traditional measures of collegiate admissions; such as SAT scores, high school average, and class standing. Institutions are encouraged to seek out academically disadvantaged students who have the potential for success in college and to admit such students through the Higher Education Opportunity Program.

**5-Year Graduation Rate**  
**All Full-Time First-Time Entering Students**  
**Compared to those Entering the Higher Education Opportunity Programs (HEOP)**



While better instruction in high needs school districts will be a major factor in attempting to address this issue, the larger issues of community poverty and joblessness remain as significant barriers to educational opportunities. New York State sponsored HEOP programs were specifically designed to assist academically and financially disadvantaged students. The chart above shows students in HEOP programs graduate close to the same rate as students that meet and surpass the academic requirements for admission to postsecondary institutions. For students in the 2004 cohort, HEOP students had a graduation rate of 54% approaching parity with all full time, first time students (graduation rate of 60.6 percent). Even when students face both educational and income challenges; academic achievement is possible when resources are prioritized and appropriate guidance and financial support is made available.

Additionally, programs like the successful Liberty Partnerships Program, which establishes partnerships between higher education institutions and middle and high schools, and works with students to increase their academic success and college and career preparation, should also be expanded.

### **Early College High School**

The Department has also worked to support the advancement of the Early College High Schools Program, which connects colleges and high schools in a way that allows students to pursue college credits while still completing their high school requirements.

Traditionally underrepresented students in post-secondary education need strong, innovative programs designed to boost their level of participation in college. Creating such programs that will increase underrepresented students' access to post secondary education and reduce these students' costs to obtain a college education, should be a priority for New York State.

It is well established that a postsecondary education is essential for financial and personal freedom in today's economy. A four-year college graduate earns two-thirds more than a high school graduate does. An Associate's degree translates into earnings significantly higher than those earned by an individual with a high school diploma alone.

Furthermore, even when students from traditionally underrepresented communities make the transition to college, they often need one or more remedial courses to succeed. Statistics show that the more remediation a student needs, the less likely they are to graduate college.

According to the national Early College High School Initiative (ECHSI), these schools are "based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges." (See the ECHSI website at <http://www.earlycollege.org/> ).

Finally, students who do complete a college education often leave burdened with significant financial debt. The financial hurdles that many students face are a barrier to achievement at the post-secondary level, especially for students from chronically distressed communities. Innovative programs that combine the opportunity for college level work and credit toward a diploma, while relieving students of some of the financial burdens associated with pursing a college degree are needed.

The Department has initiated a potential solution in the form of a legislative proposal that would:

- Provide disadvantaged students with the opportunity and structured preparation in the public school setting.
- Accelerate completion of students' high school studies while allowing them to earn up to 60 transferable college credits, tuition-free.
- Support these ECHS programs as they serve school districts with high-needs schools.
- Maintain consistency of the mission the New York State Tuition Assistance Program (TAP)

- Increase underrepresented students' access to post secondary education and reduce these students' costs for obtaining such education. The academic and social support that ECHS provide their students helps to ensure these students successfully complete college course work after high school, thereby making the investment of TAP funds in ECHS programs a sound strategy.

### **Educational Equity for DREAMERS**

All students in New York State should be afforded the opportunity of an affordable, accessible high quality postsecondary education. Thousands of K-12 public school students in New York are children of undocumented immigrants and approximately 2,000 undocumented immigrants who grew up in New York attend the City University of New York, mainly because they can attend public colleges at in-state tuition rates.

New York's enlightened policy enables hundreds of thousands of undocumented students to receive education through the state's public school system; our state recognizes the value of an investment in career and college readiness for these students. It makes economic sense to help these young students become fully participant in New York's economy. Yet their futures are undeniably circumscribed by current immigration law. These young people generally derive their immigration status from their parents. If their parents are undocumented, most have no mechanism to obtain legal residency, even if they have lived most of their lives in the U.S.

Current State law prohibits undocumented immigrant students from receiving State financial aid (i.e., general awards, academic performance awards and certain student loans). Denying them aid means denying them access to higher education.

Our society and our economic growth depend on a vibrant, well-educated workforce, but right now, hundreds of thousands of New Yorkers are denied the opportunity to the education they need to fully participate in our economy. Without access to higher education, these students are far too often forced into the shadows of poverty and desperate existence.

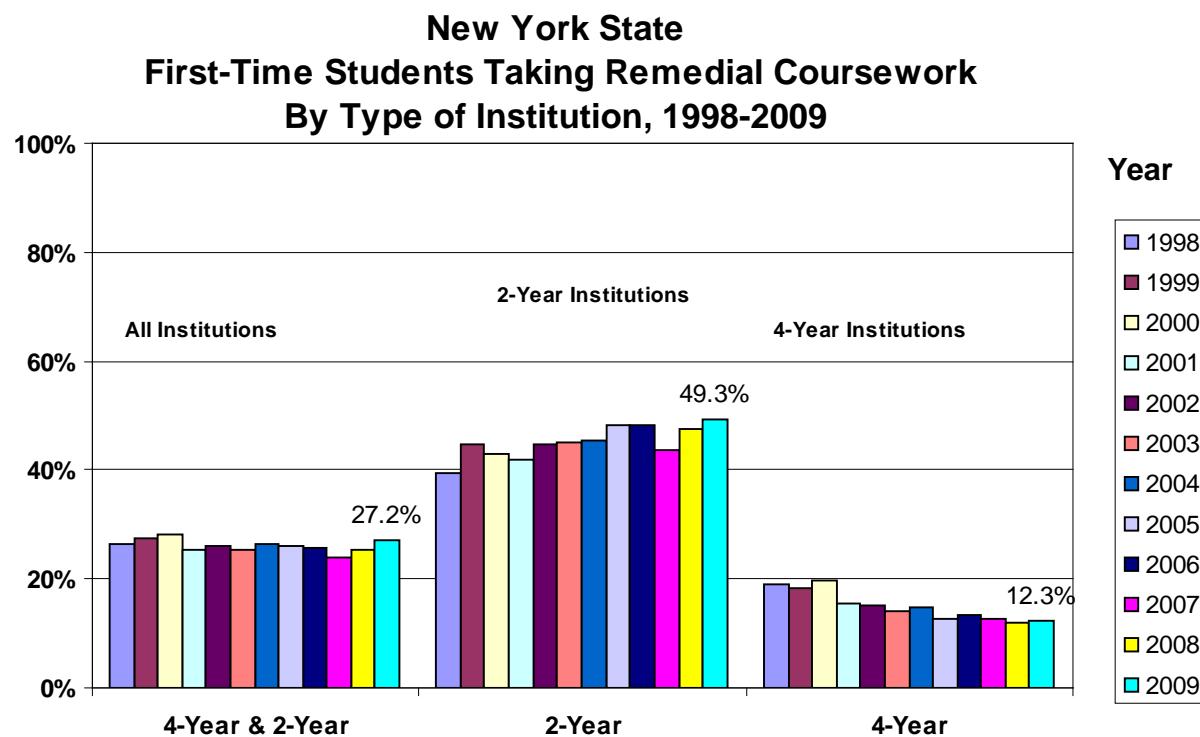
The Regents recognize the most pressing issue that falls within their purview is providing educational opportunity. The Education Equity for DREAMers Act would change current law to:

- Eliminate Education Law provisions requiring students to be a U.S. citizen or permanent lawful resident to receive general awards, academic performance awards and/or student loans, including TAP, scholarships for academic excellence and eligibility for the Regents loan forgiveness program.
- Allow non-residents, including undocumented immigrants, who graduate from New York State high schools to receive general awards, academic performance awards and/or student loans.

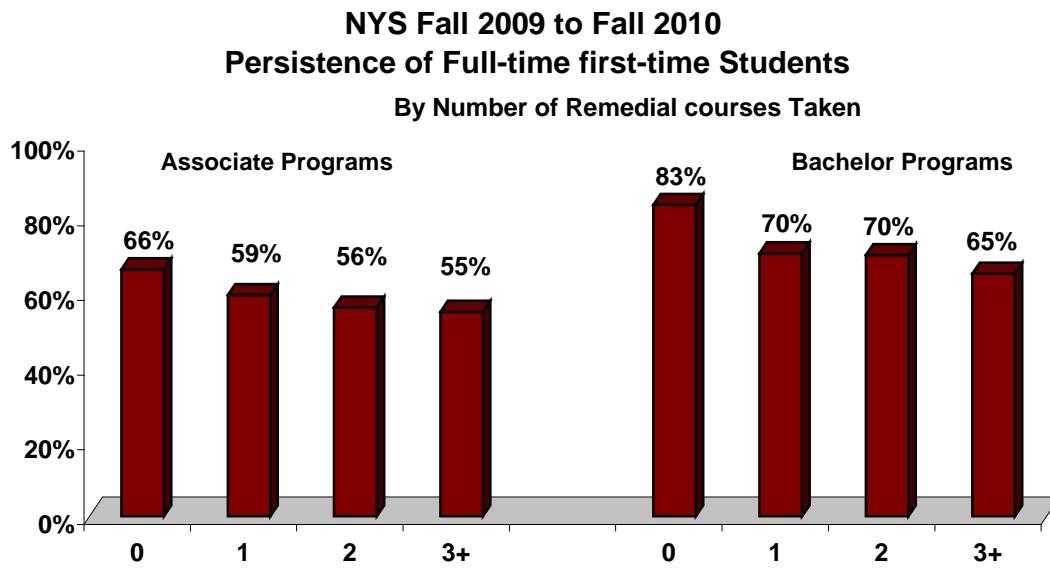
- Authorize SUNY, CUNY and community colleges trustees to provide state-aided programs, scholarships or other financial assistance to undocumented aliens who graduate from New York State high schools.
- Specifically allow non-residents, including undocumented aliens, who graduate from New York State high schools to receive State funds in the higher education opportunity programs and the collegiate science and technology entry program.
- Allow undocumented immigrants who have a taxpayer identification number to open a New York 529 family tuition account.

### Remediation

Providing access to a quality postsecondary education is an essential component of the Regents Reform Agenda. Students entering higher education must be prepared for the rigors of academia. Remediation of students entering postsecondary education institutions significantly impacts the retention and graduation of students taking remediation courses. The chart below shows the percentage of First Time students taking remedial coursework by type of institution.



The chart below indicates that the more remedial classes a student takes, the more likely he/she is to drop out.



Source: NYSED, Office of Research and Information Systems, June 2012

To address and reduce the impact of remediation on students, the initiative must begin with the P-12 system. While the impact of any policy initiative will be felt mostly among the P-12 public school districts; higher education will play an essential role in its development and implementation.

A major component of the Regents Reform Agenda is implementing the Common Core Standards for P-12 schools to foster graduates who are college and career ready. One goal was to develop a common core of standards that are internationally benchmarked and aligned with work and post-secondary education expectations.

Key roles for higher education in the Regents Reform Agenda are the recruiting, developing, retaining and rewarding of effective teachers and principals to go into P-12 schools. This combination, the implementation of the Common Core Standards and highly effective teachers and principals injected into the P-12 system, will greatly reduce the need for remediation at the postsecondary level.

#### **Sector Initiatives in Response to Topic of Concern**

The City University of New York (CUNY)

State University of New York (SUNY)

Independent Colleges and Universities

Proprietary Colleges

## **Address Out-of-State Institutions' Interest in Serving New Yorkers**

### **Regents Initiatives in Response to Topic of Concern**

One of the major responsibilities of the Regents is to ensure the quality of the higher education institutions and their programs. The Regents have adopted a rigorous system of regulatory requirements that institutions must meet in order grant degrees or certificates in New York State. These regulatory requirements ensure that, when an individual enrolls in an approved college program, he/she can have some confidence that there is value in the degree awarded and that employers recognize that value and the skills that come with successful completion of the program. In recent years, there has been enormous growth in what are commonly known as "on-line" colleges. Several models for this educational format exist, and many of the colleges that offer these on-line degree programs operate as for-profit enterprises.

These online programs are extremely attractive to many individuals, particularly adult students seeking to complete a degree or obtain a higher degree level for career advancement. On-line institutions offer thousands of programs, ranging from associates to doctoral degrees, throughout the country and the world, and it has been recognized that, when done correctly, on-line programs can be extremely rigorous academically. The advantages of such programs are that they are not limited geographically, students can engage in their work on their own schedule and can be taught by faculty located anywhere in the world.

However, there have also been documented instances of abuse committed by some of these types of institutions. For example, some online programs engage in high pressure enrollment tactics of students, many of whom are not prepared for college level work, and hire individuals to teach courses without the appropriate credentials or experience. As a result of these concerns, the federal government has issued guidance and recommendations related to State-level approval of out-of-state, on-line programs. In New York, our regulations currently apply only to those institutions that have a physical presence in the state. However, in those instances where an on-line program requires a clinical component for licensure, the institution must be registered with the Department.

The Board of Regents and the Department recognize the ongoing shift to more adult learners, both on an individual basis and through companies doing business in New York State. They also recognize the importance of allowing students access to the educational opportunities they determine best meets their needs and goals. However, for institutions of higher education to operate in New York State they must continue to meet our standards, as established in regulation, in order to guarantee the quality of the educational and economic opportunities for New York State and its residents. As we move forward, we will continue to review our standards to ensure that they stay current with the changing higher education environment.

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