



# Regents Task Force on Distance Education, Partnerships, and Competency-Based Education

Progress Update

April 29, 2014



# Distance Education Subgroup

*Presented by Mary Beth Del Balzo, The College of Westchester*

# Distance Education Subgroup Members

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Office of College and University Evaluation

# Distance Education Subgroup Review

- Review of our charge
- Questions and NYSED's Current Needs
- Our recommendations
- Next Steps

# Questions

- While the original work completed over 10 years ago is still vital to the proposal process, what else, in addition to the Quality Indicators, is necessary today?
- Are the needs of today's NYSED community in the approval process different than the needs of the NYSED group when this work was first accomplished?
- The regulatory climate we are in today dictates stricter and more specific standards, but how do we keep our definitions and indicators clear yet simple enough to continue a streamlined process of approval and ongoing oversight?

# Work In Progress

- Clarify the existing quality indicators for today's use.
- Create a guide to accompany the quality indicators.
- Keep the direction and expectations clear and simple, to guide educational institutions clearly without putting undue burden on the Office of College and University Evaluation.
- Continue to guide the process firmly without bogging down with what will soon be yesterday's technology.
- Become more transparent about expectations for demonstrating quality.

# Next Steps

The Distance Education Subgroup will continue to craft materials that suit the current needs and philosophy of NYSED.

We intend to apply this direction to our efforts with the quality indicators as well as the guide to the indicators.



# Partnership Subgroup

*Presented by Robert Ubell, NYU*



# Partnership Subgroup Members

Robert Ubell *co-leader*

New York University

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Office of College and University Evaluation

# Partnership Subgroup Review

- Convened in Albany for Task Force meetings and participated in teleconferences
- Reviewed Charge
- Drafted a working definition of Partnerships
- Developed Quality Indicators
- Next Steps and Recommendations

# Task Force Charge to Partnership Subgroup

- Develop a working definition of “Partnership” as it relates to educational institutions.
- Provide recommendations and guidance for new programs that establish partnerships affecting program goals, objectives, focus, design or delivery.

# Partnerships

## Working Definition

### BROAD:

A partnership is a defined relationship between two or more entities to strategically employ resources to achieve an educational outcome, with one or more of the entities being a New York State degree-granting institution.

### DRILL DOWN:

To ensure that registered and approved programs meet/exceed standards established by the Board of Regents, participating partners must demonstrate to NYSED that partnership proposals have been reviewed and evaluated according to established Quality Indicators pertaining to partnerships.

# Draft Program Assessment & Improvement Quality Indicator

<b>Quality Indicator</b>	<b>Operational Definition</b>
NYS institution and partner jointly participate in regular assessment process--planned, organized, systematic, and sustained.	Clear evidence of collaboration by institution and partner in assessment, including frequency, criteria, outcome data, and action and faculty have the experience and expertise to deliver and assess the curriculum.
NYS institution and partner demonstrate that students and graduates achieve student learning, program outcomes, and competencies.	Partnership does not compromise integrity of educational program, with evidence that students and graduates meet targeted outcomes and skills.
NYS institution and partner use program assessment results to improve teaching and learning and assist in planning and budgeting.	Multiple direct and indirect measures and evidence used to make decisions, with results shared and disseminated in regular evaluation of assessment process.

# Next Steps

- The Partnership Subgroup will continue to refine Quality Indicators
- Quality Indicators must allow NYS educational institutions the flexibility to operate within the current technological and global environments, while maintaining high quality Regents standards
- The Partnership subgroup will review existing Regulations to determine if changes should be made relative to partnerships



# Competency-Based Education Subgroup

*Presented by Meg Benke, Empire State College*

# Competency-Based Education Subgroup Members

Meg Benke *co-leader*

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# External Drivers for Competency Programs

- Traditional methods of credit counting fall short
- Escalating Costs of Higher Education
- Low completion rates
- New technologies serve larger numbers
- Employers and other external groups want more clear learning outcomes
- DOE and President urge innovations that don't rely on credit hour

# Student - Centered

- Student completes at his or her own pace
- Quality supported through faculty and professions involved in determining learning outcomes
- Recognition of learning from other sources saves money for student and institution
- Quality supported through good processes in assessment and evaluation

# Current Examples

- Southern New Hampshire University– College for America
- Kentucky Technical and Community Colleges
- Wisconsin system
- Western Governors

# Current Quality Issues in Consideration in Task Force

- Changing definition of the credit hour and credit unit nationally
- Unbundling and focused faculty roles (course instructors, subject matter experts, instructional designers, assessment specialists)
- Transfer Issues
- New Models for Financial Aid (SAP – Satisfactory Academic Progress)

# Next Steps

- Initiate guidelines for any institution more than one third competency-based.
- Retain capability for institutions to innovate while maintaining quality.
- Have draft guidelines for institutions to aid review processes; we do not see need for a reform of regulations at this time.