



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

TO: The Honorable the Members of the Board of Regents

FROM: Johanna Duncan-Poitier

COMMITTEE: Higher and Professional Education

TITLE OF ITEM: Statewide Plan for Higher Education – Next Steps

DATE OF SUBMISSION: March 13, 2003

PROPOSED HANDLING: Discussion

RATIONALE FOR ITEM: To seek Regents guidance on the proposed directions for development of college and university master plans in the process of developing the Statewide Plan

STRATEGIC GOAL: Goals 1, 2, 3, 4, and 5

AUTHORIZATION(S):

SUMMARY:

Every eight years, the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education, setting goals and objectives for New York's coordinated system of higher education. The Statewide Plan focuses on major issues affecting the role of higher education in New York State and its service to its residents, workforce, and community. Regents priorities 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 institutions of higher education. Last month, the Regents Committee on Higher and Professional Education reviewed the Proposed Framework for the Statewide Plan.

The 2004-2012 Statewide Plan will create strong linkages between the Regents priorities identified for the Plan and individual college and university master plans. The goal is to assure that the Regents priorities are relevant to higher education operations and become a focal point for the individual institutions in developing and implementing their master plans. Over the course of the Plan's duration, the Regent will develop initiatives to assist in its implementation. The Commissioner's Advisory Council on Higher Education will discuss implementation of the Plan periodically during its regular meetings.

Based on the Regents discussion in February and comments received from members of the Commissioner's Advisory Council and the field, we revised the draft statement of the Characteristics/Elements of a Highly Effective Higher Education System and drafted brief statements of the priorities listed in last month's document.

Those draft items are attached for the Committee's review and discussion this month and are also being sent to the Commissioner's Advisory Council. We will provide you with any comments we receive from the members of the Advisory Council. When finalized, these two items - the Characteristics/Elements of a Highly Effective Higher Education System and the Regents Priorities - will form the core of the call bulletin for college and university master plans for the 2004-2012 period.

Also attached are examples of information the Department will provide to institutions to assist them as they prepare those master plans. In order to keep the call bulletin brief and focused on the characteristics and priorities, we will make the data, projections, and other information available on the Office of Higher Education Web site, and in the call bulletin we will direct institutions to the Web site.

In April, we will ask for the Board of Regents approval of the Characteristics/Elements and the Regents priorities. On May 1, 2003, the Commissioner will send out the call bulletin for 2004-2012 college and university master plans that will include the Characteristics/Elements and Regents Priorities. The master plans will be transmitted to the Department in the spring of 2004. The Board of Regents will adopt the overall Statewide Plan for Higher Education, including both the master plans of colleges and universities and the Regents initiatives, in the fall of 2004.

Attachment

**Draft Components of the Statewide Plan
for Higher Education**

and

**Planning Materials for the Development
of Institutions' Master Plans**

Office of Higher Education
New York State Education Department
March 2003

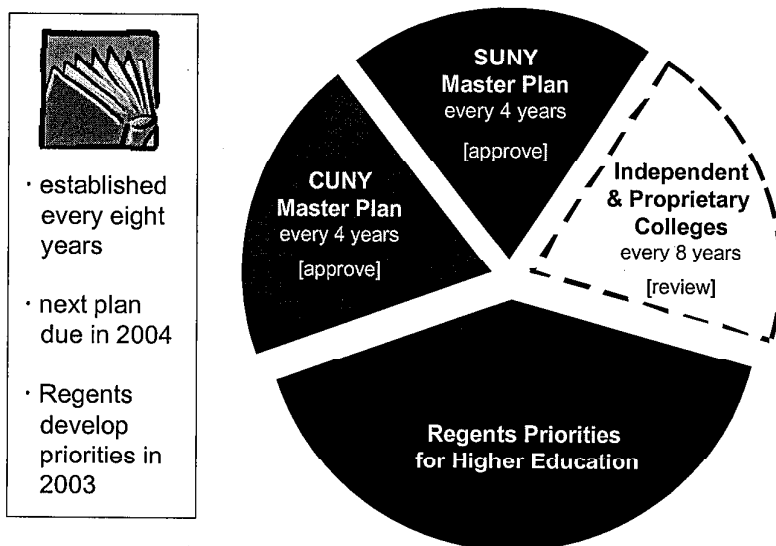
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INTRODUCTION

Every eight years, the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education, setting goals and objectives for New York's coordinated system of higher education. The Statewide Plan focuses on major issues affecting the role of higher education in New York State and its service to its residents, workforce, and community. Regents priorities 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 institutions of higher education.

Regents Statewide Plan for Higher Education



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

- define and differentiate the missions and objectives of higher education;
- identify the needs, problems and interests that programs in higher education must address;
- define and differentiate the missions and objectives of institutions of higher education;
- meet the needs and solve the problems, affect the conditions, and respond to the public's interests;
- optimize the use of resources; and
- evaluate program effectiveness.

NEW YORK'S COMMITMENT

New York State is a world leader in education. Working together, the State's colleges and universities - public, independent, and proprietary - will demonstrate even greater leadership during the first decades of the 21st Century to continue to advance the educational and economic needs of the State and its people.

CHARACTERISTICS/ELEMENTS OF A HIGHLY EFFECTIVE HIGHER EDUCATION SYSTEM

All higher education institutions in New York State:

- avidly **pursue knowledge** relating to their mission and share that knowledge with other institutions and individuals wishing to learn;
- give students the ability, through quality education, to **develop ethical, intellectual and social values**; effectively **contribute to society** and the workplace; and engage in lifelong learning;
- admit all qualified applicants within the institution's resource capability to offer them a quality education, provide adequate financial assistance to ensure access to all applicants, and assist enrolled students to succeed in their studies;
- cooperate with each other in sharing resources for an efficient and cost-effective system, and by avoiding unnecessary duplication of effort by students in their progress toward a degree;
- **collaborate with elementary and secondary schools** to assist, where possible, in preparing students **to enter and succeed in higher education** and, if teacher education is their mission, to prepare quality teachers to meet the State's need for certified teachers;
- collaborate with **government and community organizations** to identify pressing and emerging needs of society and devise effective ways to address those needs;
- collaborate with the **professions and the people they serve** to identify related needs that can be addressed by higher education, through new research initiatives or preparation of professionals with new knowledge and skills, and to devise effective ways to address those needs;
- collaborate with **businesses and other organizations** to identify their needs that can be addressed by higher education through new research initiatives or preparation of a workforce with new knowledge and skills, and to devise effective

ways to address those needs, thus advancing development of intellectual capital, the economy, and related needs of New York State;

- provide New Yorkers with opportunities to learn using **technological resources** and other means including **quality distance education**; and
- seek **excellence** through ongoing self-study and study of the environment for the purpose of continual improvement.

REGENTS PRIORITIES FOR HIGHER EDUCATION

For discussion, the draft Regents priorities for higher education for 2004-2012 are outlined below. They are directed at creating an even more effective higher education system, meeting the needs of New York's people.

- I. Smooth Student Transition from PreK-12 to Higher Education
- II. Qualified Teachers, Leaders, and Other School Professionals for New York's Schools
- III. Success for all Higher Education Students
- IV. Creation of New Knowledge through Research
- V. Strong Graduate Education to Meet the State's Needs
- VI. Qualified Professionals for Every Community throughout the State
- VII. A Balanced and Flexible Regulatory Environment to Support Excellence

I. Smooth Student Transition from PreK-12 to Higher Education

New York has a long-standing commitment to providing access to higher education to its residents. Success in higher education is directly attributable to the academic preparation of students in their elementary, middle and secondary educational programs. Building on the Learning Standards and more rigorous graduation requirements, the Regents are committed to ensuring that all students receive a quality PreK-12 educational program to prepare them for higher education.

- A. ***Regents Priority:*** *The Regents will strive to eliminate gaps in student performance based on economic status, race, ethnicity, or gender.*

One of the characteristics/elements of a highly effective higher education system is collaboration between colleges and the schools to assist students to enter and succeed in higher education. The Regents support the role that higher education institutions are playing to ensure that students have the knowledge and skills to make a smooth transition from PreK-12 to higher education through such programs as the State's Liberty Partnerships and STEP programs. These and other comprehensive programs and strategies will improve the abilities of all

youth to graduate from high school and prepare for competitive entry into postsecondary education and the work force. Over 80 percent of New York State high school seniors in 2000-01 planned to go on to postsecondary education; 63 percent planned to attend New York institutions.

- B. **Regents Priority:** *Beginning with students in the middle school grades, the Regents encourage collaborative efforts among the Department, colleges, and school districts to publicize the variety of services and information available to help K-12 students and their families access and prepare for success in future college study.*

II. Qualified Teachers, Leaders, and Other School Professionals for New York's Schools

Improving instruction in the PreK-12 schools depends on teachers who have the requisite knowledge and skills to assist **all** children to meet the Regents Learning Standards and on school administrators and other school personnel to serve as effective leaders for the State's schools and districts.

In 2000-01, New York's public schools enrolled approximately 2.8 million pupils from kindergarten through high school. The challenge is to provide an adequate supply of teachers who are prepared to teach diverse pupil populations including the gifted and talented, non-native speakers, pupils with disabilities, and pupils from socioeconomic backgrounds ranging from those eligible for free or reduced-price lunches to those with family incomes in the highest brackets. To ensure that every pupil in our richly diverse American mix achieves the knowledge and skills specified in the Regents Learning Standards, colleges must prepare teachers better than ever before. School districts must provide in-service opportunities for working teachers to expand their repertoires. Effective instructional leaders must guide our schools and districts.

In 2001-02, approximately 220,000 classroom teachers were employed in New York State's public schools and Boards of Cooperative Educational Services (BOCES). Of these, almost 12 percent either were not certified for the subjects or levels they were teaching or held temporary certificates (which will no longer be issued starting September 2003). Of those who reported their age, more than nine percent were at or near retirement age. In that year, 74.2 percent of schools statewide did not have a certified library media specialist; 30 percent of elementary schools upstate and 94 percent in New York City lacked full-time certified school librarians. The State's public schools employed 4,108 school principals and 763 superintendents of schools in 2001-02. Of those reporting their age, almost 16 percent of principals and 30 percent of superintendents were at or near retirement age.

Current and projected shortages of qualified teachers exist in certain geographic areas and in several instructional fields, including special education, mathematics, science, social studies, English, languages other than English, bilingual education, library media specialist, and career and technical education. New school leaders will be needed to replace retiring principals and superintendents over the coming decade.

- A. ***Regents Priority:*** *To provide all students with the high-quality education to which they are entitled, the Regents will work with the State's higher education institutions and K-12 educational community to meet the needs of our schools for decades to come by:*
- *Recruiting, preparing, and retaining an adequate supply of qualified teachers for all subject matter areas and for all geographic locations throughout the State; and*
 - *recruiting, preparing, and retaining outstanding school leaders.*

III. Success for all Higher Education Students

Undergraduate education helps assure academic, civic, and cultural success. It is the entry-level door to opportunity for effective participation in and contribution to society. 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 life long learning. Within the context of diverse institutional missions and individual aspirations and talents, New York's higher education community must help all students to attain the knowledge, skills, and ethical grounding to contribute to society and succeed in the workplace in responsible ways.

All students will attain progressively advanced levels of knowledge and the ability to apply that knowledge effectively to problems in the field of study and to new areas. Students will learn from experts, printed and electronic documents, collaboration with peers, and their own observations and reasoning. They will learn independently, integrating and synthesizing different aspects of knowledge, extending and creating knowledge, thinking critically, and engaging in reflective self-critical thought. They will listen, speak, and write clearly and effectively. They will develop global consciousness and an adaptability to changing environments and conditions. They will become self-directed life-long learners capable of self-renewal.

An essential condition for achieving these outcomes is that 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. This relates to the characteristic of a highly effective system that calls on institutions to seek

excellence through ongoing self-study and study of the environment in which they operate.

- A. **Regents Priority:** *The Regents ask institutions to describe in their master plans how the results of their ongoing self-study processes improve the quality of students' education.*

A top priority for both State and Federal agendas should be the reaffirmation that access to college is a vital component to help ensure success for all. It is essential that colleges and universities remain affordable for low- and moderate-income students. Student loans and institutionally funded student aid, rather than grants, are growing at a rapid rate, causing stress for both students and institutions. A disproportionate share of loans is made to low- and moderate-income students, an ill-advised approach for a population that is least able to repay.

- B. **Regents Priority:** *The Regents will continue to collaborate with higher education institutions to advocate with State and Federal elected officials for an effective fiscal strategy to ensure access and an affordable higher education for all students.*

Student retention is an important barometer of an institution's ability to provide the support needed for student success. In recent years, graduation rates have been falling, statewide. Of the full-time, first-time students matriculating in associate degree programs in 1994, 25.2 percent had graduated from the same institution three years later, by 1997. Of those matriculating in 1999, 22.9 percent had graduated from the same institution by 2001. Of the full-time, first-time students matriculating in baccalaureate programs in 1991, 58.4 percent had graduated from the same institution six years later, by 1997. Of those matriculating in 1995, 56.1 percent had graduated from that institution by 2001.

Disparities exist in success rates on the basis of economic condition, race, and/or ethnicity. For example, while 63.3 percent of the White full-time, first-time students matriculating in a baccalaureate program had earned a baccalaureate degree from the same institution by 2001, for Black students the rate was 40.4 percent and for Hispanic students it was 39.9 percent. Similar disparities exist for students matriculating in associate degree programs. The State's higher education opportunity programs are national models for assisting students in need to succeed in higher education; however, they cannot serve all students who could benefit from them.

- C. **Regents Priority:** *The Regents ask institutions to focus on student retention in their master plans and activities they can undertake to help close performance gaps based on students' economic status, ethnicity, race, or gender.*

In just four years, the number of persons with disabilities attending college grew by nearly 25 percent, from 28,132 in 1997 to 35,092 in 2001, when they were 3.4 percent of all students enrolled. Increasing numbers of students with disabilities will be graduating from high school with the desire to pursue higher education. These students offer special challenges for higher education. Faculty training, assistive technology, counseling, and appropriate support personnel are some of the factors to be addressed by colleges and universities. Accessibility and success for students with disabilities in higher education will depend on an understanding of how to provide needed services effectively to these students and the ability to provide them. When given appropriate support, students with disabilities perform at rates equivalent to all students. For example, 56.1 percent of all full-time, first-time students matriculating in baccalaureate programs in the fall of 1995 had earned baccalaureate degrees from the same institution by 2001; over the same period the rate for students with disabilities was 60.7 percent.

- D. ***Regents Priority:*** *The Regents ask institutions to focus in their master plans on access and success for their students who have disabilities. The Regents will work with the higher education community to assure that institutions have adequate financial support to maintain and initiate appropriate programs and services for these students.*

IV. Creation of New Knowledge through Research

Knowledge continues to grow exponentially. Within the last decade, technology has changed how the world conducts business. The health of New York, the nation, and the world depends on creating new knowledge to help meet present and future needs and pressing and emerging challenges. Research at colleges and universities in such areas as technology, health care, and energy sources will contribute significantly to this end. In February 2003, Massachusetts Institute of Technology's *Technology Review* identified ten emerging technologies as among those likely to be highly influential in the near future: Glycomics, Grid Computing, Injectable Tissue Engineering, Mechatronics, Molecular Imaging, Nano Solar Cells, Nanoimprint Lithography, Quantum Cryptography, Software Assurance and Wireless Sensor Networks.

One of the characteristics/elements of a highly effective higher education system is that every institution avidly pursues knowledge relating to its mission and shares that knowledge with others. Therefore, every institution is asked to consider the role research plays in its mission. Those that focus on technical or professional fields may engage faculty and students in applied research. Many baccalaureate institutions include undergraduate research projects in their programs of study.

- A. **Regents Priority:** *The Regents encourage institutional initiatives and ask institutions to describe in their master plans their research priorities and their recommendations to New York State relating to the discovery and dissemination of new knowledge.*

V. Strong Graduate Education to Meet the State's Needs

Graduate education helps prepare scholars to conduct research and educate other professionals. Of New York's 261 colleges and universities, 134 (51.3 percent) offer 8,171 programs leading to master's and doctoral degrees or advanced certificates. This year, they are preparing 185,509 full- and part-time graduate students (17.0 percent of all New York college and university students).

New scholars are needed in all areas of academe. The lack of scholars can seriously jeopardize New York's ability to conduct needed research; prepare teachers in such critical areas as mathematics, the sciences, special education, and bilingual education; and contribute to national security. Last year, New York's colleges and universities had over 45,000 full-time faculty members. Large numbers of faculty are expected to retire in the next decade, however, as nearly one-third of full-time faculty, nationwide, are 55 or older.

Statewide, New York's colleges and universities offer 1,087 programs leading to doctoral degrees, of which 847 are research-oriented programs leading to Ph.D. degrees. In 2000-01, those institutions conferred 3,606 doctorates on their students, who participate in a national and international employment market. These were 8.4 percent fewer doctorates than were granted in 1995-96. Most of the doctorates conferred in 2000-01 were in only five program areas: the Biological Sciences/Life Sciences, Psychology, the Social Sciences and History, Education, and Engineering. These five categories accounted for 59 percent of that year's doctoral degrees.

A gap exists between the rates at which students of different racial/ethnic groups earn undergraduate and graduate degrees. In 2000-01, Black, Hispanic, and Native American students earned 27.3 percent of all the baccalaureate degrees conferred in New York; however, they received only 10.2 percent of the doctorates conferred.

- A. **Regents Priority:** *The Regents will advocate that our colleges and universities, and the State and Federal governments, strengthen graduate education. They ask institutions to include in their master plans their activities related to the information above.*

VI. Qualified Professionals for Every Community throughout the State

One of the characteristics/elements of a highly effective higher education system is that its institutions collaborate with professional practitioners and the people they serve to identify emerging needs and devise ways to meet those needs.

Legislation approved in December 2002 creates four new mental health professions effective January 1, 2005: mental health counseling, marriage and family therapy, creative arts therapy, and psychoanalysis. While grandparenting provisions may allow current practitioners to seek licensure under the new law, colleges, universities, and psychotherapy institutes will also need to work with the Department to develop and register licensure-qualifying programs—once implementing regulations are approved.

Professional workforce shortages are drawing the attention of professionals, legislators, educators, administrators, regulators and employers. The Regents have initiated a comprehensive strategy to address the existing shortage in the State's nursing workforce (estimated to be 17,000 nurses by 2005 and to rise thereafter). The State's residents rely on these professionals for their health and safety. Shortages of other professionals, such as pharmacists and librarians, are imminent. Steps such as those outlined under "Smooth Student Transition from PreK-12 to Higher Education," above, will help address shortages by increasing the numbers and diversity of students attracted to professional education.

At the same time, the pace of change for professionals themselves has quickened. Technology offers new practice opportunities in all fields, and particularly in health, business, information, engineering, and design. The ongoing development of knowledge and skills is critical in today's dynamic practice environments. With the addition of a law that will soon require continuing education of professional engineers and land surveyors, 150,000 active practitioners in 15 health, design and business professions will have a continuing education mandate. The preparation and continuing education that future professionals receive must reflect technological and other developments in the professional environment and communicate effectively the need to uphold ethical values and practices.

The reasons for professional workforce shortages are complex, as are the dynamics of change in the professional environment. The Regents believe that one key element in addressing both challenges is a strong link between the institutions of higher education and the needs of the diverse communities served by these institutions and the professionals they prepare.

- A. **Regents Priority:** *The Regents and the Department will continue to monitor supply, demand, and changing conditions for all professions and will strengthen efforts to:*

- *Communicate to the institutions of higher education the results of their monitoring activities;*
- *Seek input on changes in the professions from the institutions with professional preparation programs, based on their research and experience; and*
- *Encourage and enable institutions to respond to existing and emerging needs by keeping pace with technology, supporting the continuing education of licensed professionals, ensuring a close link between preparation and practice, and working to improve access to the professions and to ensure an adequate supply of professionals throughout the State.*

VII. A. Balanced and Flexible Regulatory Environment to Support Excellence

The Regents are committed to an ongoing dialogue with higher education institutions concerning the regulatory environment that affects them. The Regents and the Department will seek to assure that regulatory requirements are consistent with and supportive of the Statewide Plan. They will demonstrate awareness of changes in higher education by working cooperatively with all constituencies in the review of existing regulations and policies. The goal will be to assure high academic standards and accountability through regulations that make sense and that do not present unreasonable burdens on institutions.

- A. ***Regents Priority:*** *The Regents and the Department will maintain avenues of communication to assure that colleges and universities are aware of regulations and their application and have an opportunity for input. The Regents priority will remain to ensure a regulatory environment that helps to create a highly effective system of higher education in our State.*

As the Regents work cooperatively with the higher education community to assure a balanced regulatory environment, they also will work with sector leaders to advocate for adequate and carefully budgeted financial support (1) for colleges and universities as they endeavor to fulfill their missions and comply with quality standards set forth in regulations and (2) for student financial aid.

- B. ***Regents Priority:*** *The Regents will advocate for increased State funding for higher education in New York. New York State currently ranks 36th among states in per capita state expenditures for higher education.*

OTHER PLANNING ELEMENTS

Planning Data. Provision by SED of some common data, projections, and other information will assist institutions and the sectors to have some common basis for their master plans. One example of such information is the next section, on College and University Enrollment Projections, which would be included in the call bulletin for master plans. A few examples of other types of information are appended. However, in order to keep the call bulletin brief and focused on the characteristics/elements and priorities, we will make the data, projections, and other information available on the Office of Higher Education Web site and direct institutions to that location in the call bulletin instead of printing this material as part of the bulletin.

Institutional Master Plans. The master plans of SUNY, CUNY, and the independent and proprietary institutions will contain the systems' objectives and strategies for achieving both the Regents priorities and the specific goals of the institutions. These master plans and the Regents initiatives will become the blueprint for action to attain the Regents priorities in the Statewide Plan for Higher Education, 2004-2012.

Regents Initiatives. The Regents will draw on USNY's collective resources and initiate specific policies and programs, where appropriate, to advance the priorities they have identified.

Reviewing Our Progress, 2004-2012. The effectiveness of the Statewide Plan for Higher Education depends on the higher education community regularly reviewing its progress in achieving its priorities and objectives. The Commissioner's Advisory Council on Higher Education, which includes representatives from all four higher education sectors (SUNY, CUNY, independent and proprietary institutions) will regularly discuss the implementation of the Statewide Plan for Higher Education. The Department will report to the Regents each year on progress.

PRELIMINARY COLLEGE AND UNIVERSITY ENROLLMENT PROJECTIONS

This model projects matriculated enrollment by level of student and institution for the years 2003 to 2013. They will be updated using fall 2002 data before this coming summer and will be posted on the Department's web site. The methodology is described on pages 19 and 20.

Findings

- The latest projections of New York State high school graduates show an increase in graduates until 2009. However, full-time undergraduate enrollments continue to increase until 2012.
- In most years, there was a projected year-to-year increase of both part-time and full-time undergraduates in every sector (Table 1).
- Except for part-time graduate students at the State University of New York (SUNY), an increase in graduate students is projected in every sector (Table 2).
- Full-time undergraduate enrollment will grow fastest in the Proprietary sector. The City University of New York (CUNY) will have the second fastest growth, followed by SUNY and independent institutions (Table 2).

Table 1

Total Enrollment Growth by Sector (Not Full-Time Equivalents), 2003 -- 2013.

Sector	2003	2013	Change 2003 to 2013	% Change 2003 -- 2013
State University of New York	388,736	409,582	20,847	5.4%
City University of New York	200,925	212,368	11,443	5.7%
Independent Institutions	432,687	452,327	19,640	4.5%
Proprietary Colleges	43,577	47,037	3,460	7.9%
Statewide Total	1,065,925	1,121,315	55,389	5.2%

Source: NYSED, Office of Research and Information Systems, 2003.

Table 2

Statewide Projected Percentage Changes in Enrollment, 2003-2013

Sector	Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate
State University of New York	8.8%	0.0%	1.4%	- 0.7%
City University of New York	8.6%	2.5%	1.2%	1.7%
Independent Institutions	7.4%	0.4%	1.1%	1.4%
Proprietary Colleges	9.5%	1.6%	0.7%	1.4%
Statewide Total	8.3%	0.9%	1.2%	1.0%

Source: NYSED, Office of Research and Information Systems, 2003.

Table 3

Percent Change in Enrollment by Regents Region, 2003 – 2013.

Regents Region	Full- Time Undergraduate	Part -Time Undergraduate	Full- Time Graduate	Part- Time Graduates
Western	4.6%	- 3.5%	- 0.2%	- 3.9%
Genesee Valley	6.4%	- 2.6%	1.1%	- 1.0%
Central	7.7%	-2.6%	1.1%	- 2.2%
Northern	- 3.3%	- 0.5%	3.4%	1.1%
Northeast	3.5%	- 2.1%	1.5%	2.0%
Mid-Hudson	9.6%	1.8%	3.4%	4.8%
New York City	8.3%	1.7%	0.9%	1.6%
Long Island	18.2%	1.7%	2.8%	1.3%
Statewide	8.3%	0.3%	1.2%	1.0%

Source: NYSED, Office of Research and Information Systems, 2003.

Conclusions

- Overall undergraduate and graduate enrollment will grow until 2012, statewide. Enrollments will decline after 2012 (Figure 1).
- Institutions drawing their full-time undergraduates substantially from three downstate regions (Mid-Hudson, Long Island, and New York City) will have the fastest growth in full-time undergraduate enrollment. These three regions will account for 78 percent of the projected growth in total enrollments, yet they have only 68 percent of the total State population (New York State Statistical Year Book, 2001). This results from projected different rates of population growth by region (Table 3, Table 4, and Figure 2). As a result of the projected growth patterns, all the upstate regions will see their share of the higher education market drop, or grow at a much slower rate than downstate regions. An important point is that the upstate regions are not necessarily losing population; their population growth may be slower than the three downstate regions' growth.
- Changes in enrollment are not constant across sectors, types of students, and regions of enrollment. (Tables 1, 2, and 3). The growth rate of full-time graduate students enrolled in the Western region will decline by 0.2 percentage points, while full-time undergraduate enrollment in the region will grow by 4.6 percent.

Assumptions and Caveats

This model highlights the effects of general demographic changes on future enrollment at colleges and universities. Such variables as participation rates, survival rates, and market shares of individual colleges and universities were held constant for the projection period. No attempt was made to assess and incorporate the effects of possible changes in economic conditions, student aid funding, college and university fiscal resources, admissions policies, cultural or socioeconomic changes in the

population, or other factors. Since these variables were held constant, the model does not predict significant shifts in market shares of sectors or individual institutions.

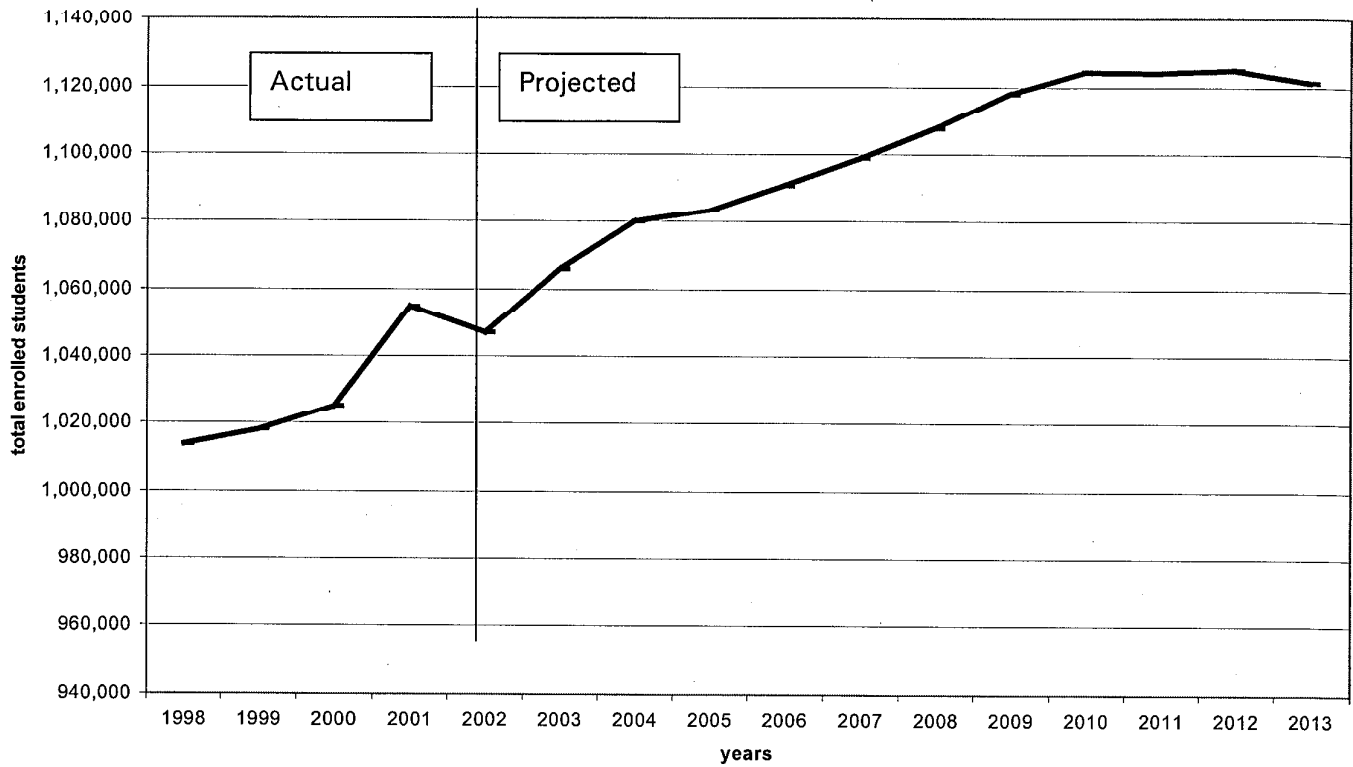
The model does not address certain shifts in population characteristics/elements. For example, while we know that members of minority groups constitute an increasing share of the State's population, at present we are not able to identify specific changes in minority enrollment in colleges and universities. Fundamental demographic shifts of this nature may be addressed later. The model does address the nature of overall changes in the number and distribution of prospective students in the State. For example, we can identify in some detail the consequences of relatively greater population growth downstate. In practical terms, this means that the Mid-Hudson, New York City, and Long Island regions will contribute more of the population enrolled in colleges and universities than they have in the past (Table 4). For example, Table 4 shows that the number of part-time undergraduates from New York City is projected to more than double over the period.

Table 4
Proportion of Growth by Region, 2003 – 2013
(Contribution by region to overall projected growth by type of student)

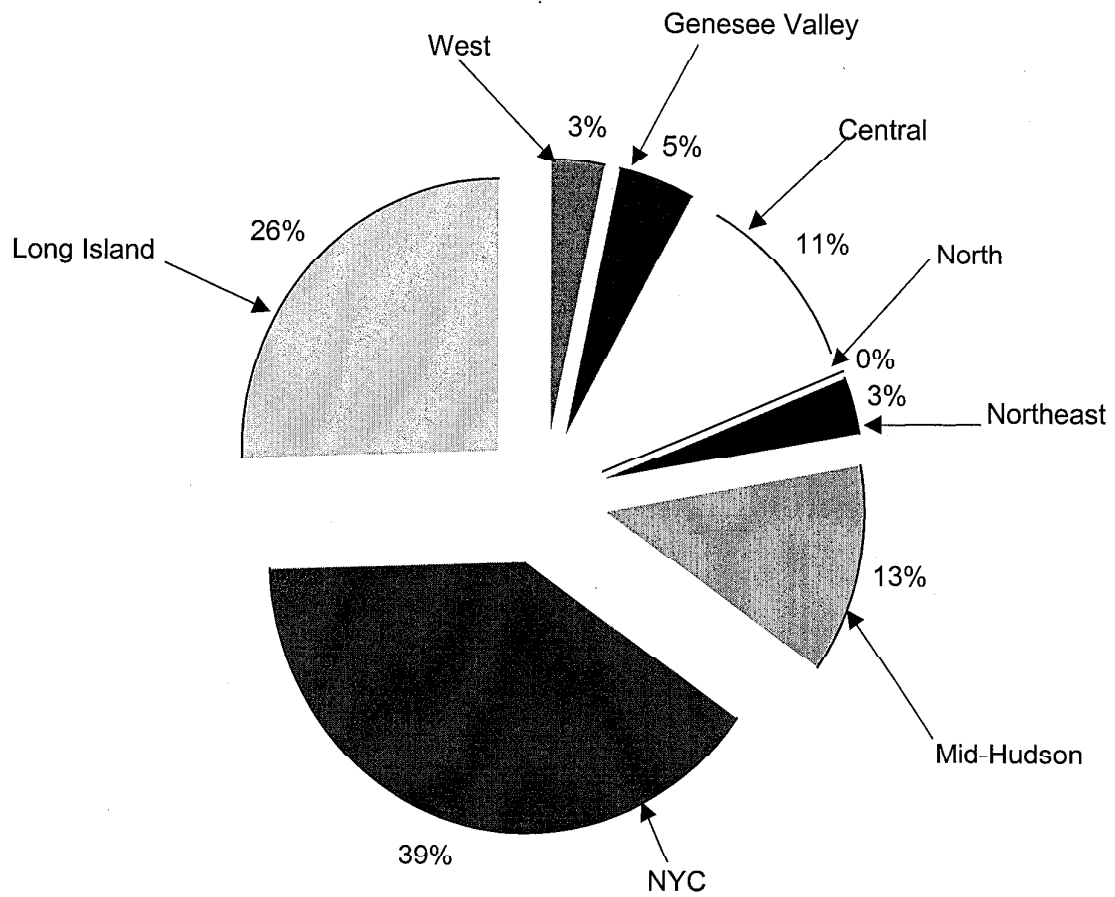
Regents Region	Full-time Undergraduate		Part-time Undergraduate		Full-Time Graduate		Part-Time Graduate	
	#	%	#	%	#	%	#	%
Western	2,768	5.4	- 622	- 30.9	- 14	-1.6	-284	- 26.7
Genesee Valley	3,091	6.0	-467	- 23.2	49	5.5	- 65	- 6.1
Central	6,542	12.7	-415	-20.6	110	12.5	- 169	- 15.9
Northern	-408	-0.8	27	1.3	28	3.1	7	0.7
Northeast	2,143	4.2	-566	- 28.1	75	8.5	161	15.1
Mid-Hudson	5,667	11.0	940	46.7	87	9.9	363	34.0
New York City	18,813	36.6	2,137	106.2	342	38.9	801	75.2
Long Island	12,814	24.9	978	48.6	205	23.2	251	23.6
Statewide	51,430	100.0	2,012	100.0	880	100.0	1066	100.0

Source: NYSED, Office of Research and Information Systems, 2003.

Total Enrolled Students by All Types (Not FTE)



Share of Each Region's Contribution to the Projected Growth of Total Enrollments from 2003 to 2013



Methods and Definitions of Terms

The method this model uses involves six major steps repeated in varying ways for each enrollment group: full- or part-time undergraduates, graduate students, and first-professional degree students. The steps were:

1. Collating historical enrollment and gathering or developing high school graduate and population projections;
 2. Calculating historical and projected participation rates;
 3. Calculating projected pools of students in each of the eight Regents Higher Education Regions;
 4. Calculating projected market shares of each institution for each regional pool;
 5. Distributing projected student pools to each institution;
 6. Using cohort survival data from each degree-granting institution to estimate the total enrollment of full-time undergraduates.
- **Enrollment data.** The model used four years of historical enrollment data by institution for the projection. It also included two years of enrollments by institution with student region of origin. Numbers of high school graduates by county were projected for the years 2003 to 2013. This projection involved obtaining enrollment figures for first grade through 12th grade for the school years 1998-2002. Grade progression rates were calculated for each of the four historical years and used to develop projected grade progression ratios by county. Finally, the latest Census projections from Cornell Statistical Services for each county by age group to the year 2013 were used in conjunction with predicted high school graduates.
 - **Participation rates** refer to the proportion of a population that attends colleges and universities in New York State. Rates are calculated for specific age groups, student levels, and attendance levels in each geographical/regional pool.
 - **Projection of student pools.** Multiplying a projected age group population by that age group's projected participation rate resulted in a projection of a total enrolled student pool. For full-time, first-time undergraduates (incoming freshmen), the age groups were recent high school graduates, 20 to 24 year olds, and 25 to 29 year olds. Those used in the projection of part-time undergraduate and graduate student pools were 15 to 19, 20 to 24, 25 to 34, 35 to 49, and 50+.
 - **Institutional market share** was calculated by dividing each institution's actual enrollments by the total statewide enrollment for students from each regional pool. Each college had market shares calculated for each type of student it enrolls. Therefore, a market share was assigned to every institution for every age group and geographic pool of students.
 - **Distribution of the projected student pools.** Projected student pools were distributed by multiplying each institution's projected share of each type of enrolled student by the projected pool of that type of student.

- **Cohort survival.** The use of cohort techniques for full-time, first-time undergraduates (incoming freshmen) involved calculating a survival rate unique to each institution. This rate was applied to incoming freshmen to generate the numbers of continuing full-time undergraduates.

**Persistence of Fall First-Time Students into the Next Fall
New York State, By Sector and Level of Institution**

		Entering Students	Persisting Students	Persistence Rate
4-Year and Higher		No Remedial/developmental Courses		
	SUNY			
	1996	21,860	9,238	42.3%
	1998	26,701	16,943	63.5%
	1999	19,147	13,051	68.2%
	CUNY			
	1996	7,350	5,409	73.6%
	1998	5,241	3,998	76.3%
	1999	5,599	4,293	76.7%
	INDEPENDENT			
	1996	45,754	30,675	67.0%
	1998	54,238	39,758	73.3%
	1999	41,053	31,581	76.9%
	2000	48,512	37,483	77.3%
	PROPRIETARY			
	1996	1,314	892	67.9%
	1998	2,447	1,905	77.9%
	1999	1,295	825	63.7%
4-Year and Higher		1 Remedial/developmental Course		
	SUNY			
	1996	1,099	507	46.1%
	1998	2,939	1,863	63.4%
	1999	3,567	2,316	64.9%
	CUNY			
	1996	4,874	3,434	70.5%
	1998	4,463	3,248	72.8%
	1999	4,408	3,267	74.1%
	INDEPENDENT			
	1996	3,740	1,553	41.5%
	1998	4,466	2,582	57.8%
	1999	4,609	2,552	55.4%
	PROPRIETARY			
	1996	1,393	847	60.8%
	1998	1,485	936	63.0%
	1999	585	289	49.4%

		Entering Students	Persisting Students	Persistence Rate
4-Year and Higher		2 Remedial/developmental Courses		
SUNY				
	1996	148	71	48.0%
	1998	870	499	57.4%
	1999	851	469	55.1%
CUNY				
	1996	1,931	1,161	60.1%
	1998	2,948	1,912	64.9%
	1999	2,650	1,793	67.7%
INDEPENDENT				
	1996	540	298	55.2%
	1998	1,004	598	59.6%
	1999	1,180	689	58.4%
PROPRIETARY				
	1996	483	269	55.7%
	1998	402	230	57.2%
	1999	702	261	37.2%
4-Year and Higher		3 + Remedial/developmental Courses		
SUNY				
	1996	93	55	59.1%
	1998	219	135	61.6%
	1999	236	107	45.3%
CUNY				
	1996	307	193	62.9%
	1998	1,123	779	69.4%
	1999	883	627	71.0%
INDEPENDENT				
	1996	71	48	67.6%
	1998	188	128	68.1%
	1999	299	182	60.9%
PROPRIETARY				
	1996	187	120	64.2%
	1998	134	95	70.9%
	1999	29	16	55.2%

		Entering Students	Persisting Students	Persistence Rate
4-Year and Higher		Total First-Time		
SUNY				
	1996	13,655	4,067	29.8%
	1998	30,729	19,440	63.3%
	1999	23,801	17,022	71.5%
CUNY				
	1996	14,462	10,197	70.5%
	1998	13,775	9,937	72.1%
	1999	13,540	9,980	73.7%
INDEPENDENT				
	1996	10,558	6,633	62.8%
	1998	59,905	43,066	71.9%
	1999	45,394	33,300	73.4%
	2000	45,896	32,479	70.8%
PROPRIETARY				
	1996	2,420	1,478	61.1%
	1998	4,468	3,166	70.9%
	1999	3,160	1,755	55.5%
	2000	2,739	1,747	63.8%
	2001	2,151	1,169	54.3%
2-Year		No Remedial/developmental Courses		
SUNY				
	1996	21,565	9,440	43.8%
	1998	29,597	12,408	41.9%
	1999	21,432	10,115	47.2%
CUNY				
	1996	2,080	1,152	55.4%
	1998	1,953	1,131	57.9%
	1999	1,813	987	54.4%
INDEPENDENT				
	1996	518	368	71.0%
	1998	755	345	45.7%
	1999	433	270	62.4%
PROPRIETARY				
	1996	5,057	1,591	31.5%
	1998	3,779	1,346	35.6%
	1999	3,141	1,380	43.9%

		Entering Students	Persisting Students	Persistence Rate
2-Year		1 Remedial/developmental Course		
SUNY				
	1996	2,640	1,352	51.2%
	1998	7,809	4,137	53.0%
	1999	7,297	3,930	53.9%
CUNY				
	1996	3,432	2,069	60.3%
	1998	2,875	1,740	60.5%
	1999	2,674	1,651	61.7%
INDEPENDENT				
	1996	368	194	52.7%
	1998	381	168	44.1%
	1999	324	155	47.8%
PROPRIETARY				
	1996	646	337	52.2%
	1998	1,203	437	36.3%
	1999	926	371	40.1%

2-Year		2 Remedial/developmental Courses		
SUNY				
	1996	1,880	666	35.4%
	1998	3,640	2,029	55.7%
	1999	3,888	2,177	56.0%
CUNY				
	1996	3,799	2,356	62.0%
	1998	3,501	2,229	63.7%
	1999	3,417	2,203	64.5%
INDEPENDENT				
	1996	76	16	21.1%
	1998	125	54	43.2%
	1999	53	31	58.5%
PROPRIETARY				
	1996	311	223	71.7%
	1998	150	65	43.3%
	1999	142	64	45.1%

		Entering Students	Persisting Students	Persistence Rate
2-Year		3 + Remedial/developmental Courses		
	SUNY			
	1996	431	193	44.8%
	1998	2,078	1,153	55.5%
	1999	2,060	1,159	56.3%
	CUNY			
	1996	2,701	1,835	67.9%
	1998	2,707	1,781	65.8%
	1999	2,582	1,714	66.4%
	INDEPENDENT			
	1996	5	3	60.0%
	1998	35	11	31.4%
	1999	19	13	68.4%
	PROPRIETARY			
	1996	281	2	0.7%
	1998	703	95	13.5%
	1999	714	109	15.3%

2-Year		Total First-Time		
	SUNY			
	1996	2,529	1,568	62.0%
	1998	43,124	19,727	45.7%
	1999	34,677	17,442	50.3%
	CUNY			
	1996	12,012	7,412	61.7%
	1998	11,036	6,881	62.4%
	1999	10,491	6,555	62.5%
	INDEPENDENT			
	1996	701	410	58.5%
	1998	1,296	578	44.6%
	1999	845	484	57.3%
	PROPRIETARY			
	1996	3,255	921	28.3%
	1998	5,835	1,943	33.3%
	1999	3,975	1,676	42.2%

Source: NYSED, Office of Research and Information Systems, February 2003.

**Graduation Rates for Students Entering a Less-than-Baccalaureate
Program Full-Time And Earning a Degree Through Spring of the Year
Shown at the Institution First Entered (in Year-3)**

New York State By Student

	Full-time Entrants in Year-3	Less Than 2 Yr Pgm	Associate Degree Associate Degree Earned within 2 Yrs 3 Yrs	Percent Still Enrolled
Transfer Students, < Bacc.				
Total				
1997	11,955	--	23.9% 34.9%	--
1999	5,998	3.2%	13.3% 23.6%	7.0%
2000	14,916	2.7%	27.8% 36.2%	7.4%
2001	13,354	3.3%	24.2% 33.4%	10.7%
First-Time Entrants, <Bacc.				
Total				
1997	62,383	--	12.6% 25.2%	--
1999	62,658	1.9%	12.3% 23.0%	11.3%
2000	63,690	2.1%	12.6% 23.0%	12.0%
2001	64,423	4.0%	13.6% 23.9%	14.7%
Disability				
Students with Disabilities				
1997	1,676	--	7.8% 18.7%	--
1999	842	2.4%	7.2% 16.5%	19.0%
2000	1,578	3.2%	7.1% 19.8%	31.7%
2001	2,202	3.0%	8.3% 23.2%	26.0%
Grade Point Average				
90-100 (or 3.50-4.00)				
1997	882	--	38.1% 50.6%	--
1999	1,226	2.9%	36.8% 48.4%	9.7%
2000	1,289	1.7%	38.6% 48.1%	14.9%
2001	1,303	1.4%	48.3% 59.5%	9.9%
80-89.9 (or 2.50-3.49)				
1997	7,589	--	26.6% 40.8%	--
1999	8,445	0.7%	25.3% 39.3%	9.5%
2000	8,597	1.6%	25.1% 38.8%	10.9%
2001	9,125	1.6%	25.6% 40.8%	15.4%
70-79.9 (or 1.50-2.49)				
1997	14,122	--	9.6% 20.4%	--
1999	16,998	0.8%	6.3% 16.9%	12.4%
2000	15,461	0.9%	6.8% 17.3%	13.1%
2001	12,966	1.4%	9.3% 21.6%	21.6%

		Full-time Entrants in Year-3	Less Than 2 Yr Pgm	Associate Degree Associate Degree Earned within		Percent Still Enrolled
				2 Yrs	3 Yrs	
<70 (or <1.50)	1997	3,349	--	5.9%	11.6%	--
	1999	3,647	0.4%	1.4%	8.0%	13.2%
	2000	3,749	0.9%	1.3%	8.7%	16.0%
	2001	3,249	0.9%	3.1%	11.5%	26.7%
GPA Unknown	1997	13,843	--	9.6%	20.8%	--
	1999	32,342	3.0%	12.3%	22.7%	10.9%
	2000	34,594	3.0%	12.4%	22.2%	11.2%
	2001	37,780	5.8%	11.8%	20.4%	11.2%
Race/Ethnicity						
Nonresident Alien	1997	0	--	--	--	--
	1999	1,287	0.5%	9.1%	20.7%	12.4%
	2000	1,284	0.3%	8.9%	20.5%	14.6%
	2001	1,435	0.9%	15.3%	29.3%	20.8%
Black, Non-Hispanic	1997	0	--	--	--	--
	1999	10,856	1.5%	6.1%	14.5%	11.3%
	2000	10,321	1.0%	5.9%	13.7%	13.3%
	2001	10,109	4.2%	7.1%	14.9%	16.5%
Native American	1997	0	--	--	--	--
	1999	273	0.7%	8.8%	18.3%	14.3%
	2000	285	0.7%	6.7%	14.7%	10.2%
	2001	301	2.7%	9.3%	17.9%	11.0%
Asian/Pacific Islander	1997	0	--	--	--	--
	1999	2,548	0.5%	10.4%	19.5%	17.4%
	2000	2,423	0.9%	11.6%	22.8%	18.1%
	2001	2,764	2.0%	11.3%	22.0%	26.6%
Hispanic	1997	0	--	--	--	--
	1999	9,689	1.4%	5.5%	13.8%	13.8%
	2000	9,026	1.1%	5.8%	13.5%	16.6%
	2001	8,929	3.5%	6.6%	14.2%	19.5%

		Full-time Entrants in Year-3	Less Than 2 Yr Pgm	Associate Degree Associate Degree Earned within		Percent Still Enrolled
				2 Yrs	3 Yrs	
White, Non-Hispanic	1997	0	--	--	--	--
	1999	35,934	1.5%	16.2%	28.5%	10.3%
	2000	37,238	2.4%	16.3%	28.5%	10.5%
	2001	37,675	4.5%	16.7%	28.5%	12.0%
R/E Unknown	1997	0	--	--	--	--
	1999	2,071	15.2%	13.8%	22.0%	8.4%
	2000	3,113	7.6%	12.9%	17.9%	5.9%
	2001	3,210	2.9%	17.7%	24.3%	14.0%
Opportunity Programs						
Opp. Program Total	1997	2,676	--	2.7%	14.0%	--
	1999	3,267	0.3%	2.9%	15.3%	11.5%
	2000	3,169	0.5%	2.8%	14.9%	13.0%
	2001	3,385	0.5%	4.6%	15.3%	21.6%
Students with Disabilities	1997	219	--	2.7%	16.0%	--
	1999	77	--	--	11.7%	11.7%
	2000	108	0.9%	--	10.2%	21.3%
	2001	133	--	4.5%	19.5%	26.3%
Nonresident Alien	1997	5	--	--	20.0%	--
	1999	11	--	--	--	18.2%
	2000	8	--	--	25.0%	12.5%
	2001	13	--	15.4%	23.1%	23.1%
Black, Non-Hispanic	1997	871	--	1.7%	12.2%	--
	1999	1,034	0.2%	1.7%	15.4%	11.6%
	2000	1,073	0.3%	1.3%	13.5%	12.1%
	2001	1,076	0.6%	3.3%	13.4%	20.4%
Native American	1997	16	--	--	18.8%	--
	1999	21	--	4.8%	14.3%	23.8%
	2000	22	--	--	13.6%	18.2%
	2001	30	10.0%	--	6.7%	16.7%

		Full-time Entrants in Year-3	Less Than 2 Yr Pgm	Associate Degree Associate Degree Earned within		Percent Still Enrolled
				2 Yrs	3 Yrs	
Asian/Pacific Islander	1997	125	--	1.6%	16.0%	--
	1999	171	--	1.2%	12.3%	22.2%
	2000	163	--	2.5%	17.8%	19.0%
	2001	242	--	4.1%	24.0%	35.1%
Hispanic	1997	842	--	1.3%	9.0%	--
	1999	1,055	0.1%	1.8%	13.3%	12.8%
	2000	949	--	1.6%	12.8%	17.1%
	2001	1,083	0.1%	2.5%	12.0%	26.2%
White, Non-Hispanic	1997	810	--	5.1%	20.6%	--
	1999	944	0.7%	5.4%	18.2%	7.6%
	2000	933	1.5%	6.0%	18.2%	9.0%
	2001	882	0.9%	8.8%	19.8%	14.5%
R/E Unknown	1997	7	--	28.6%	--	--
	1999	31	--	9.7%	16.1%	12.9%
	2000	21	--	4.8%	--	4.8%
	2001	59	--	5.1%	11.9%	10.2%

Source: NYSED, Office of Research & Information Systems, February 2003.

Enrollment of Students with Disabilities

New York State

		Type of Program		Total
		Occupational	Non-Occupational	
Learning Disability	1997	3,908	9,007	12,915
	1999	3,800	11,452	15,252
	2000	4,135	12,681	16,816
	2001	4,624	13,018	17,642
Wheelchair Assisted	1997	153	401	554
	1999	127	395	522
	2000	137	466	603
	2001	136	419	555
Other Assistive Device	1997	235	392	627
	1999	129	429	558
	2000	130	395	525
	2001	149	386	535
Mob. Impaired/no assistive Device	1997	367	617	984
	1999	347	666	1,013
	2000	308	814	1,122
	2001	414	767	1,181
Mobility Impaired Total	1997	755	1,410	2,165
	1999	603	1,490	2,093
	2000	575	1,675	2,250
	2001	699	1,572	2,271
Legally Blind	1997	58	131	189
	1999	45	172	217
	2000	68	329	397
	2001	61	340	401
Other Visually Impaired	1997	286	615	901
	1999	185	619	804
	2000	171	528	699
	2001	205	480	685
Visually Impaired Total	1997	344	746	1,090
	1999	230	791	1,021
	2000	239	857	1,096
	2001	266	820	1,086

		Type of Program		
		Occupational	Non-Occupational	Total
Legally Deaf	1997	933	386	1,319
	1999	768	564	1,332
	2000	771	657	1,428
	2001	777	679	1,456
Other Acoustically Impaired	1997	232	477	709
	1999	237	469	706
	2000	189	503	692
	2001	181	529	710
Acoustically Impaired Total				
	1997	1,165	863	2,028
	1999	1,005	1,033	2,038
	2000	960	1,160	2,120
	2001	958	1,208	2,166
Multiple Disabilities				
	2000	379	1,001	1,380
	2001	348	1,300	1,648
Mental Health Impairment				
	1997	526	1,152	1,678
	1999	655	1,600	2,255
	2000	748	2,404	3,152
	2001	882	2,589	3,471
Speech Impairment				
	1997	94	138	232
	1999	123	161	284
	2000	51	186	237
	2001	69	188	257
Traumatic Brain Injury				
	1997	99	207	306
	1999	111	237	348
	2000	104	347	451
	2001	80	375	455
Orthopedic Impairment				
	1997	270	466	736
	1999	227	502	729
	2000	212	614	826
	2001	293	762	1,055
Alcohol/Substance Abuse and Other Health Impairments				
	1997	2,802	4,180	6,982
	1999	2,092	4,481	6,573
	2000	1,480	3,488	4,968
	2001	1,840	3,703	5,543
Other Health Impairments Total				
	2000	2,795	7,584	10,379
	2001	3,325	8,111	11,436
All Disabilities				
	1997	9,963	18,169	28,132
	1999	8,846	21,747	30,593
	2000	9,081	24,960	34,041
	2001	10,220	26,029	36,249

Source: NYSED, Office of Research and Information, February 2003.