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, 2012-2020

DATE: March 12, 2012

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Department proceed with the proposed format 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 at its March 2012 meeting for discussion.

Background Information

At the December 2010 meeting of the Higher Education Committee, the Committee considered for discussion the issues that CUNY, SUNY, the independent and proprietary higher education institutions should emphasize in their 2012 master plans and what the Department should emphasize in the next Statewide Plan.

At the January 2011 meeting, the Higher Education Committee began to refine and/or add to the issues identified at its December 2010 meeting as part of the basis for the Bulletin of the Statewide Plan for Higher Education.

At its March 2011 meeting, the Committee continued its review and discussion of the Bulletin, which provides instructions to The City University of New York (CUNY), the

State University of New York (SUNY), all independent and proprietary higher education institutions and the Commission on Independent Colleges and Universities (cIcu) and the Association of Proprietary Colleges (APC) in preparing long-range master plans for the 2012-2020 period. That review followed the Committee's discussion of the topics institutions should emphasize in their plans at its November, December, and January meetings.

The Committee also received a report of the comments and suggestions received from individual institutions and the higher education sectors regarding those topics.

At the April 2011 meeting of the Board of Regents, The Bulletin of Statewide Plan for Higher Education, 2012-2020 was approved. With the approval of the Bulletin, Department staff began the selection process of securing representatives from each of the higher education sectors to serve on the Commissioner's Advisory Council on Higher Education (CACHE). Members on the Advisory Council include:

The City University of New York (CUNY)
Matthew Goldstein, Chancellor
Eduardo J. Marti, Vice Chancellor for Community Colleges
Julia Wrigley, Associate University Provost
Robert Ptachik, Senior University Dean for the Executive
Russell K. Hotzler, President, CUNY New York City College of Technology

State University of New York (SUNY)
Nancy Zimpher, Chancellor
Johanna Duncan-Poitier, Senior Vice Chancellor for Community Colleges and the Education Pipeline
David Lavallee, Executive Vice Chancellor for Academic Affairs and Provost
Elizabeth Bringsjord, Vice Chancellor for Academic Programs & Planning and Vice Provost
Stacey Hengsterman, Assistant Vice Chancellor for Government Relations

Commission on Independent Colleges and Universities (cIcu)
Laura L. Anglin, President,
Drew Bogner, President, Molloy College
Kimberly R. Cline, President, Mercy College
Todd S. Hutton, President, Utica College
Joseph M. McShane, President, Fordham University

Association of Proprietary Colleges (APC)
Stephen Jerome, President, Monroe College
David Rhodes, President, School of Visual Arts
Karen J. Smith, President, The College of Westchester
John J. Staschak, President & CEO, Bryant & Stratton College
David Conklin, President, Jamestown Business College

At the December 2011 meeting of the Board of Regents, the Higher Education Committee refined the following issues to be explored by the Commissioner's Advisory Council which include: the cost of higher education, remediation and college and career readiness, on-line education, applying a "gainful employment" standard to schools of education and training on the Common Core Standards.

The Commissioner's Advisory Council met on January 10, 2012 following the January meeting of the Board of Regents. All of the sectors (SUNY, CUNY, cIcu and APC) were represented.

Vice Chancellor Milton Cofield addressed the Council and expressed the sentiment of the Regents - which is to organize our collective and individual interests, and issues of our enterprises to further the educational needs of the residents of the state. It is important to the Regents and the Commissioner that the Advisory Council take the Higher Education sector's views and concerns and make them relevant for P-12 education through the Professions; providing the expertise and knowledge in the following items:

1. What it means to be college ready.

2. Cost of education. (Amount of debt of student loans and who secures that debt in addition to the rising tuition cost of higher education).

3. New frontier of competition for NYS higher education institutions from entities that are not regulated by the New York State Board of Regents. What is the position the state should take and what are the issues that the Regents should legitimately be concerned about in this new frontier. All related to back to cost.

The major focus of the meeting was to have the sectors respond to the "Topics of Concern" that the Board of Regents established in the Bulletin of the Statewide Plan for Higher Education. This was accomplished through a breakout session that divided the Council into three groups with representation by each sector. Attached is a summary of what occurred during the breakout sessions. The outline should serve as a guide to the sectors for their master plans as they respond to the Regents Topics of Concern and the direction provided earlier by the Vice Chancellor.

At the conclusion of the meeting, Commissioner John King provided additional guidance to the Council, outlining the position of the Department as it moves the quality of education in New York forward:

- Common Core from professions expectation down through PreK
- Common assessments and subsets for Regents Diploma
- P-20 Data System – ability to map backwards on student outcomes
- Teacher Preparation - making it more clinically driven

Finally, as each sector addresses the development of their contribution to the 2012 – 2020 Statewide Plan for Higher Education, it is important that they consider identifying the following questions in their plans:

- Where is your sector now regarding the Regents Topics of Concern?
- Where does your sector want to be by 2016, by 2020?
- What plans need to be made for the sector to move forward, and how will those plans be measured?
- What role can the State Education Department play to support your sector's efforts?

Attached is an outline of the proposed 2012 – 2020 Statewide Plan for Higher Education. This differs from the previous 2004 – 2012 Statewide Plan in that it will identify lessons learned through a:

1. Comparison of Longitudinal Data Trends
    a. Undergraduate Programs
    b. Graduate programs
    c. Under-represented and Disabled students
2. Comparison of Longitudinal Data on Cost and Education Financing
    a. Review by Sector
    b. Review by Program and Licensure

The goal for this section is to examine the data for those areas which underwent substantial change and those areas which sustained little change.

Additionally, the 2012 – 2020 Statewide Plan will address the higher education sectors role in advancing the Regents Reform Agenda and the Regents Topics of Concern.

Next Steps

At the April 2012 meeting of the Board of Regents Higher Education Committee, the Department will share a first draft of the Statewide Plan that provides an overview of the current status of higher education as its relates to the topics of concern identified by the Regents. Upon acceptance of the draft plan, the Commissioner's Advisory Council will reconvene in May for an update on the draft plan and their progress in developing their sectors master plans.

Recommendation

It is recommended that the Higher Education Committee review and agree on the direction of the 2012 – 2020 Statewide Plan for Higher Education.

Feedback on the Five Topics of Concern

Question 1: Strengthen Connections between the Higher Education and P-12 Education Functions of The University of the State of New York

---

- Better Portals for access to information and links between subjects studied in school and actual careers (regardless of whether these are licensed professions)
- Information on college entrance requirements in middle school
  - Academic
    - Choices made in middle school and as a Freshman in High School enable or limit college and career options
    - Students and parents do not know the mechanics of the process for meeting pre-requisites for college
    - There should be better coordination between counseling in high school and the higher education institutions
  - Financial
    - The planning for college costs and the examination of college financing options needs to start in middle school
- We need a Governor-led Public Service campaign with families on college and careers in NYS
  - "New York State Needs You"
  - Emphasize not only making a living, but making a contribution
- What does Common Core mean to Higher Ed?
  - Concern that the learning methods for high school and college students are different
  - Should learning methods and methods of evaluation be different in high school?
  - This question needs to be seriously addressed by P-12 and Higher Ed at the administration and faculty levels
  - Is common core the basic version of "Collegiate General Education"?
  - How do P-12 teachers and College faculty integrate these activities? or should we integrate these activities?
  - Create formal environments (professional meetings, collaborations, etc.) for P-12 and Higher Ed discussion/collaboration/faculty development
  - Create better mechanisms for discussion of educational data between high schools and colleges
- College readiness
  - Why has higher education been passed the task of re-teaching high school?
  - Costs TAP funds and doesn't advance the mission of higher education
  - Too many high school graduates are unqualified for higher education, they simply cannot make the jump to higher concepts
  - Be careful of high school credit recovery gimmicks

- o Early College High Schools Models should be placed in low performing schools in order to provide alternative methods of meeting educational goals
    - Greater collaboration with college faculty for both students and teachers
    - Provide graduate assistantships for grad students willing to tutor and help develop middle school and high school students
    - Increase expectations for lower performing students, while providing increased opportunities for our middle school and high school high performing students, don't forget about the high achievers
- o High School Models that compress into 5-year programming
    - H.S graduation plus Associate Degree models needed (diploma and AOS)
    - More expansive high school diploma/vocational (degree or non-degree) programs
    - NYC non-test admissions high schools also need access to high school/vocational or AOS programs
- Importance of Drop-Out prevention
    - o College involvement coordinated
- Create better environments for data sharing regarding H.S and Colleges
- Is there a structural issue in SED between P-12 and Higher Education? (What happened to P-16? Or even P-20?)

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

- What are the emerging areas where better connections are needed between higher education and NYS (both SED and other governmental actors)?
    - Information Void – is there an overall strategy? Statewide?
        - It seems that things are working at cross purposes
    - "brain drain"
        - Losing the brightest (financially needy) graduate students and doctoral students/graduates
        - The elimination of Graduate TAP was short sighted, it should be expanded
        - TAP awards at the undergrad level should be equal to CUNY/SUNY full-time Tuition
        - Develop better methods of helping promising undergraduates with navigating graduate admissions and graduate financing, currently it is not coordinated or consistent
    - How do we keep top grads?
        - Internships
        - Externships
        - Incubators for experiential service that actually pays (cannot do everything on a volunteer or credit only basis)
    - Cooperative programs
        - What happened to the initiatives with business?
        - Need to develop career ladder information for people entering a career field (undergraduate juniors) showing the avenues available after the entry level
        - Coordinated planning on continuing education for career fields that may not have defined professional licensure continuing education requirements
    - Loan forgiveness in NYS
        - Other than physicians
        - How about engineers, architects, teacher shortages, etc.?
    - Slow process in SED for review
        - Problems with both OCUE and OP
        - Why does OCUE review when the SUNY and CUNY systems have already done this? What is the value added?
        - Need more information on the OP review process and its links to licensure standards and crossovers to other professions (range of practice)
- Value Added Higher Ed vs. job training
    - Differences between collegiate and non-degree
    - Need to accentuate what "career ready means", both post college and non-degree

- Create links for Credential/Career Ladders from P-12 to non-degree programs through Post Grad that include:
  - Professions
  - Graduate Certificates
  - Focus needed in Liberal Arts
  - Better advisement for students to navigate the aid available for study
- Collaborations with local resources
  - Too often based upon personal relationships not institutional or systemic

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

- Vibrant Communities
  - Community engagement
    - The role of higher education in creating citizens
    - Colleges as community partners, more of some institutions than others based upon mission (e.g. community college has a different relationship to the community than does an international research university)
  - Develop "community" in student (civics)
    - How does higher education work with p-12 to support the foundation of deeper thinking in this area
  - Prepare for Employment
    - Develop formal linkages with economic priorities of US, NYS, and higher education institutions
    - What are the workforce needs in your region and how are you meeting those needs?
      - Regional business need to develop better relationships with local colleges, collaborations on internships, work/life experiences, service-learning
      - Colleges can work with regional industries on issues of curricular development or updating program requirements (gap analysis with emerging industries)
      - How we ensure that regional businesses are looking for their next employees here as opposed to foreign or elsewhere?
    - Ensure that there is an understanding that higher education is not just "job training", but is a process of creating innovative thinking in all possible career fields
      - Build support for liberal arts education on the basis of creativity and innovation
      - Build support for foreign and indigenous language education as essential to all international and internal outreach and economic development activities (language and cultural competency is essential)
      - Develop formal linkages between liberal arts, the Professions, and executives of multinationals (can NY higher education graduates be the cultural envoys to the world?)
    - Internships for undergrads as early as second semester Freshman, especially in some career areas so that student can get a feel for the career before they commit four years to learning (Liberal Arts)
      - Internships, Co-op, Externships
    - Undergraduate research is critical for all students even those in community colleges and liberal arts colleges, as their options are still open as far as transferability and career exploration

- Some in industry, some in government, some in the university

---

Question 4: Improve Access, Quality, and Performance of Higher Education

---

- Gaps in graduate programs, no one actually looks at what is available statewide or regionally, it is just piecemeal by sector or by campus, this is a SED activity
  - Statewide Higher Education Plan should assess <u>program needs</u> for the state
    - This is not done very well right now, as there is no sense of institutional capability review related to educational need
    - New program approval should be tied to the educational capacity needs and how the sectors/institutions will fulfill these needs
- Articulation should be easier between similar institutions for general education subjects
  - Lots of work needs to be done with faculty on this, it cannot be simply mandated
- Financial aid
  - Gap between TAP and tuition
  - Using TAP for remediation results in students running out of money and time
- Program approval
  - Need to streamline program review/approval process
  - Split approval into stages (sequential approval process)
    - Approval for overall educational and academic concept
    - Quicker approval for specific courses
    - Expedited process for program changes that are not new programs
    - Expedited process for approval of conversion of traditional courses to on-line or blended learning courses
  - Important in order to meet the need for emerging programs
    - Redundancy does not help NYS institutions
    - Create a sequential course approval process
    - Clearer guidelines on what standards must be met for TAP eligibility for a program
  - Better coordination in the standards, process, and timeline for program approval with Professions and OCUE
    - Why does SED have two approval processes? Combine into one organization.
  - Does SED have the capacity to actually perform timely program reviews? (e.g. allows for next semester enrollment) If not, is SED building that capacity?
    - Whatever happened to the Institutional Capability Review process?

- SED's role is to protect student from out-of-state online programs
    - Blended opportunities will continue to expand and out of state programs should also meet NYSED approval (there should not be 2 sets of standards)
- It is not about competition, because NYS colleges compete for students statewide, nationally, and globally
    - The Statewide Plan should recognize the shift to more adult learners, what is the mix in the student population, now and in the future?
- SED should establish a standard/regulation, perhaps percentage of enrollment needed for a college to be acceptable in NYS
    - Be careful of special standards for special schools – SED should have an advisory group with sector representatives at all levels of higher education (leadership, administrators, faculty)
    - NYS needs to be deliberate about this process, not rush to "get on the bandwagon", let us do this right, not just do this fast
- Does SED have the capacity to review out-of-state institutional program requests?
- If out-of state programs are approved, does this make them TAP eligible?

The Statewide Plan for Higher Education

2012 -- 2020

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

Statewide Plan for Higher Education
2012-2020