AGENDA

P-16 Educational Summit "Next Steps" Discussion

Conference Call Chairs: Nicole Bycina, Dr. Lynn Fusco

8:30 a.m. on Monday, Oct. 17, 2011
If you would like to call in from Erie 1 BOCES, we will be set up in Room 227, Building C.

Conference Call Dial In Number: (605) 477-2100
Participant Access Code: 860028#

1. Welcome and Introductions

Invited to Participate in this conference call:

Planning Committee:
Nicole Bycina, Erie 1 BOCES (chair)
Dr. Sharon Huff, Pioneer Schools' Superintendent
Patti Wrobel, Assistant Dean for P-16 External Relations/College of Education/Niagara University
Dr. Steve Harvey, Executive Director/WNY College Connection
Tom Kulaszewski, Board of Education/Cleveland Hill School District;
Jane Burzynski, Executive Director/Erie County Association of School Boards.

Invited to join committee to develop "Next Steps ..."
Donald A. Ogilvie, Erie 1 BOCES District Superintendent
Dr. Jack Semler, President/Promoting Partnerships in Public Education; Board of Education/Clarence School District
Dr. Lynn Fusco, Superintendent/Alden Schools; President/Erie-Niagara School Superintendents Association
Dr. Chris Holoman, Provost and Vice President for Academic Affairs at Hilbert College; Chair/Council of Chief Academic Officers
Barbara Mocarski, Associate Director of Instructional Resources, Erie 1 BOCES
Dr. Teresa Lawrence, Director of Curriculum and Staff Development/Clarence Schools
Dr. Mike Vallely, Assistant Superintendent for Curriculum, Instruction and Pupil Personnel Services /Lancaster Schools.
Linda Hoffman, Board of Education/Erie 2 BOCES; NYSSBA Area 1 Director

2. Highlights from Oct. 3 EVALUATIONS (48 were returned):

3	Excellent
18	Very Good
16	Good
2	Fair
0	Poor
9	did not mark an Overall Evaluation rating

Comments from Evaluations:
- Where is the 'pipeline'? Today was not P-16, it was High School-16.
- Not present: Pre-K, guidance, teachers, parents, business (HR)
- Get English/math teachers together P-16 to continue the conversation with HR specialists and action there upon.
- Where is SED in this?

- There is a disconnect between what colleges expect from the graduates and what High School's expect from the graduates.
- Loved the clickers, but the questions were not well-formed, were asked from a university perspective
- No brainstorming took place
- Clickers were not brainstorming
- Questions prejudiced against K-12

- Need specifics on how to make a partnership. How do we do it? Who is open for partnering? Need to examine where there are possibilities for partnering.
- would be constructive to work in small groups to initiate change and partnerships
- Need additional workshops and focus groups
- give small groups a topic to explore
- Create working groups on key issues

- More DOING! Let's make a plan! Action!
- prefer half day sessions in future

Comments from Conference Call Participants?

3.Feedback from Patti Wrobel/Sharon Huff "white card" survey
4. Feedback from Regional Institute "clicker survey" (These are Jane's 'Skating' Notes, not the formal report:
- 55% disagreed (19% agreed) with the statement that students moving on to college were well-prepared in general to succeed ...
- re: that they possessed skills in writing to make college success likely, 58% disagreed (21% strongly disagreed, 7% agreed)
- re: whether they had critical thinking skills for success, 51% disagreed, 13% strongly disagreed, 12% agreed;
- whether they were proactive learners ready to take initiative in learning at the colelge lvel, 29% agreed, 29% neither agreed nor disagreed, 24% disagreed, 6% strongly disagreed
- whether they had math skills that would make success likely, 21% agreed, 26% disagreed, 12% strongly

disagreed, 32% neither agreed nor disagreed ...
- whether they were adept at IT, 45% strongly agreed, 38% agreed, 11% neither agreed nor disagreed - though it was not specified what kind of IT, nor the appropriateness of its application, etc.

5. Comments/input from the group re: any of the feedback or other aspects of the day?
6. What is next?
7. Who else should be involved?

SCHOOL/DISTRICT/COLLEGE/UNIVERSITY	CONTACT PERSON	EMAIL	PHONE	NEED	STAGE OF NEED
A J Schmidt Elementary School	Susan Ciminelli, Principal	sciminelli@lakeshore csd.org	716-926-2351	Would like multischool investigation into K-5 writing instruction best practices in developing critical thinking evidence through writing. Perhaps the title could be "Beyond Punctuation" Grade level discussions, rubrics. & sharing exemplars & How to Get There.	Start
Akron Central Schools	Dennis Ford, Interim Superintendent	DFord@akronschools.org	716-542-5010	Not sure; as a 1 year school board vet, I'm intrigued by what we might be able to achieve if this type of endeavor is initiated within our district. Info provided is for our Interim Superintendent with new selectee hopefully in place by early December/January; a good way to reinvigorate our strategic plan.	Start
Alfred State	John Williams	williajc@alfredstate.edu	607-587-4692	Resources of who to contact at high school technical arena	Start
Alfred State	Steve Havloric	havlovs@alfredstate.edu	607-587-3914	Expand college courses for high school students by using summer (post high school degree) and online courses. Partner high school teachers with college faculty(*Masters degree or 12ch graduate in teaching field)	Sharing
Alfred University	Nancy Evangelista	fevangelista@alfred.edu	607-871-2124	Expand partnerships between teacher education programs and local schools	Start
Bryant & Stratton College	Beth Tarquino, VP/CAO	baturquino@bryantstratton.edu	716-250-7500 x266	1. Employability Readiness 2. Career/Technical Education (Formal Degrees) and Training opportunities-" other ways to win" 3. Pre-college Readiness (Basic Skills, Social, Emotional)	Start/Sharing/Succeeding
Catholic Academy of Niagara Falls	Cindy Kline/Judy Nolan-Powell	cmckline@roadrunner.com	716-228-6449	We are in transition and would very much appreciate dialog on the items below: 1. NU Step 2. Technology Training/expansion 3. Invitations to participate with Niagara Falls City professional development on campus.	Start but urgent
Depew Union Free School District	Sue Frey	sfrey@depew.wnyric.org	716-686-5129	*RTI intervention support, data analysis, *literacy foundational skill capacity building for grade level teachers as well as literacy in content areas for secondary teachers	Start/Sharing
Diocese of Buffalo	Dr. Rosemary Henry	rhenry@buffalodiocese.org	716-847-5512	Programs/partnership opportunities with colleges/universities. I am very interested in The Jull offered by Buffalo State and Niagara University. The relationships we currently have with NU are most valuable!	Start/Sharing
D'Youville College	Dottie Bellanti	bellanti@dyc.edu	827-7775		
Eden Central School District	Loran Carter	lcarter@edencsd.wnyric.org	992-3689	Professional Learning Communities for CCLS and unit planning with formative assessments	Start
Erie 1 BOCES	Doreen M. Casacci, Director of Exceptional Education	dmcasacci@e1b.org	821-7073	Expertise in the content area of ELA and math.	Start
Erie 1 BOCES	Debra Randall	drandall@e1b.org	716-725-8554	*Improved math & science assessment results *Building capacity for teaching literacy across content areas *Possible supports for high needs, at-risk students	Start

SCHOOL/DISTRICT/COLLEGE/UNIVERSITY	CONTACT PERSON	EMAIL	PHONE	NEED	STAGE OF NEED
Erie 1 BOCES	Barb Mocarski	bmocarski@e1b.org	716-821-7382	What we can offer: assist college & universities with technology integration, data driven instruction including data analysis and sharing what we know about RTTT being a network team for districts. What we need: we provide staff development to Erie 1 BOCES component districts in all subject areas but don't have staff that has extensive expertise in the arts. We also need more assistance with LOTE - especially those languages other than Spanish and French. Thanks. There also may be areas of need that come as we work through RTTT initiatives.	
Grand Island CSD	Karen Karmazin	karenkarmazin@k12.ginet.org	716-773-8817	We work with UB with re research & GSE, Niagara U - students (PDS), Buff State (PDS) *Need for math education support for high school math teachers	Start
Newfane Central School District	Christine J. Tibbetts	ctibbetts@newfane.wnyric.org	716-778-6854	We have just begun the AVID program in 8th & 9th grades. See www.avid.org (similar to "Smart Scholars"). We need college students as tutors for our AVID kids, along with opportunities for our kids to visit the campus to envision the "possibilities". We have the outline for an over-arching vision called "Project ASCEND". Involves: 1. AVID for first generation college-goers/kids "in the middle" to support college and career readiness. 2. STEM: We want to be known as "the premier STEM school" in WNY. >"Spring Board" curriculum in ELA & Math for Grades 6-12. >Six new "AP" courses. 3. APEX on-line learning. Help refining/implementing this vision?	Start
Tapestry Charter School	Joy Pepper, Executive Director	Joyp@tapestryschool.org	204-5883 x1003		
Trocaire College	Marian Meyers	meyersm@trocaire.edu	716-827-4342	Improving pedagogy of nursing instructors including simulated instruction and learning communities	Start
Trocaire College	Rev. Robert Mock	Mock@trocaire.edu	716-827-2431	Starting slowly	
	Mara Huber				

Meeting Notes

P-16 Committee Meeting of Nov. 3, 2011 at Erie 1 BOCES

Present: Jane Burzynski, Nicole Bycina, Jennifer Conklin-Frank, Cindy Crandall, Lynn Fusco, Steve Harvey, Linda Hoffman, Chris Holoman, Sharon Huff, Richard Jurasek, Teresa Lawrence, Barbara Mocarski, Don Ogilvie, Juliana Sciolino, Michael Vallely, Barbara Van Wicklin, Patricia Wrobel

Present via phone: Jack Semler

Not Present: Tom Kulaszewski

Introductions were made and group members participated in "getting to know you" conversations.

Discussions/Concerns/Motivations:

What do we want to accomplish? Our effort in a nutshell. "Building partnerships to strengthen collaboration efforts through the P-16 continuum":

We want high school outcomes to align with what is expected at the college level.
K-12 is focused on common core. Where is the common core thread in the higher ed syllabus?
There seems to be a disconnect with what higher ed expects of K-12 and higher ed.

"Seamless Pipeline" is a grand metaphor that realistically cannot be done, but we will keep trying. This is a modest and ethical effort. Important to keep it narrow and moderately do-able.

We're facilitating: others will come up with the specific steps. We need to start with one meaningful thing and evoke a sense of collaboration.

Re: P-16 partnerships between higher ed and K-12 ... 14 "white card" surveys were returned to Patti Wrobel and Sharon Huff at the Oct. 3 workshop. 14 people had ideas, but didn't know where to get started. How do we start, how do we build, how do we sustain such partnerships?

Do we need another summit? One with a "Common Core and How to Go About It" theme? Discuss system level needs and individual needs. College needs to adjust its placement testing ... those who shape the front end of the college experience are unaware of Common Core Learning Standards. We also need to address teacher prep ... Common Core, Rttp, and where that all ties in, and bring that to the colleges.

Employers are the next step. We have to work in partnership first. Bring in other colleges and universities and stakeholder groups.

What we need is:

1. Awareness of Common Core Learning Standards
   a. Provide venues for collaboration
   b. Strengthen our partnerships
   c. Gather data from stakeholders
      i. NOTE: this is a regional effort.
2. Create new partnerships ... people need to know what they are
3. Alignment/transitions

Small wins are a good thing ... what is the inspiring vision?

Work through BOCES to get this info to the colleges and universities.
APPR: is this what we are teaching our teachers to do? This is how we will be evaluating teachers.
1 small thing to do right now is to create awareness of Common Core Learning Standards (and partnerships).

BOCES is rolling out Common Core to Buffalo State College education faculty.

- **Outcome of Discussion:**
  - The diagram below illustrates where we are … we have three key issues to address: Teacher Prep, Partnerships, Common Core Learning Standards … all converge, hence the P-16 Consortium.

P-16 Consortium

Teacher Prep

Common Core Learning Standards

Partnerships
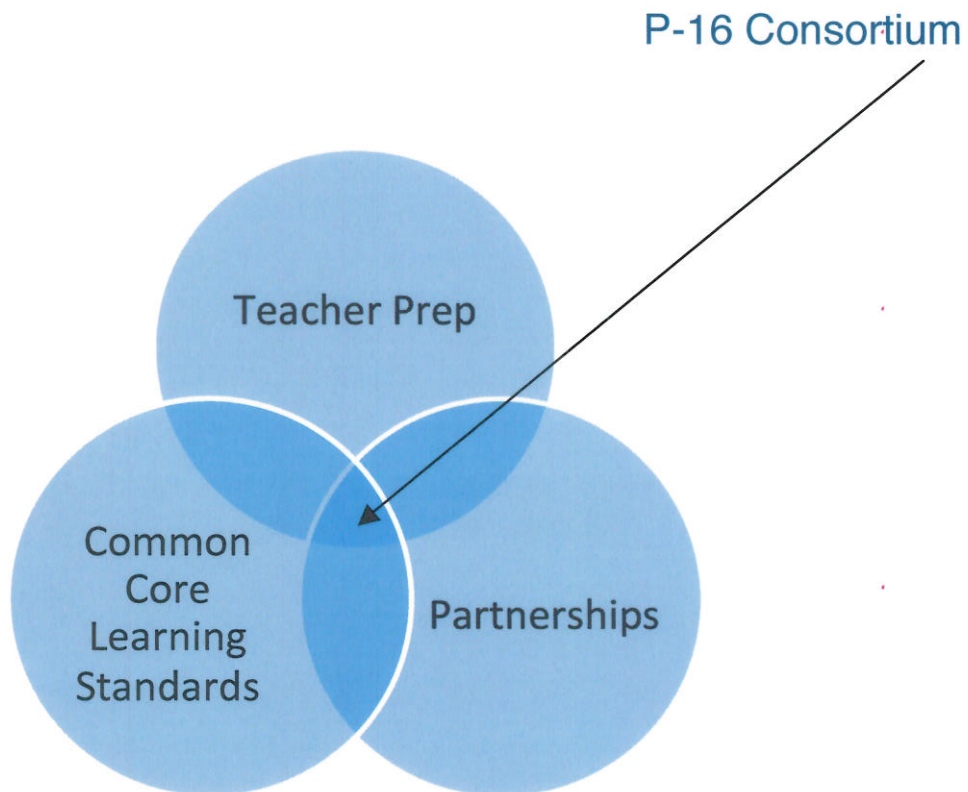
For more info:

… On Common Core Learning Standards, see http://engageny.org/
… On *Standards A Crucial Need for K-16 Collaboration*, see attached pdf

Skills Definitions – Basic and Cross Functional

BASIC SKILLS

Reading Comprehension – Understanding written sentences and paragraphs in work related documents.

Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Written/Verbal Communication – Clearly conveying information and ideas verbally and in writing to individuals or groups in a manner that engages the audience and helps them understand and retain the message.

Mathematics – Using mathematics to solve problems.

Science – Using scientific rules and methods to solve problems.

Process:

Critical Thinking – Using logic and reasoning to identify the strengths and weakness of alternative solutions, conclusions or approaches to problems.

Active Learning – Understanding the implications of new information for both current and future problem-solving and decision making.

Learning Strategies – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Monitoring – Monitoring / assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

CROSS-FUNCTIONAL SKILLS

Social Skills:

Social Perceptiveness – Being aware of other's reactions and understanding why they react as they do.

Coordination – Adjusting actions in relation to others' actions.

Persuasion – Persuading others to change their minds or behavior.

Negotiation – Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.

Instructing – teaching others how to do something.

Service Orientation – Actively looking for ways to help people.

Complex Problem Solving:

Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probably consequences.

Technical Skills:

Operations Analysis – Analyzing needs and product requirements to create a design.

Technology Design – Generating or adapting equipment and technology to serve user needs.

Equipment Selection – Determining the kind of tools and equipment needed to do a job.

Installation – Installing equipment, machines, wiring, or programs to meet specifications.

Programming – Writing computer programs for various purposes.

Operation Monitoring – Watching gauges, dials, or other indicators to make sure a machine is working properly.

Operation and Control – Controlling operations of equipment or systems.

Equipment Maintenance – Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Troubleshooting – Determining causes of operating errors and deciding what to do about it.

Repairing – Repairing machines or systems using the needed tools.

Quality Control Analysis – Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

Foreign Language Translation – Reading, comprehending, and speaking a language in addition to English.

Systems Skills:

Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

System Analysis – Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Systems Evaluation – Identifying measures or indicators of systems performance and the actions needed to improve or correct performance, relative to the goals of the system.

Resource Management Skills:

Time Management – Managing one's own time and the time of others.

Management of Financial Resources – Determining how money will be spent to get the work done, and evaluate options and implement solutions.

Management of Material Resources – Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

Management of Personnel Resources – Planning and supporting the development of individuals' skills and abilities so that they can fulfill current or future job responsibilities more effectively. Providing timely guidance and feedback to help others strengthen specific knowledge/skill areas needed to accomplish a task or solve a problem.

Owning Results – Setting high standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed.

Follow-Up – Monitoring the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.

<u>Agenda</u>

P-16 Educational Planning Meeting
Wednesday, January 11, 2012
2 – 4 p.m.
Erie 1 BOCES Room A-4

1. **Welcome and Introductions**

2. **Revisit the P-16 Vision Statement: Creating the Action Plan for the Committee**

3. **Break-out sessions based on expertise and level of interest**

   a. **GROUP #1: Stewardship Building [Partnerships] WHO?**
      FOCUS QUESTIONS:
      - Who are the stakeholders?
      - How do we ensure that all stakeholders are represented?
      - How do we develop and sustain relationships?
      - What are the expectations for stakeholders for participation in the P-16 Consortium?

   b. **GROUP #2: Awareness Building [Common Core Learning Standards] WHAT?**
      FOCUS QUESTIONS:
      - What are we building awareness of with relation to the Common Core?
      - How can we differentiate to meet the needs of the various stakeholders?
      - What are our roles in building awareness?
      - What are some actionable items to begin building awareness?

   c. **GROUP #3: Capacity Building [Educators] HOW?**
      FOCUS QUESTIONS:
      - Who are we building the capacity of?
      - What are our expectations or end products of this work?
      - What are some activities that would help build capacity?

4. **Share-out & Next Steps**

Meeting Notes

P-16 Consortium Meeting of Jan. 11, 2012 at Erie 1 BOCES

Present: Jane Burzynski, Jennifer Conklin-Frank, Tim Clarke, Cindy Crandall, Lynn Fusco, Steve Harvey, Linda Hoffman, Chris Holoman, Karen Karmazin, Teresa Lawrence, Barbara Mocarski, Scott Payne, Jack Semler, Michael Vallely, Patricia Wrobel

Not Present: Nicole Bycina, Sharon Huff, Richard Jurasek, Tom Kulaszewski, Don Ogilvie

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Introductions were made and Jennifer Conklin-Frank initiated group work on identifying P-16 Consortium's Vision. Following small group discussions, these characteristics/needs/objectives were reported out:

Transparency, efficiency, same message, who partners should be, teacher prep K-12, diversity of partnerships, connections that weren't there before, responsibility of stakeholders what process do we use to reach out, teacher centers, alignment of initiatives (skill development, knowledge acquisition, curriculum), sharing of knowledge/resources/expertise/experiences, communication clearinghouse, patch the transition, think tank, The P-16 partnership is a process that identifies and removes barriers to student success throughout the educational experience, or, in a more positive light: the P-16 partnership is a diverse group that facilitates transitions and achievement throughout the educational experience.

It was noted that we will need to start small with achievable things, then have another summit for the next step ... P-16 Nirvana will take several steps.

At the previous meeting (Nov. 3), the P-16 Consortium identified three key issues to address: Teacher Prep, Partnerships, and Common Core Learning Standards. It was pointed out that P-16 is about college and career readiness, which is a parallel task with the Partnerships piece. The group broke into two groups to discuss the what and how of those areas, identifying the stakeholders, and how to communicate.

COLLEGE & CAREER READINESS CATEGORY

WHAT	HOW
Align HS grads w/College expectations	Bring K-12 & Higher Ed faculty face to face for discussion about respective evaluation instruments ... is Common Core aligned with Higher Ed entrance exams?
Calibrate academic expectations for college entrance	Create ongoing sustainability model with efficient replication
Pedagogy match	
Calibrating the expectations for transferable skills	
Calibrate the competencies/skills where there is mismatch	
Unpack the standards (what)	Pedagogy (How)
PBL	

PARTNERSHIPS Category:

WHAT

Available partnerships, how do we engage people
to know what the need is/reach out

What do we share ...

- Success Stories
- Opportunities
- Partners

How do we collect information
Share it with schools and who uses it to inform/make decisions,
them
then use if for research/send back to universities

- Who has partnerships ongoing
- Who needs partnerships
- Steering committee
- Higher Ed
- School Boards
- Districts
- Business Partners

What is the capacity of grants

HOW

Create directories, create clearinghouse
Workshops on how to develop partnerships

Online space w/opportunities & sharing

Collect success stories to explain how it worked/what
were the barriers, and how you overcame

Linkages between programs: effect & student success

Building capacity and sustainability

ID pockets of expertise whether higher ed, K-12 or
business or community organizations

Maximizing opportunity through grants

The PARTNERSHIPS Category was then structured into Action Steps:

1) Collecting Data
   a. Gathering Info
      i. Needs
      ii. Expertise
2) Online Presence
   a. Membership Form (collect data)
   b. Publish partnerships (That would increase communication and collaboration)
3) Build Capacity and Sustainability
   a. Workshops/Meetings
   b. Success Stories/Examples

P-16 STEERING COMMITTEE

2014-15 ...

_____

2013-14 ...

_____

2012-13:
REMEDIAL
COURSES
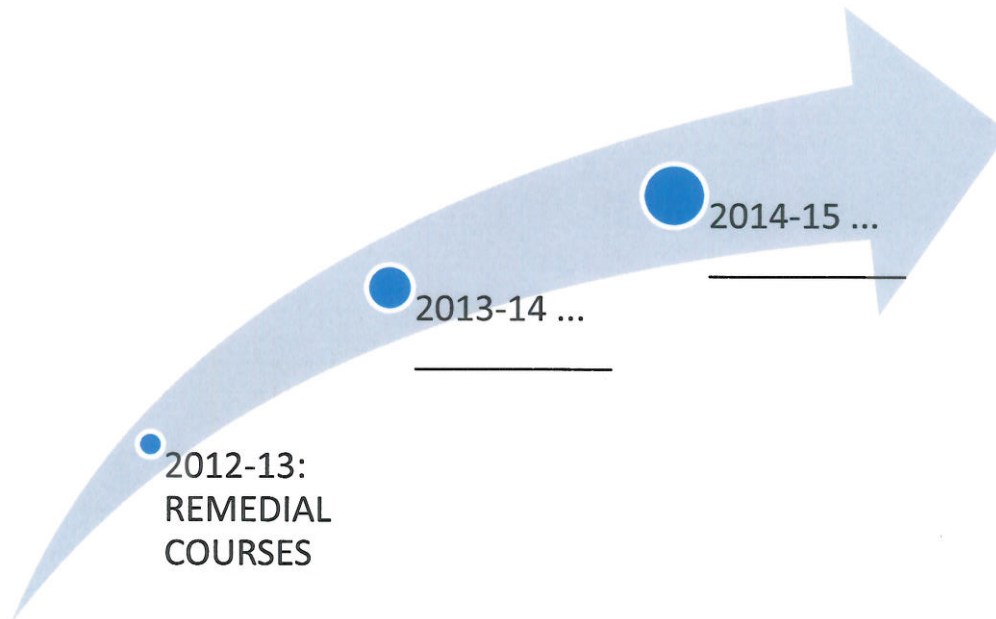
We need to:

- Bring in people for the Task Forces
- Talk about the P16 Consortium with our colleagues – share info, get participation

There are big players who are not here, but we can get them involved in a 'planful' way

The P-16 Initiative is the TOP Priority for the College Connection Consortium over the NEXT 4 YEARS.

We don't do BLAME. We are trying to get at this issue together, not casting blame, but identifying what we can do to move forward.

Colleges and universities are seeing many of our students needing remedial courses ... why is this the case? This is what brought us together in the first place.

SUGGESTION: Hold another P-16 Summit in the Spring

Next meeting date: Thursday, March 22, 2 p.m., Room A-4, Erie 1 BOCES

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:	<mark>Statewide Plan for Higher Education, 2012-2020</mark>
Date:	November 28, 2011
Authorizations:	

SUMMARY

Issue for Discussion

An update on the progress of the Statewide Plan for Higher Education, 2012-2020 and whether the Board of Regents should further refine the issues identified in the Bulletin of the Statewide Plan for Higher Education?

Reason(s) for Consideration

Review of Policy

Proposed Handling

This matter will come before the Higher Education Committee at its December 2011 meeting for discussion.

Background Information

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

At the January 2011 meeting, the Higher Education Committee continued to develop 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 (clcu) and the Association of Proprietary Colleges (APC) in preparing long-range master plans for the 2012-2020 period. That review followed the Committee's discussion of the topics institutions should emphasize in their plans at its November, December, and January meetings.

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

At the April 2011 meeting of the Board of Regents, The Bulletin of Statewide Plan (attached) was approved. The Bulletin identifies five "Topics of Concern" that the Regents would like to see addressed in the next Statewide Plan. They are:

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

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 as required in Section 237 of the Education Law. To date 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 Office and Enrollment
Russell K. Hotzler, President, CUNY New York City College of Technology

The 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 and Planning, and Vice Provost
Stacey Hengsterman, Assistant Vice Chancellor for Government Relations

Commission on Independent Colleges and Universities (clcu)

Laura L. Anglin, President, clcu
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, APC/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

At the same time the Department began to form an internal task force to assist and work with the Commissioner's Advisory Council in the development of the Statewide Plan for Higher Education, 2012-2020.

For discussion by the Higher Education Committee at its December 2011 meeting is whether other issues should be specifically identified to be addressed in the Statewide Plan. Those issues include:

- The cost of higher education
- Remediation and college and career readiness
- On-line education
- Strengthening the link between higher education and post-graduate employment opportunities
- Training on the Common Core Standards

The Bulletin of the Statewide Plan identifies 22 specific questions within the 5 Topics of Concern to be addressed in the master plans of the four higher education sectors. Eight of those questions may address some of the issues for discussion by the Higher Education Committee.

Below are those issues aligned by number with the specific questions contained in the Bulletin.

Cost of Higher Education

4.I.   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?

4.s. What kinds of innovation in financial assistance will support longer-term completions?

Remediation & College and Career Readiness

1.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.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?

3.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.

4.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?

On-line Education

1.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?

4.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?

5.v. Should the Board of Regents regulate purely online education offered to New Yorkers who are employees of national companies under contract with those companies?

Strengthening the link between higher education and post-graduate employment opportunities

3.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.

Training on the Common Core Standards (Please note: not currently part of the Bulletin of the Statewide Plan)

<u>Recommendation</u>

It is recommended that the Committee have a discussion to refine specific issues to be addressed in the Statewide Plan for Higher Education, 2012-2020.

The Bulletin of

The Statewide Plan for Higher Education

2012 -- 2020

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

Table of Contents

INTRODUCTION

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

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

Master planning for higher education in New York State should:

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

REGENTS TOPICS OF CONCERN
FOR CONSIDERATION BY THE HIGHER EDUCATION SYSTEM

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

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

4. Improve Access, Quality, and Performance of Higher Education
5. Address Out-of-State Institutions' Interest in Serving New Yorkers

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

   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. <u>Strengthen Connections of Higher Education with Other Functions of The University of the State of New York</u>

   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. <u>Strengthen Connections between Higher Education and Other Parts of the State's Social and Economic Structure</u>

   e. How can higher education institutions assist with the Regents goal of career readiness in ways appropriate to their missions? Encourage institutions in all sectors to identify realistic job opportunities for graduates of both liberal arts programs and occupationally oriented programs. Identify mechanisms for dealing with disconnects.

   f. How can higher education institutions' connections with business and the world of work be strengthened? Increase communication and relationships between institutions of higher education, business and industry, and government to identify core skills, support research, comprehensive executive training, workplace opportunities such as internships, and other programs. Increase inter-institutional cooperation and online programming to do so.

   g. How can institutions and the State strengthen partnerships with business, labor, and other community organizations to publicize higher education opportunities

and the connection to work through advertising that will get the population better informed about need for college education?

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

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

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

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

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

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

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

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

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

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

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

r. Given the State's expected demographic changes, how can we enhance New York as a destination for higher education students from other states and abroad?

s. What kinds of innovation in financial assistance will support longer-term completions?

t. How can institutions and the State continue to strengthen higher education access, services, and outcomes for New Yorkers with disabilities?

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

u. What should be the Regents policies on the entry of out-of-state institutions into New York? What additional programs should New York institutions offer to reduce the need for out-of-state institutions to seek permission to operate or establish new institutions in New York State?

v. Should the Board of Regents regulate purely online education offered to New Yorkers who are employees of national companies under contract with those companies?

REQUESTED CONTENT OF MASTER PLANS

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

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

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

a.   plans for new curricula;

b.   plans for new facilities;
c.   plans for change in policies with respect to student admissions;
d.   projected student enrollments; and
e.   comments upon its relationship to other colleges and universities, public, independent and proprietary, within the State.
f.   for informational purposes only, projection standards and overall expenditure projections of capital and operating costs.

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

PREPARING AND TRANSMITTING MASTER PLANS

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

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

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

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

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

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

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

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

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

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

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

Information and Technical Assistance

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

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

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

Byron P. Connell, Associate in Higher Education
Office of Higher Education
The University of the State of New York
The State Education Department
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Phone: (518) 474-2593
Fax: (518) 486-2779
E-mail: bconnell@mail.nysed.gov