

# engage NY

Our Students. Their Moment.

## Higher Education & The Professions

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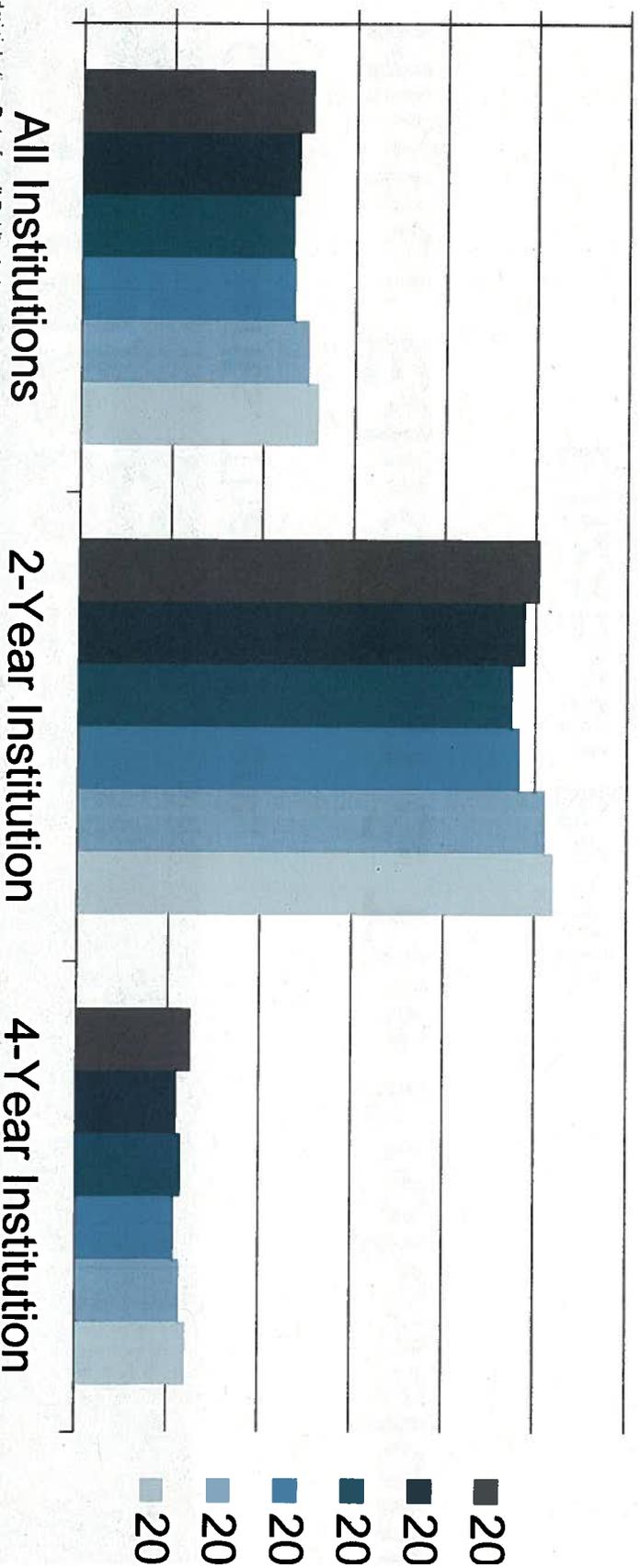
February 10, 2015



# Why Readiness Matters – College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

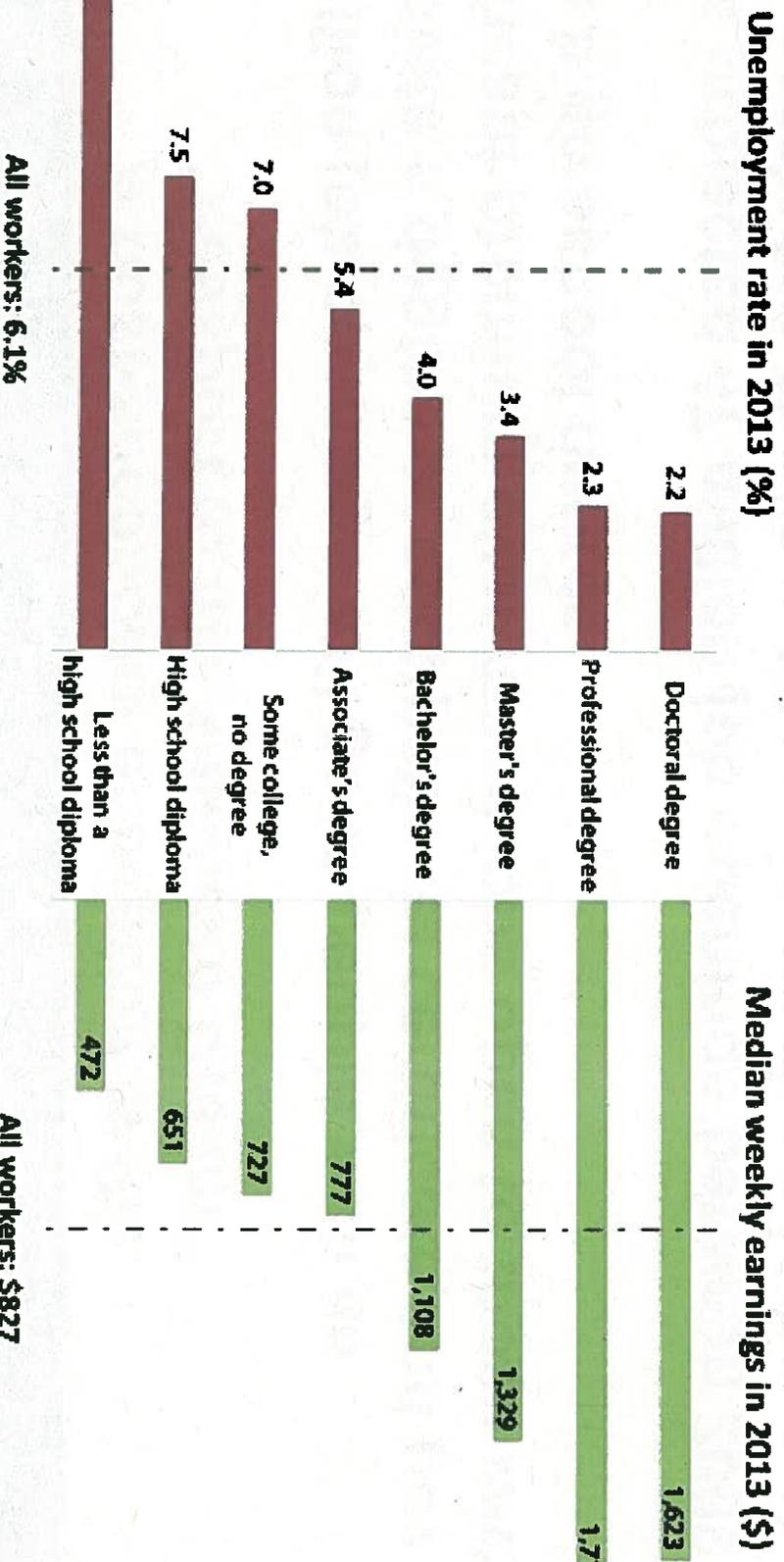
## Remediation Rates for First-time, Full-time Undergraduates



# Why College Access & Completion Matter

## – Earnings and Unemployment

### Earnings and unemployment rates by educational attainment



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

# Why College Access & Completion Matters – Labor Market Is More Demanding

***A post-secondary education is the  
“Passport to the American Dream”***

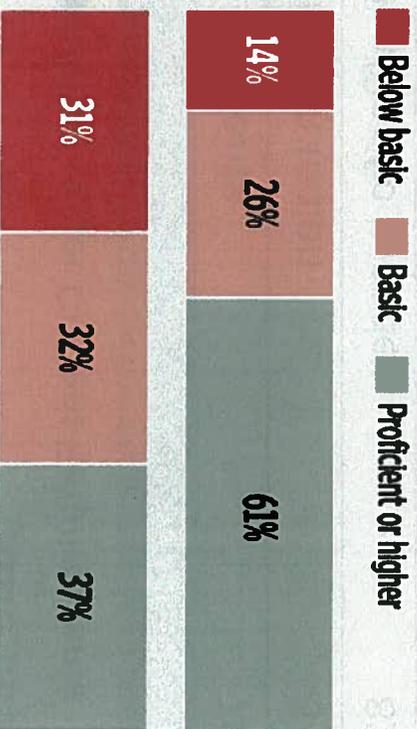
4 million job openings will go to people with an associate’s degree or occupational certificate and pay significant premium over many jobs open to those with a high school degree.

If the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.

# Why Readiness Matters – College Graduates Lack Skills

## Lower Grade

Percentage of students scoring at each level in CLAT+, an assessment designed to measure critical thinking and written communication



Results based on 31,652 students at 169 participating institutions. Only total more than 100 due to rounding.

Journal for Aid to Education

The Wall Street Journal

- According to the results of the Collegiate Learning Assessment Plus – which measures critical thinking, analytical reasoning, document literacy, writing & communication of college students – **4 in 10 US college students graduate without the complex reasoning skill to manage white collar work.**
- A recent survey of business owners by the American Association of Colleges and Universities found that **9 out of 10 employers judge recent college graduates as poorly prepared for the work force in areas such as critical thinking, communication and problem solving.**

Walden College Graduates Lack Skills for White-Collar Jobs." Belkin, Douglas. The Wall Street Journal. <http://www.wsj.com/articles/least-finds-many-students-ill-prepared-to-enter-work-force-2011-07-14>

# Completion vs. Readiness

New York's 4-year high school graduation rate is 76.4% for All Students. However, the percent graduating college and career ready is significantly lower.

## June 2014 Graduation Rate

### Graduation under Current Requirements

	% Graduating
<b>All Students</b>	<b>76.4</b>
American Indian	61.4
Asian/Pacific Islander	82.3
Black	61.6
Hispanic	61.6
White	87.3
English Language Learners	31.2
Students with Disabilities	49.8

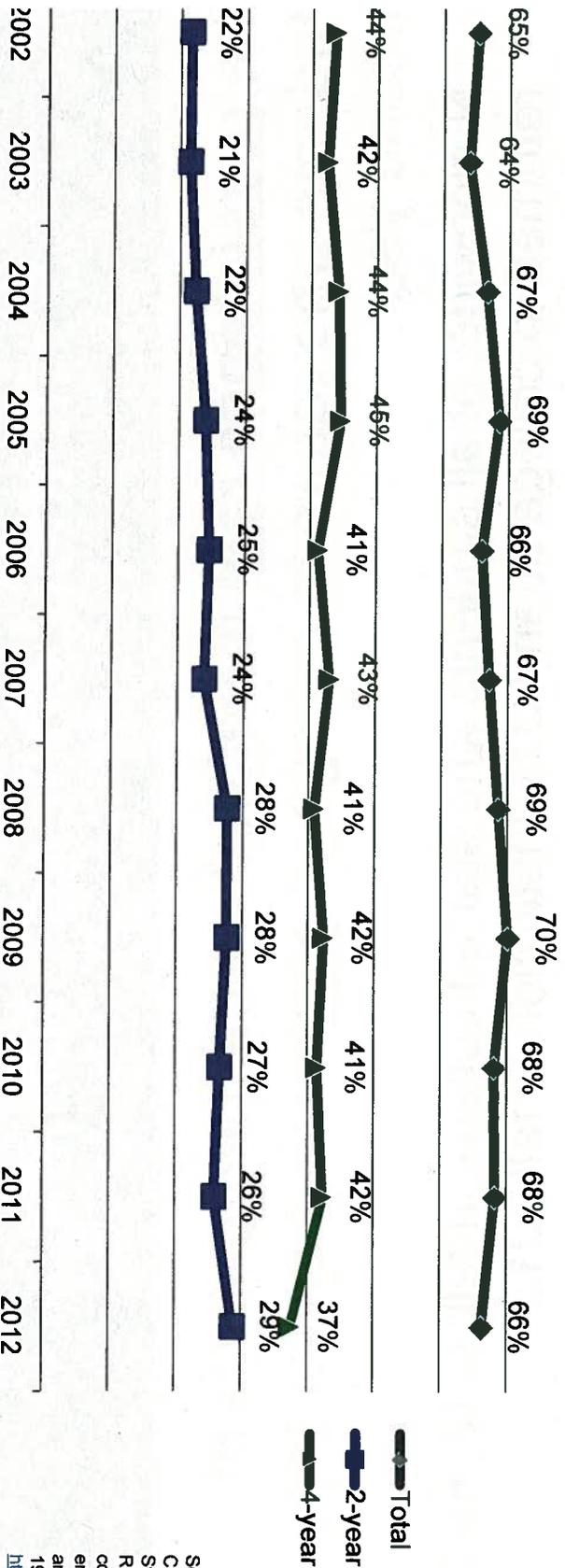
### Calculated College and Career Ready\*

	% Graduated
<b>All Students</b>	<b>31.2</b>
American Indian	21.2
Asian/Pacific Islander	49.8
Black	19.1
Hispanic	19.1
White	49.8
English Language Learners	11.2
Students with Disabilities	11.2

Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

# enroll in college within one year following graduation.

ally, in 2012, 66% of high school completers enrolled in two- or four-year  
 tion of higher education in the fall immediately after completing high school.  
 37% of high school completers enrolled in a 4-year institution.  
 29% of high school completers enrolled in a 2-year institution.



Source: Center for Statistics and Recent enrollment and 4-1960 through [http://tams/d/df13\\_3](http://tams/d/df13_3)

# Nationally, too few college students persist in their college studies.

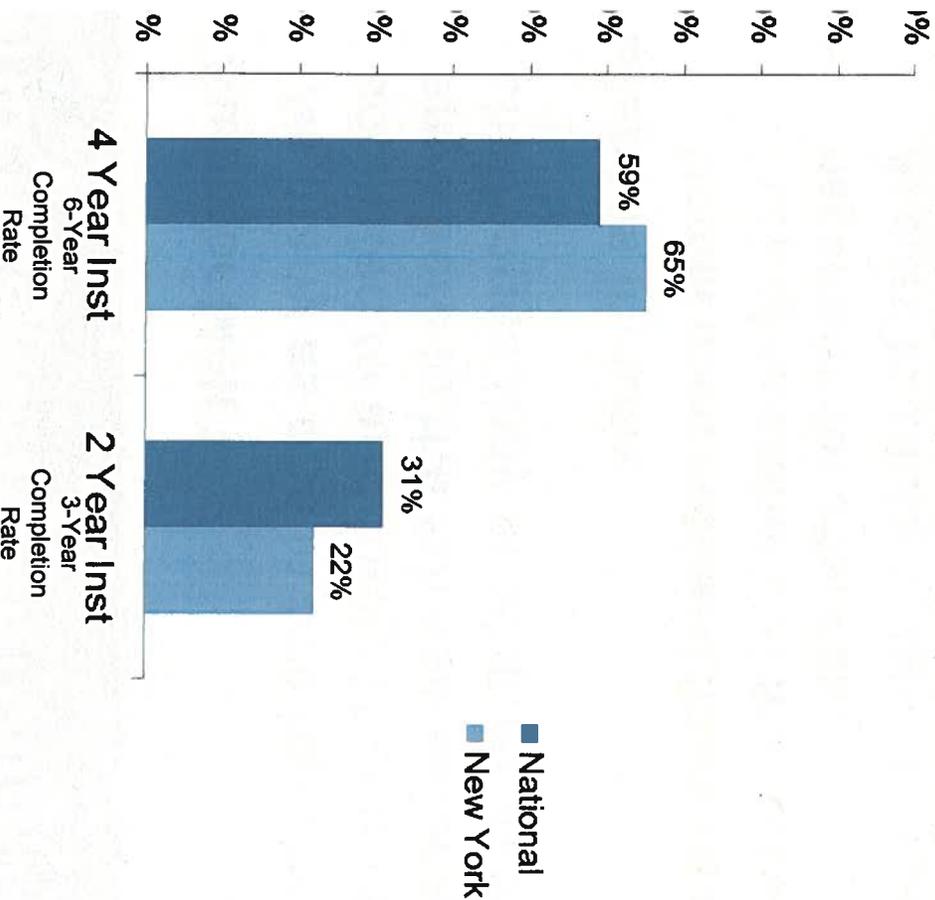
The persistence rate is defined as the percentage of students who return to college at any institution for their second year.

o Nationwide, of all students who started college in fall 2012, 68.7% returned to college at any U.S. institution in fall 2013.

The retention rate is defined as the percentage of students who return to college at the same institution for their second year.

o Nationwide, of all students who started college in fall 2012, 58.2% returned to the same institution in fall 2013.

# Nationally, too few college students actually complete a college degree.



- The 6-year completion rate is percentage of first-time back seeking students who complete a degree at a 4-year institution six years of starting a degree program in Fall 2006.
- The 3-year completion rate is percentage of first-time certificate or degree-seeking students who complete a degree at a 2-year institution within 3 years of starting a program in Fall 2009.

Condition of Education, Institutional Retention and Graduation Rates for Undergraduate Students, Updated May 2014, [http://nces.ed.gov/ipeds/data/indicators\\_cve.asp](http://nces.ed.gov/ipeds/data/indicators_cve.asp)  
NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education.

There are a variety of reasons why students who intend to enroll in college do not enroll

## Summer Melt -

“As many as one in five high school graduates who have been accepted to and intend to enroll in college fail to matriculate anywhere in the fall semester as a result of unforeseen challenges they encounter in the summer.”

challenges include:

- **Unmet need between financial aid and the full cost of attendance;**
- Lack of awareness of the tasks, processes, and requirements necessary for attendance;
- Access to adults to help navigate obstacles;
- No internet access to complete online forms or class registration.

# 2015 Regents Legislative Priorities

**The New York State Board of Regents, at its November 2014 meeting, approved three state legislative priority initiatives related to TAP:**

**TAP for Students with Disabilities** – Legislation would resolve the conflict in the law that has resulted in creating a barrier for students with disabilities who attend college part-time to continue receiving TAP awards.

**Education Equity for DREAMers Act** – Legislation would provide undocumented immigrant students with the opportunity and access to higher education by making financial assistance available.

**TAP for Early College High School Students** – Legislation would provide for TAP funding to Early College High School students located in high-need areas, and provide sustainable support for these newly created programs.

# Increase Access to Higher Education - TAP for Students with Disabilities

## Remove the TAP Barrier for Students with Disabilities

proximately 500\* students with disabilities are not receiving their TAP award; which they would otherwise be eligible, because they cannot reach the credit minimums prescribed in the Standards of Academic Program (SAP) requirements. There appears to be a contradiction between:

**The allowance for students with disabilities to be eligible for TAP and attend a part-time (for at least 3 but less than 12 credits per semester or the equivalent**

**The SAP provisions which require students with disabilities, who are TAP eligible to meet minimum credit requirements that they cannot reach as they progress academically because they are attending college part-time.**

The Regents proposal would fix this contradiction and allow these students to receive their TAP awards, as they progress academically, in a manner that is measured proportionately to equivalent full-time study.

# NYS DREAMers Act

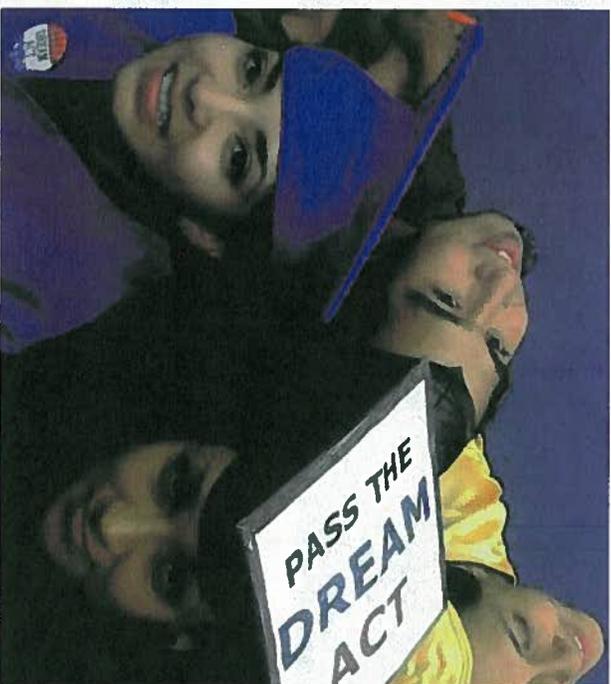
## Enact the Education Equity for DREAMers Act

New York, thousands of undocumented students receive education through the state's P-12 public school system.

For our undocumented students the opportunity to access higher education by using state financial aid available to them.

Our economic growth depends on a vibrant, well-educated workforce

Too many New Yorkers are denied the opportunity to get the education they need to fully participate in our economy



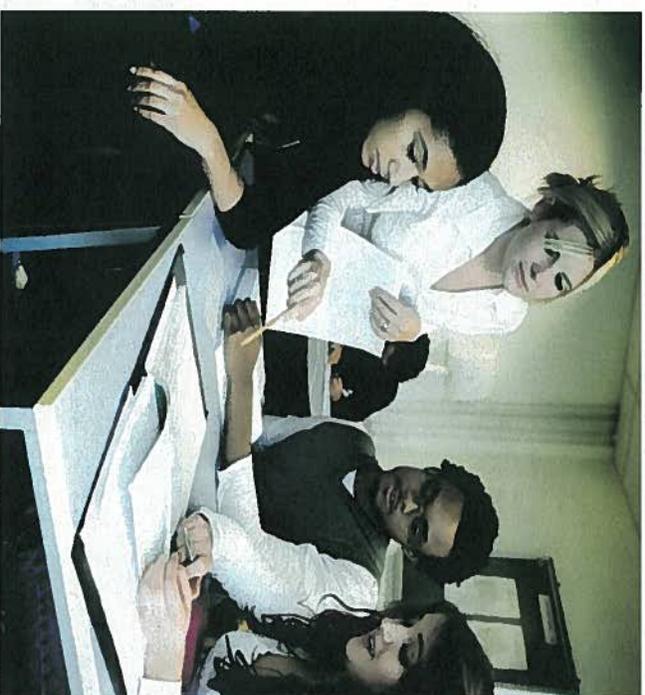
# Increase Access to Higher Education Early College High Schools

## TAP for Early College High School Students

Early College High Schools are an innovative strategy to increase access to post-secondary education for economically disadvantaged students in high-needs communities.

**Accelerate completion of high school coursework while earning transferable college credits at no cost to the student**  
**Students attending early college high schools are more likely to attend college and graduate on time**

**These programs help close the achievement gap while preparing students for college and careers**



# Increase Access to Higher Education

## P-TECH Schools

### Replicate Specialized P-TECH Schools

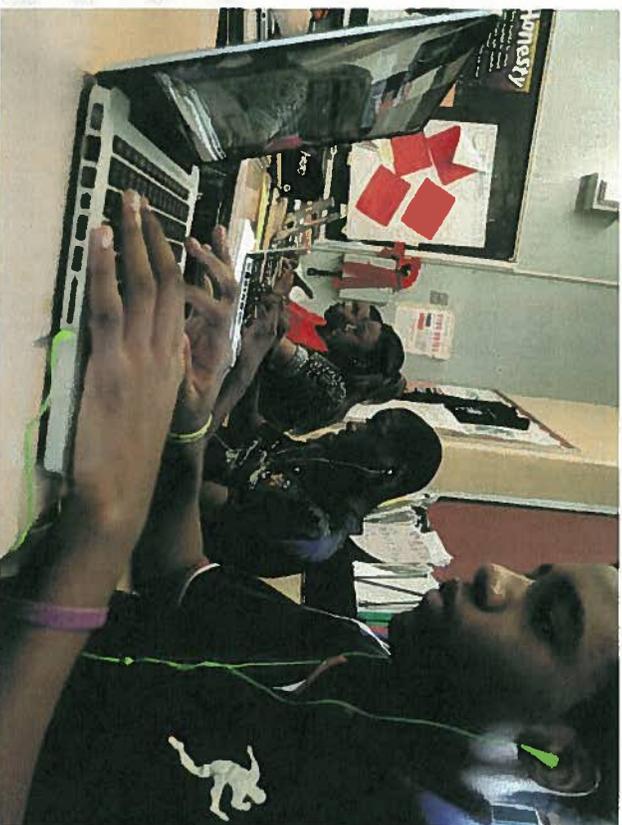
Pathways in Technology (P-TECH) model consists of an early college high school partnered with an institution of higher education and an industry partner.

Students have the opportunity to earn both a high school diploma and a no-cost Associate's Degree in 6 years while receiving work experience

Graduates are "first in line" for high-demand jobs with the school's industry partner

This year, the Department issued a round of grants to replicate this model in 16 locations throughout the state. This year, a second round was issued to fund 10 additional locations throughout the state.

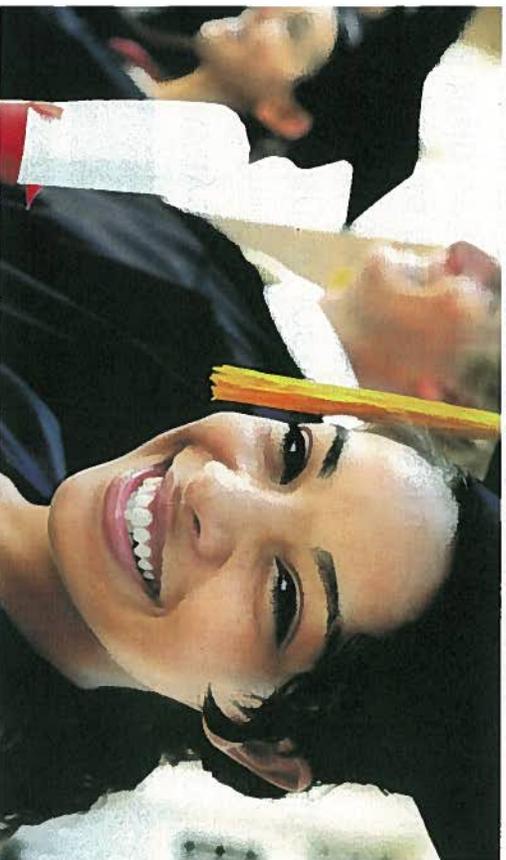
With additional funding, this program can be delivered to even more communities



# Expand Access to Higher Education

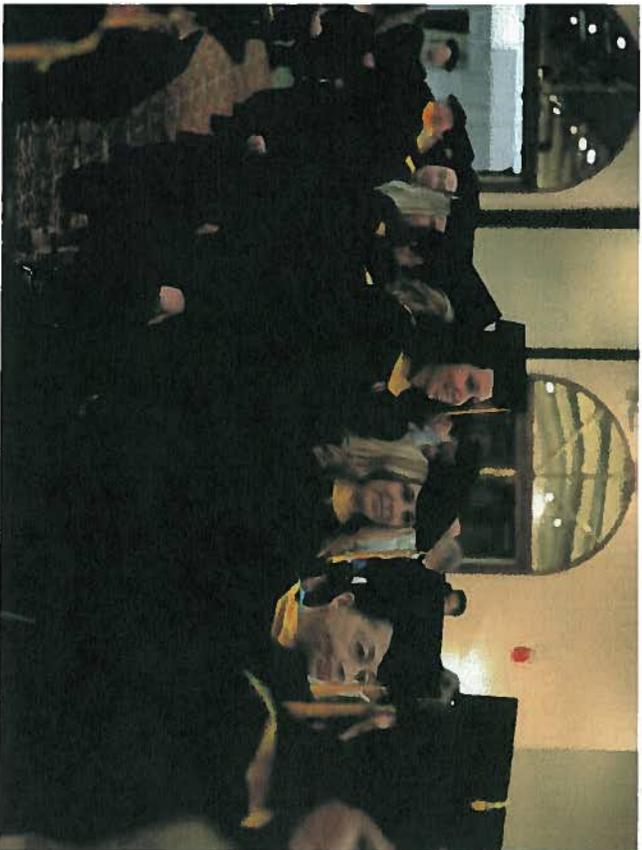
2015-16 \$6 M Budget Request

Higher Education Opportunity Program (HEOP)	\$2.0
Science and Technology Entry Program (STEP)	\$1.5
Collegiate Science and Technology Entry Program (CSTEP)	\$1.5
Liberty Partnerships Program (LPP)	\$1.0



- The state's higher education opportunity programs are available for students attending public and private colleges throughout the state.
- These programs currently serve over 34,000 underrepresented and disadvantaged students.
- These programs are effective at increasing graduation rates and should be expanded.

# Ensure the Future of New York's Institutional Accreditation Authority



- The federal government has recognized the Regents and the Commissioner as national institutional accrediting agency since 1952 – the only state with this designation.
- Currently, the Department does not charge for institutional accreditation, with other institutional accrediting agencies in this region do.
- While there are many benefits of this designation, accreditation activities divide limited financial and staff resources from other important functions.
- The Regents propose enactment of legislation that creates a state account in order to deposit fees related to support accreditation services, including the addition of dedicated accreditation staff

# Licensed Professionals Serve and Protect the Public

## Access to Competent Professional Services

ensing is inextricably linked to education.

e professions are at the core of the state's economy.

enses must be qualified and competent to provide health, design, or  
business services – professional practice affects all New Yorkers.

## Public Protection Through Professional Oversight and Discip

ndreds of thousands of practice interpretations and clarifications.

estigations and prosecutions across the state.

plementation of Illegal Practice Enforcement.

**2014 Illegal Practice Cases Opened: 224**

**2014 Compliance Agreements: 24**

**2014 Cease & Desist Orders: 6**

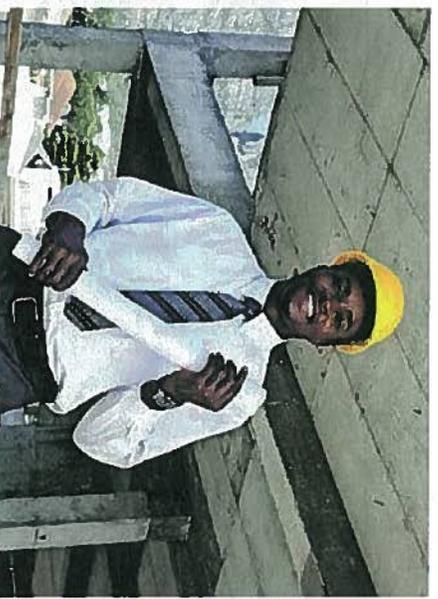
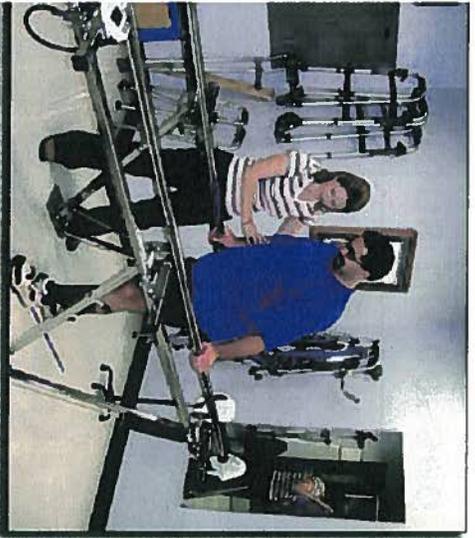
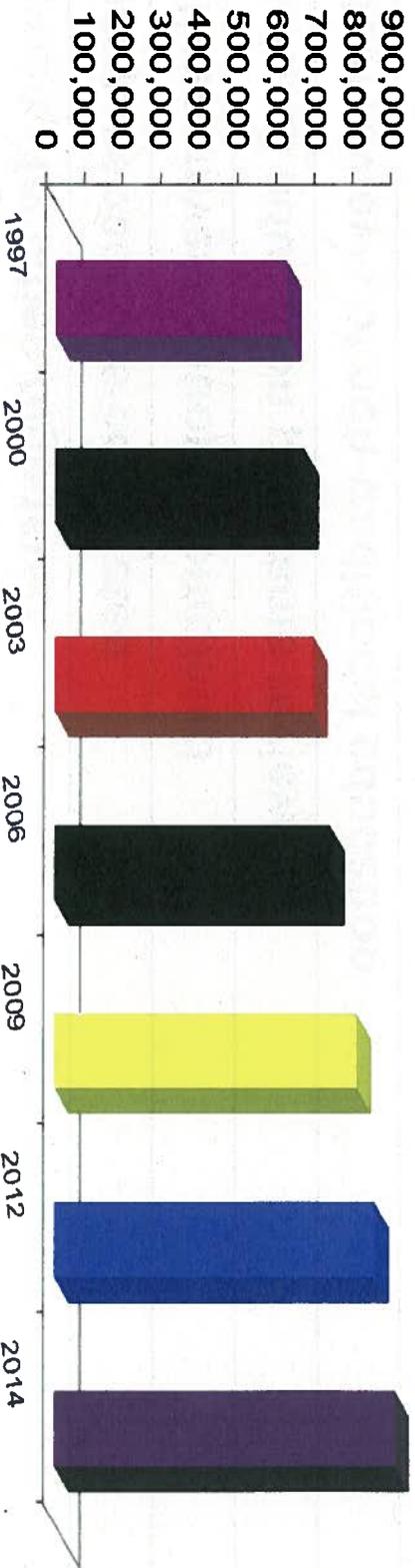
**Pending Criminal Cases: 111**

The number of licen  
professionals regist  
to practice in New  
now exceeds 881,

# Professions 2014 Results

Operational Responsibility	2
Professional licenses issued	48
Administrations processed	290
Pharmacies, manufacturers, re-packers, wholesalers and sourcing facilities registered	8
Pharmacy inspections conducted	1
Disciplinary investigations completed	6
Professional education programs reviewed	
Individual reviews of non-traditional education	10
Div filings for professional corporations	3
Candidates taking OP-developed licensing exams	2
Mail/telephone inquiries answered	Over 1,000

# The Number of Licensed Professional has Steadily Increased



# Enhanced Customer Service

demand for licensing has grown, average processing time licensure has been reduced. In 2014, the average processing time to issue a license was less than two weeks.

2014, there were 8.38 million individual visits to the Office Professions website, an average of 22,966 per day.

2014, the Office of Professions website received a total of 645,103 pageviews (89,438 per day).

Our most popular feature is the online verification of answers: an average of 647,925 licensees are looked up each month, or 7.7 million annually.

2014, customers viewed 158,890 answers under the "Find Answers" tab on our website and asked 2,709 questions for clarification or additional information.

Online registration renewal rates are now over 90 percent in many professions.



# Implementation of Critical New Laws

aws impacting the Professions were enacted in 2014, including:

**er 42 (Dinowitz/Hannon):** Allows for prescribing, dispensing, and distribution of opioid antagonist specific order.

**er 56 (Budget):** Allows certain nurse practitioners to practice pursuant to collaborative relationships.

**er 268 (Magee/Young):** Includes in the definition of veterinary medicine the treatment of dental procedures.

**er 276 (Gottfried/Hannon):** Makes changes related to restricted clinical laboratory licenses for individuals employed by the National Cancer Institute.

**er 352 (Zebrowski/Hannon):** Authorizes nurses to administer tests to determine the presence of COVID-19 pursuant to a non-patient specific order.

**er 413 (McDonald/Hannon):** Requires pharmacies to contact a patient or the patient's caregiver regarding refilling prescriptions.

**er 475 (Englebright/Marcellino):** Establishes the profession of Geology.

**er 498 (Lupardo/Little):** Authorizes massage therapists licensed in another jurisdiction to perform services as part of an approved continuing education program.

**er 504 (Glick/Nozzolio):** Permits persons licensed to practice acupuncture in another state to perform demonstrations, clinical training, or research in certain circumstances.

# Equal Employment Opportunities for A

In June 2012, the federal government announced and later implemented the Deferred Action for Childhood Arrivals (DACA) policy which allows individuals who came to the US as children and meet established guidelines to request consideration for deferred action for a period of two years.

DACA recipients are young people who generally derive their immigration status from their parents. Even though a DACA recipient is authorized to work, current state law prohibits qualified individuals from obtaining licenses in certain professions because of their immigration status.

The Regents propose enactment of legislation that would allow eligible DACA recipients and others with work authorization to obtain a professional license if they have met all other requirements for certification except their citizenship status.

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**Thank You.**

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