



State University of New York

The SUNY Pathway to Success

**The Report of the SUNY Task Force on Remediation
November 2012**

Office of the Senior Vice Chancellor
Community Colleges and the Education Pipeline



Executive Summary

The leadership of the State University of New York (SUNY) is committed to working with its K-12 partners to eliminate the need for remediation and improving the successful outcomes of all students. In January 2012, Chancellor Zimpher shared that “Getting Down to Business” teams would be created to help SUNY to accomplish the goals in the Power of SUNY Strategic Plan. Among these is the *SUNY Task Force on Remediation*. This Task Force, led by Johanna Duncan-Poitier, Senior Vice Chancellor for the Education Pipeline and Community Colleges, was charged with the review of actions and implementation strategies required to reduce the need for remediation of incoming students and to increase the success of those who are enrolled in developmental education.

It is well known that college success and completion rates for students who need remediation in college are drastically lower than they would be if they started college ready to succeed. The diversity of student backgrounds, goals, and levels of preparation of incoming college students presents challenges for educators. In order to best meet these challenges, the Task Force is composed of developmental education specialists, faculty, researchers, college presidents, K-12 and higher education policy leaders, as well as other critical partners.

Since their initial meeting in May 2012, the Task Force has examined the latest data and research findings; has considered the most promising evidence based practices in SUNY, New York State and the rest of the nation; has had discussions with key leaders in education; and has solicited support for immediate investment and long term sustainability. The SUNY Task Force on Remediation finds that there is a great deal of effective work being done by all sectors of the New York educational system to ensure that more students enter college prepared to take on the rigors of post-secondary education essential for citizens of the 21st century. However, these efforts would benefit by greater coordination and scale.

All 30 SUNY community colleges provide programming to support current and transitioning high school students. Early assessment programs, transitional courses, bridge programs, Early College High Schools and the like all play a role in this process. The objective is to strengthen best practices and expand the impact across the SUNY system so more students can succeed.

After reviewing current research, the Task Force found that early assessment of student performance and level of college preparation proves to be an effective method to stem the tide of students graduating high school under-prepared (Hodra, Smith Jagers, & Mechur Karp, 2012). Additionally, while many benefits accrue to students who earn college credit prior to graduation (Hughes 2012), even greater impacts come from interventions such as our *Smart Scholars Early College High Schools* program. These partnerships between K-12 school districts and colleges or universities offer traditionally-underrepresented students the opportunity and supports necessary to earn a high school diploma and accelerate their progress toward a college degree. Once students graduate, evidence shows that students who take part in these programs do not require remedial courses in college and are more successful in college courses in Math and English.

Determining the level of preparation of incoming students and meeting the needs of those identified proves a challenge to colleges nationally. Generally, placements tests, either locally-developed or commercially-available, are given to students at the time they are accepted into the college and test the knowledge of reading, writing, and math. Students usually take these tests “cold” with little preparation or knowledge of the stakes involved, and as a result, do not prepare for them or take them as seriously as they otherwise might. Also, rather than relying on a single test score to determine readiness and placement of incoming students, colleges should adopt multiple measures of student readiness. A great deal of contemporary research indicates that methods to reduce the length of time students spend in developmental/remedial courses often lead to greater success in gateway courses and college persistence and completion.

Based upon its review of current research and examination of information on current practices at SUNY institutions, the Task Force finds the following:

- New York students would benefit from the strengthened coordination of K-12 and higher education partners on targeted strategies to achieve college readiness and success for students before they graduate from high school;
- Students, families and educators would benefit from a clear, agreed upon, definition of ‘college readiness’;
- Students and their families would benefit from a clear understanding of placement tests and their importance;
- Students benefit when placement and remediation practices are aligned;
- Fewer, strategically aligned, “exit points” from remediation and scheduling options would improve student progress.
- Accelerated programs are successful in providing remediation to students while also improving their opportunities for success; and
- Strong academic supports should also target students’ non-cognitive skills and attitudes.

The recommendations of the Task Force outlined within this document are informed by this extensive research, input from practitioners and an analysis of the current environment. In brief, these are:

1. Explore strategies with K-12 leadership to expand the use of early assessment strategies no later than the end of the eleventh grade to identify students who are not on track for college-readiness and provide them with the support needed to address weaknesses before high school graduation;
2. Collaborate with K-12 to strengthen curricular alignment between high school and college expectations including support for a fourth year of college preparatory mathematics;

3. Support the expansion of *Smart Scholars* Early College High Schools, transitional courses, summer bridge programs and other evidence-based models with a proven track record of success. (providing needed academic supports for college readiness to students prior to matriculating in college);
4. Create a *SUNY Pathways to Success* Development and Implementation Team consisting of developmental studies faculty, academic advising and student services professionals, k-12 educators, SUNY staff and others as appropriate to:
 - a. Develop a more consistent definition of “college-readiness” for student placement using multiple measures;
 - b. Develop innovative strategies for campuses to expand accelerated developmental education program offerings in addition to successful existing programs, and;
5. Support efforts and legislation to provide sustainable funding sources for students enrolled in *Smart Scholars* Early College High Schools, transitional courses, summer bridge programs and other evidence-based models. These include earlier eligibility for TAP, or other state support, as well as funding from public/corporate partnerships and philanthropies for students enrolled in these efforts.

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Introduction

The Power of SUNY Strategic Plan lays out an ambitious vision for SUNY's role in New York. Included as one of the "Six Big Ideas," a seamless education pipeline is critical to the well-being of all New Yorkers. More and more of our young people are being sidelined from the knowledge economy. Nearly three in ten students fail to graduate from high school in four years and only six in ten of those who make it to graduation do so with a Regents Diploma—often understood by many as a critical indicator of college readiness. What's more, far too many students who enter the higher education system need remedial coursework, a measure of unpreparedness that jeopardizes their success in college and career.

Working adults face equally discouraging odds. Skills and experiences that once served them well are now overshadowed by the enormous economic and technological changes in the workplace and the expanding opportunities for workers with knowledge and skills in science, technology, engineering, and mathematics (STEM). We must help our population retool. SUNY has made a commitment to work with its K-12 partners across New York State to eliminate the need for remediation and improve student success.

At the January 2012 State of the University Address, Chancellor Zimpher stated that teams would be created to help SUNY break down the three walls of the "Iron Triangle" of education: cost, productivity, and access and completion. Among the groups charged with "Getting Down to Business" was the *SUNY Task Force on Remediation*. This Task Force, led by Johanna Duncan-Poitier, Senior Vice Chancellor for the Education Pipeline and Community Colleges, is composed of developmental education specialists, faculty, researchers, college presidents, K-12 and higher education policy leaders, as well as other critical partners who provide important input and advice to address this challenge. This group was charged with the review of actions and implementation strategies required to reduce the need for remediation of incoming students and to increase the success of those who are enrolled in developmental education. (Appendix A: Task Force Membership Profile)

Since their initial meeting in May 2012, the Task Force has examined the latest data and research findings; has considered the most promising evidence-based practices in SUNY, New York State and the rest of the nation; has had discussions with key leaders in education; and has solicited support for immediate investment and long-term sustainability. (Appendix B: Timeline and Summary of Task Force Activities).

Scope of the Challenge

More than 40 percent of all New York's high school students graduate under-prepared for college. This situation is even more dire among students of color, as less than 15 percent of

African Americans and Hispanics graduate college-ready.¹ These data reveal a very serious profile of how few young people leave high school prepared for the next stage of their lives. In addition to recent high school graduates, many older students attend college to gain important skills, advance in their careers, or begin new ones. A large number of these students come to our colleges without the requisite skills to be successful in college-level coursework.

Not surprisingly, college success and completion rates for students who need remediation in college are drastically lower than they would be if they started college ready to succeed, making students who need remediation among those facing the greatest challenges to persist. Specifically, students needing one remedial course in reading, writing or mathematics have only a 64 percent chance of persisting to the second year of college compared to 84 percent of students who need no remedial coursework; this number drops to 52 percent when they need three or more remedial courses.²

The recommendations of the Task Force outlined within this document are informed by extensive research and analysis of the current environment. The majority of remediation conducted within SUNY takes place at community colleges. This sector was therefore the major focus for the Task Force.

Student Profile

Students entering SUNY's community colleges can be categorized broadly:

- Approximately **60 percent of students in SUNY's community colleges are traditional college-age students** who enter directly from high school. The educational goals of transitioning high school students range from completing just enough education to quickly enter the workforce, to completing an associate level degree and transferring to a baccalaureate program.
- **Forty percent of these transitioning high school graduates are not college-ready** according to the criteria established by the State Education Department. The majority of these students require remediation primary and secondary level. The majority are low-income, first-generation, and/or minority students.³
- The remaining approximately **40 percent of entering students are returning adults**. Many of these adult students are entering college for a certificate or degree, often after several years out of school. These students often pursue higher education to increase their earning potential, for re-training, or to enter the workforce for the first time.

¹ NYSED, students scoring at least 80 on the Math Regents Exam, 75 on the English Regents Exam

² NYSED, Higher Education Data System (HEDS); does not include English as a Second Language (ESL) instruction

³ NYSED, HEDS

- Most of the remediation needs of these students are due to the length of time away from academic subjects, poor performance/drop-out when they were in high school, or changing academic programs.

Clearly, the diversity of student backgrounds, goals, and levels of preparation present challenges for educators, but, the need to meet these challenges is brought into focus when the outcomes for these students are taken into account.

All 30 SUNY community colleges operate Full Opportunity Programs (FOP) and, therefore, all have open admissions policies in place. The policies implemented at colleges operating with FOP plans require, in part, the admission of all recent high school graduates and military veterans, including those who may not be adequately prepared for college-level work. Adopting this program requires commitment from the colleges to provide remediation and support services to these students.

The challenges of providing open access to college for students who are under-prepared for college-level work are many. Colleges must have methods to assess the level of academic preparedness of entering students; courses and support activities to address the specific academic and non-cognitive needs of students; and public funding mechanisms (state base-aid, financial aid, etc) adequate to the task. Smith Jagers & Hodra (2011) argue that these challenges together form a system of developmental education that is further shaped by three sets of opposing forces: system-wide consistency vs. institutional autonomy, efficient vs. effective assessment of readiness, and supporting student progression and success while enforcing academic standards. Being mindful of these oppositions is critical to making a significant improvement in the rates of success for the least prepared students.

Initiatives like FOP are instrumental in improving access to college for many students from segments of society traditionally under-represented in college enrollments. Similarly, initiatives such as the Educational Opportunity Program (EOP) serve to improve the success rates of target populations, but the ability of the EOP and other similar programs to reach large numbers of students is limited. It is critical that we meet the challenge to increase the successes of all students.

Enrollment in Remediation

SUNY community colleges enroll more than 250,000 students, and the number of students in need of remediation represents a significant portion of this overall population. In fact, some SUNY community colleges enroll as many as 60 to 70 percent of their students who need remediation in at least one content area. Students who need remediation in multiple areas (Reading, Writing, and Math) have historically been significantly less likely to persist and be successful. Students who start at the lowest level of math remedial coursework are the least likely to pass the required college-level course in that subject. Fewer than 10 percent of students who start two levels below college-level math ultimately pass the college-level math course or persist to graduation.⁴

⁴ SUNY, IR

The challenge is growing. Over the eight-year period from 1999-2006, the reported number of first-time students in need of remediation at SUNY community colleges rose by over eight percentage points, from just under 40 percent to 48 percent. Our colleges have many exceptional programs to support students and some of the finest faculty in the nation and SUNY is committed the success of all students who need additional support.

SUNY institutions currently provide remediation in a number of forms to meet the diverse needs of students. Most recent enrollment data⁵ by full time equivalency (FTE) follow each category:

- **Developmental/Remedial Courses:** these “pre-college level” courses are intended to increase the skills of students to the point where they are adequately prepared to attempt college-level work. According to *Remedial Education: An Inventory of SUNY Community College Programs and Procedures*, (Romano, 2006), 100 percent of SUNY community colleges offer remedial courses for under-prepared students. These “imputed credit” courses typically follow the same structure and schedule as credit-bearing course offerings and are taught by regular college faculty. Campuses determine academic placement, structure, and sequence of these courses independently of each other and of the system. Students pay tuition and are able to access financial aid for these courses.

Academic Year 2009-10: 59,109 registrations; 48,205 students; 12,045 FTE

The following represents the remedial credits attempted by students who graduated in 2009, earning the listed degree.

- For A.S. degrees 8.6% of the total credits
 - For A.A. degrees 10.9% of the total credits
 - For A.A.S degrees 6.4% of the total credits
 - For A.O.S. degrees 1.7% of the total credits
- **Non-Credit Remedial:** these courses, typically offered to the community through the continuing education divisions, are often related to English as a Second Language (ESL) or basic computer skills and may only be a few hours in duration over a single day. Also included in these are pre-enrollment courses intended to remediate students in reading, writing and math. The students enrolling in these courses may not be enrolled in credit bearing degree/certificate programs at the colleges, though they may enroll after completing these courses. A total headcount is difficult to determine at this time. Funding is tied to an FTE formula derived from contact hours, and students pay a course fee. **(AY09-10: 9392.5 FTE)**
- **Support Services:** these include structured tutorial activities in Learning Centers. Again, these are funded by formula, so a total headcount is not readily available. Services are offered at no cost to students. **(AY011-12: 1956 FTE)**

⁵ SUNY, IR

In addition to the above activities which are funded through base-aid, SUNY community colleges also offer a wide array of programs and supports to students both in partnership with high schools and BOCES and for students enrolled in the colleges. These activities are funded by a wide variety of methods including the colleges' operating budgets, local, state, federal and private grants, and other foundations. The following table displays a sampling of the of activities and the number of community colleges offering each of these activities:

Programs for students in high school	Number of Colleges	Programs for enrolled college students	Number of Colleges
Placement Testing in HS	19	Learning Communities	8
Concurrent Enrollment	25	Supplemental Instruction	10
Smart Scholars Early College High Schools	11	Contextualized Instruction	19
Summer Bridge Programs	8	Academic Support Centers	30
Transition Courses	6	Technology Enhancements	15
Other	30	Other	17

Cost of Remediation at SUNY

The cost of providing open access to college for students who are under-prepared for college-level work is considerable. There are significant costs in terms of both dollars and human potential. In addition to the cost to the State via base-aid, students also bear a great cost. Considering that roughly 50 percent of students who enroll in developmental/remedial courses leave college before they complete a program of study, these numbers are especially distressing.

A great deal of national attention is being paid to the evolving student loan crisis, with current estimates putting the total of student loan debt at over \$1 trillion nationally. Approximately 20 percent of financial aid awarded to students is used to pay for remediation at SUNY community colleges. In 2009-10, this equated to nearly \$93M in student contribution, of which 42 percent (\$39M) was in the form of student loans.⁶ Students, and/or their families, are required to pay back loans taken out to cover the cost of tuition, books and other related expenses regardless of whether or not the student graduates. At SUNY community colleges, the default rates on student loans have risen dramatically over the past three years from just over 10 percent to nearly 13 percent.⁷

⁶ NYSED, Office of Research and Information Systems (ORIS)

⁷ SUNY, IR

SUNY is currently working with the United States Department of Education on innovative strategies to address this. Improving graduation rates is critical to these efforts as students who do not graduate are more likely to default on student loans, largely the consequence of being less likely to be employed in a job that pays well enough for them to pay off the debt (Loonin 2012).

Review of Research and Current Practices

The following section articulates current best practices employed at SUNY colleges with current research into the questions of: (1) how to reduce the need for remediation of college students and (2) how to best improve the outcomes for those enrolled in developmental education programming. The recommendations of the Task Force outlined later in this document are informed by this research and, if implemented, would provide the opportunity for SUNY to systematically improve the successes of our students.

Strengthening the Pipeline: Reducing the Need for Remediation (Goal 1)

SUNY is committed to working with our K-12 partners including the New York State Education Department, local school districts, New York State United Teachers and BOCES, to support efforts that will dramatically reduce the need for remediation. All 30 of our community colleges provide programming to support current and transitioning high school students. Early assessment programs, transitional courses, bridge programs, and Smart Scholars Early College High Schools all play a role in this process. The objective is to strengthen best practices and expand the impact across the SUNY system so more students can succeed.

Early Assessment of Readiness

Early assessment of student performance and level of college preparation proves to be an effective method to stem the tide of students graduating from high school who are under-prepared for college. (Hodra, Smith Jagers, & Mechur Karp, 2012). Most students reasonably believe that taking and passing recommended courses and Regents exams in required subject areas will ensure that they will graduate ready to go to college. However, we know that for many students, this is not enough. Early assessment strategies for students to identify where additional preparation may be needed and supportive interventions to address those needs will help more students to prepare for college before they graduate from high school. In turn, this will help more students persist in college and graduate once they enroll in college.

The majority of SUNY community colleges, in partnership with the local K-12 community, currently offer early assessments to targeted populations.⁸ The results of these assessments are shared with the students and their guidance counselors. Students are encouraged to take advantage of opportunities tailored to helping them “catch up.” One example of this is the work undertaken by Schenectady County Community College, Hudson Valley Community College and Columbia Green Community College as part of the

⁸ SUNY data

Tech Valley Career Pathways Consortium project, funded by Title II. In partnership with the Capital Region and Questar III BOCES, these colleges use the COMPASS test to determine the math readiness of eleventh graders enrolled in Career/Technical Education programs. The faculty at both the BOCES and the colleges together developed a rigorous, contextualized twelfth-grade math course for students who needed more preparation in order to help them successfully transition to STEM-related associate-degree programs at the colleges. Approximately 60 percent of the students tested needed additional instruction in math. The scores were shared with the BOCES staff and students were recommended to take the newly-developed course, after which they were retested. Of those who post-tested, 75 percent were determined to be ready to attempt the first college-level math course.⁹

Other innovative examples are the Community College in the High School Programs at Rockland Community College (RCC) and Herkimer Community College. In these programs, students in the tenth grade are tested and then offered the opportunity to take the community college's remedial math course as part of the concurrent enrollment program at the local high schools. While the data are not yet fully analyzed, preliminary analysis indicates that more than one-third to half of the students tested would benefit from the course. Final analysis will examine the success of these students in higher-level twelfth-grade math courses.

Concurrent Enrollment and College in the High School

A great many benefits accrue to students who earn college credit prior to graduation (Hughes 2012). Research shows these students are significantly more likely to graduate college-ready, are more engaged, are less likely to need remediation, and are much more likely to complete their post-secondary program of choice. Dual enrollment, or College in the High School, programs provide high school students with the opportunity to earn college credits while still in high school. Over 80 percent of SUNY community colleges offer college-credit dual-enrollment courses to students in their local high schools. These courses are taught by vetted high school teachers and the students earn credit for both the high school and college work completed.¹⁰

Smart Scholars Early College High Schools

The *Smart Scholars Early College High Schools* program, which was launched in 2010, is helping students who may have been at-risk of dropping out of high school to graduate from high school having earned some college credit without the need for remediation. Through partnerships between K-12 school districts and colleges or universities, traditionally under-represented students, including those who will be the first in their family to graduate from high school and attend college, are provided the opportunity and supports necessary to earn a high school diploma and accelerate their progress toward a college degree. The goal for students in *Smart Scholars* is to earn an average of 20 hours of college credit in general education courses during their four years of high school. Students are

⁹ SCCC data

¹⁰ SUNY IR

provided with necessary supports to graduate from high school already successful in college. This model is highly successful because faculties from secondary and post-secondary partners align their curriculum to meet the needs of both institutions, as well as the students they serve. The alignment allows secondary teachers to inform their practices and instruction in the classroom to set benchmarks for students based upon knowledge of college expectations in courses. A head-start on degree attainment, with high levels of support and expectations for students who may not otherwise consider going to college, helps these students enroll in college prepared to be successful. As of July, 2012, 98 percent of the 4,800 students enrolled in *Smart Scholars* are on track to graduate from high school ready for college. (Appendix C: Early College High Schools).

Summer “Bridge” Programs

Programs that take advantage of the summer months between high school and college are also an important part of SUNY colleges’ efforts to reduce the remediation that takes place once a student has entered college. Evidence shows that students who take part in these programs take fewer remedial courses in college and are more successful in gateway courses in math and English (Barnett, et al, 2012).

An outstanding example of these programs is the *Readying Incoming Students for Excellence (RISE)* program at Erie Community College. RISE has three components: English skills, math skills, and a success skills workshop called *ECC and You*. Students are contacted for RISE based on placement test scores. The program consists of tuition-free 60-hour courses designed to provide college-bound students with an opportunity to raise their mathematic, reading, writing, computer, and research skills in order to start their college studies with degree-level course work. On average, each pre-collegiate student obtains a two-grade-level increase over the course of the program.¹¹

Strengthening Teacher Education

SUNY prepares one quarter of New York State’s teachers – graduating over 5,000 new teachers each year. A large part of our strategy to reduce the need for remediation is to transform the future of teaching and learning in Pre-K-12 classrooms by dramatically re-engineering the way future teachers and school leaders are prepared today.

SUNY believes that by providing better supports for teacher preparation and school leaders, students in our K-12 schools will similarly receive the best instruction and educational leadership, which ultimately will result in increased student achievement. The better prepared the teacher and the school leader, the better prepared the instruction for our students, and the less likely the student will graduate from high school in need of remediation in college.

On November 15, 2012, SUNY embarked on a major action agenda for advancing the future of teacher and school leadership education in New York State. This research and professional development convening was held for educators (including faculty across SUNY

¹¹ SUNY IR

colleges and universities, P-16 education leaders, union representatives, and State Education Department officials, among others) to discuss a strategy for strengthening the alignment between teacher and school-leader education programs with New York's goals for the federal Race to the Top initiative and the State's ambitious education reform agenda.

This convening also served as a kickoff to SUNY's new professional development network series - the State Teacher and Education Leader (S-TEN) Initiative – where, in the coming months, faculty in SUNY colleges and universities with teacher and school leader education programs and K-12 partners, will engage in professional development and research in four key areas: (1) strategies for putting in place clinically rich teacher and school leader education programs; (2) preparing new teachers and school leaders with the skills they need to teach all students according to the new common core standards; (3) helping new teachers and school leaders to use data in real time to improve instruction and customize the teaching and learning experience; and (4) helping students in teacher education programs be successful on the new comprehensive examinations needed for teacher certification in New York and to prepare for the new evaluation system for classroom teachers in New York State. This work is being supported by a \$3.5 million Race to the Top grant from the State Education Department.

To advance this action agenda, SUNY is:

- Bringing together faculty from across SUNY colleges and universities – in schools of education, arts and sciences, social welfare, public health, and others – to ensure that all who educate future teachers can contribute to these new teachers' ability to address the diverse needs of students and to support student achievement and graduation;
- Actively engaging SUNY community colleges where many future teachers complete their first years of collegiate study and strengthening their collaboration with SUNY's four-year colleges and universities with teacher education programs;
- Developing new and innovative models of collaboration between SUNY Schools of Education and K-12 schools, as well as with community organizations, faith-based organizations, cultural institutions, business and industry partners, and others with whom we share responsibility for student success; and
- Designing plans to create regional Centers of Pedagogy for teaching and learning, where educators in P-12 and teacher and school leadership education can continue to develop new strategies and research opportunities for supporting student success.

Augmenting this is the work undertaken on our individual campuses. For example, Corning Community College, in partnership with the Corning Painted Post School District, developed a program to help in-service math teachers improve their pedagogy. The *Teaching Math as a Second Language Initiative* provides participating teachers with a week-long summer workshop, ongoing lesson planning assistance, and pedagogical support

offered through a specifically-designed web site. Results are very promising, with 40 percent of the participating teachers showing a greater than 100 percent improvement between pre- and post-test scores. The remaining sixty percent of participants saw their scores improve by between 11 and 99 percent. Innovative programs like this are a hallmark of the SUNY system and demonstrate our commitment to improving the education of teachers and students alike.¹²

Mentoring of Middle School Students

Earlier this year, SUNY, in partnership with the New York Academy of Sciences, and SUNY Empire State College, was awarded \$2.95 million from the National Science Foundation grant to bring the Academy's afterschool Science, Technology, Engineering, and Mathematics (STEM) mentoring program, which is now in place in New York City, to scale statewide. Beginning in the spring 2013 semester, we will put in place a comprehensive, systemic science education initiative where SUNY graduate students and postdoctoral fellows studying in the STEM disciplines will serve as mentors in high-need middle school programs. Initially, SUNY will implement the mentoring initiative at SUNY Downstate Medical Center in Brooklyn, the University at Albany College of Nanoscale Science and Engineering in the Capital District, and SUNYIT in Utica and Rome and over the three-year grant period, SUNY will introduce the program to other urban and rural communities in New York State. At a time when there is an increased demand for more graduates in the STEM fields, the NSF has provided SUNY with a powerful opportunity to systemically strengthen the education pipeline for our state's future. SUNY is pleased to be partnering with the New York Academy of Sciences and our campuses to bring this outstanding program to scale.

Cradle-to-Career Networks

SUNY views education as a continuum that begins at birth and is carried on through school, college, career, and even into retirement. While many of the interventions highlighted in this report focus on high school students or adults returning to college, SUNY has made a commitment to begin this education pipeline work with interventions that start earlier in a student's life for real educational reform. SUNY's Office of the Education Pipeline is establishing a series of systemic and sustainable regional education networks across the state with the purpose of bringing together partners who have signed on to strengthen this educational continuum for our students. SUNY's partners include leaders in PK-12 schools, higher education, business and industry, community organizations, government leaders, parents and other stakeholders who are committed to helping children succeed from birth through careers.

SUNY is working in partnership with communities around the state to adapt a civic infrastructure framework for cradle to career collective impact. Partnerships have officially launched in Albany, Astoria/Queens, Clinton County, Harlem, and Rochester; many more are starting to take shape, including Bedford Stuyvesant in Brooklyn,

¹² SUNY data

Farmingdale, Mohawk Valley, and Yonkers. Together these local partnerships form the SUNY New York State Cradle to Career Alliance - the first statewide network in the nation.

Increasing the success of students in developmental education (Goal 2)

A stronger pipeline that reduces the need for remediation of transitioning students is a major focus for SUNY at the system-administrative level. Similarly, our colleges are also taking great steps to improve the outcomes for students who still need remediation once they come to our campuses. This population includes traditional-aged students as well as returning adults who have been out of the pipeline for more than five years. Examples of efforts by individual campuses to better serve this population include providing more accurate initial placement of students into remedial courses, developing courses that target specific needs, contextualized coursework, learning communities, supplemental instruction and accelerated courses, adoption and implementation of the Quantway™/Statway™ learning pathways and many others.

In addition to multiple levels of remedial coursework in math and English, SUNY community colleges provide assistance and support to under-prepared students after they begin college. While the scope and variety of these programs across the system are difficult to summarize, every SUNY college employs one or more of the following interventions:

- Tutorial services in both centralized learning centers and in other single-subject (math, accounting, CIS, science, etc.) support labs, one-on-one tutoring services, and courses funded through the Non-credit Remedial Course Aid program.
- State and Federal grant-funded academic support programs that target special cohorts of students within the larger student population. As an example, EOP, TRIO SSS, STEP/CSTEP serve just over 13,000 SUNY students.

Although highly effective, these programs are able to reach too few students across New York State. SUNY recognizes that more must be done for tens of thousands of students to be successful in college and beyond.

Improved Placement Practices

Historically, assessment of academic preparedness and placement into appropriate first-semester courses has been accomplished through the administration of a single tool. These placements tests, either locally developed or commercially available, are given to students at the time they are accepted into the college and test the knowledge of reading, writing, and math. Students usually take these tests “cold” with little preparation or knowledge of the stakes involved (Scott-Clayton, 2012). When used in isolation, these assessments serve as sorting mechanisms and often form the basis of de facto barriers to admissions to college-level work at purportedly open enrollment colleges. Belfield and Crosta (2012) point out that rather than relying on a single test score to determine readiness and placement of incoming students, colleges should adopt multiple measures of student performance. Other factors such as habits of mind, “college knowledge,” and “grit” are not assessed by these tests and have great influence on student performance. Conley (2007)

argues for a more holistic definition of college readiness, and hence a more accurate indication of a student's potential that is more predictive of success in college.

All SUNY community colleges have an interest in strengthening placement practices. Improved practices will likely have a profound impact on student progress and success (Belfield & Crosta, 2012). While many efforts are being undertaken to address this, there is still a great deal of diversity in practice across the system. Most of the colleges combine test scores with transcripts and use this information not just for placement purposes, but also to refer students to academic and other support services. K-12 educators, students and parents have expressed a desire for a general more consistent understanding of college readiness expectations across the SUNY system. This includes when placement tests are required, the range of scores used to determine cutoffs for placement into various courses, and the interval at which a student can re-test to improve their score.¹³

Contextualized, Accelerated and Supplemental Instruction

A great deal of contemporary research indicates that methods to reduce the length of time students spend in developmental/remedial courses often lead to greater success in gateway courses and college persistence and completion. The faster students progress toward a credential, the more likely they are to complete college (Jenkins, 2011). Many methods to facilitate this movement through college have been tried and studied. Contextualization of basic material by integrating with other, higher-level, content is a hallmark of the Integrated Basic Education and Skills Training (I-BEST) approach. Used mainly for occupational programs, this model enables basic skills instructors (developmental studies) and college-level faculty to jointly design and teach college-level technical courses. The basic skills are contextualized and integrated into the college-level curriculum. This model challenges the conventional notion that basic-skills instruction should take place prior to students' attempting college-level work. Research shows this to be a successful mode with students in the program achieving better outcomes than basic-skills students who were not in the program. Program students studied were 26 percent more likely to earn college-level credit, were 30 percent more likely to persist to the second year, and 36 percent more likely to earn a certificate or associate degree within two years than non-program students (Zeidenberg, Cho & Jenkins, 2010)

Other models to accelerate student learning are also being tried. Two particularly effective models include California Acceleration Project (CAP), implemented within the California community college system, and the Accelerated Learning Program (ALP) at the Community College of Baltimore County. The underlying assumption in both of these programs is that many more students than previously thought can be successful in initial college-level courses when they are provided with well-developed supports and attempts are made to reduce the number of courses in a developmental sequence, thus reducing the number of potential exit points for students. The more levels of developmental courses a student must go through, the less likely that student is to ever complete college-level English or math (Bailey 2009).

¹³ SUNY IR

In the case of the CAP, as it is implemented at Chabot College in California, there are no separate developmental reading and writing courses. Rather, Chabot offers a combined, four-credit, accelerated reading and writing course. This reduces the number of developmental courses offered to students by half compared to traditional sequences. Performance outcomes for students, determined by registration for and completion of college-level English compared to control groups, is very positive. Participating students are roughly 25 percent more likely to register for and pass the gateway course (Hern, 2010).

The ALP, in contrast, operates on a mainstreaming model. Students who are placed into the upper-level developmental writing course are mainstreamed into sections of the college-level composition course. Up to 40 percent of the students in each section are “remedial” students. These students also register for an ALP companion course which meets immediately following the composition course. While both are taught by the same instructor, this other section functions as a supplemental support for the students. They have additional, supplemental, instructional time, can ask further questions, and gain guided practice in writing as well as grammar and mechanics. This program is very successful, as cohort analysis shows that ALP students are much more likely to successfully pass college composition within one year than similar non-ALP students (82% vs 69%) and that this continues to the second college-level English course (34% vs 12%) (Jenkins, D., Speroni, C., Belfield, C., Jaggars, S. S., & Edgecombe, N. 2010).

A number of SUNY colleges have recently begun redesign projects modeled on these and similar programs. I-BEST is a centerpiece of the recently awarded Trade Adjustment Assistance Community College Training (TAACCCT) grant that seeks to develop accelerated pathways for students in advanced manufacturing programs. Each of the participating colleges has agreed to re-design their developmental math course sequences that are part of selected certificate and associate degree programs based on the proven I-BEST model. Students enrolled in other occupational programs, such as Healthcare, would benefit from the development of these courses as well.

For example, Schenectady County Community College began piloting combined reading and writing courses in the spring of 2012. Preliminary data analysis shows that students in these two sections were more likely to enroll in the gateway English course in the fall 2012 semester than were students who took the traditional two-course reading and writing sequence. In addition to being more likely to persist, these students also saved money related to costs associated with the three credits of tuition over those enrolled in the traditional sections.¹⁴

Across the SUNY system, there are also examples of colleges using supplemental instruction (SI) to provide additional support to students in academic courses. Rather than targeting high-need students, SI models typically provide additional instruction to students enrolled in courses with low success rates. Hybrids of this traditional SI model, like the ALP outlined above, exist within the SUNY system. At Broome County Community, for

¹⁴ SCCC data

instance, developmental studies students enrolled in high-needs courses who take full advantage of SI opportunities typically earn one letter-grade higher than indentified students who don't take advantage of the opportunities.¹⁵

Quantway™/Statway™

Developed by the Carnegie Foundation and the Charles A. Dana Center at the University of Texas, Austin, the Quantway™ and Statway™ Learning Pathways are intended to help students succeed in college level math and statistics courses by providing deliberate opportunities for greater student engagement and motivation. Both of these pathways build on the work of Carol Dweck (2007) around the concept that people with a “fixed” mindset believe that their intelligence is static and they can't do anything about it. A person with a “growth” mindset, alternately, believes that abilities are not static and can be developed through dedication and hard work. Programs that help student growth in such non-cognitive areas have a stronger likelihood of success than programs that don't address these areas (Yeager, Muhich, & Gray).

Statway™ is a year-long pathway to and through college statistics that takes students from developmental math through a college credit-bearing course in mathematics in one-year and serves as a gateway to further academic study. Quantway™ is a two-semester pathway, focused on developing mathematical literacy and quantitative reasoning skills. Quantway™ replaces the developmental algebra sequence, along with earning students credit for a college-level quantitative reasoning math course.¹⁶ Early results are very positive, with 57 percent of students in Quantway™ completing their developmental math requirements in one semester, and 52 percent of Statway™ Students receiving college credit in one year.

Originally piloted at eight community colleges in three states, SUNY is fortunate to have two of our community colleges involved in the development of this innovative approach to meeting the needs of developmental students. As pilot campuses, Onondaga and Westchester Community Colleges have agreed to the stated goal to increase the percentage of students (from 5 to 50 percent) who achieve college math credit within one year of continuous enrollment.

CONCLUSION: FINDINGS AND RECOMMENDATIONS OF THE TASK FORCE

The SUNY Task Force on Remediation finds that there is a great deal of effective work being done by all sectors of the New York educational system to ensure that more students enter college prepared to take on the rigors of post-secondary education essential for citizens of the 21st century. However, these efforts would benefit by greater coordination and “systemness” so that they can impact a greater number of students who need such supports. Currently, the definition of “college ready” is a moving target for parents, students, school districts and higher education. Practices of initial assessment of readiness

¹⁵ BCC data

¹⁶ <http://www.carnegiefoundation.org/developmental-math>

for gateway courses in English and math (though these courses transfer across the system, the readiness measures do not) are determined locally at each campus. Placement in remedial courses and the sequence of courses required to prepare students is likewise locally-determined.

Although the New York State Education Department, SUNY and CUNY are currently working toward a state-wide definition of college- and career-readiness, this is not ready for immediate and full implementation. K-12 educators, students and parents have expressed a desire for a clear message regarding college-readiness and a developmental sequence with consistent exit points to address this now. Funding policies should also address the needs of this population and be provided to allow the greatest flexibility and opportunities for the success of all students.

Based upon its review of current research and examination of information on current practices at SUNY institutions, the Task Force finds the following:

- New York students would benefit from the strengthened coordination of K-12 and higher education partners on targeted strategies to achieve college readiness and success for students before they graduate from high school;
- Students, families and educators would benefit from a clear, agreed upon, definition of ‘college readiness’;
- Students and their families would benefit from a clear understanding of placement tests and their importance;
- Students benefit when placement and remediation practices are aligned;
- Fewer, strategically aligned, “exit points” from remediation and scheduling options would improve student progress.
- Accelerated programs are successful in providing remediation to students while also improving their opportunities for success; and
- Strong academic supports should also target students’ non-cognitive skills and attitudes

SUNY Task Force Recommendations

As it began its work in spring 2012, the Task Force identified areas for attention (outlined below) that it considered most likely to produce systemic, evidence-based recommendations for large scale application that will create positive outcomes for SUNY students. Currently all SUNY campuses are providing significant interventions and programs to improve student success. The challenge is to offer recommendations for actions that will have a greater impact on a larger number of students. After extensive research and discussion, the Task Force identified the following goals, objectives, and recommendations to address remediation in New York:

Goal 1: A Stronger Education Pipeline that Reduces the Need for Developmental Education

Objective: Reduce the percentage of transitioning high school students who graduate in need of remediation.

SUNY recognizes that it is more effective to work with students in need of academic supports before they enroll in college classes under-prepared. In order to reduce the number of incoming high school graduates in need of remediation, the Task Force recommends that SUNY will work with its K-12 partners in the following areas to address this major need:

1. Explore strategies with K-12 leadership **to expand the use of early assessment strategies no later than the end of the eleventh grade to identify students who are not on track for college-readiness and provide them with the support needed to address weaknesses before high school graduation.** The PARCC assessments and new Regents exams currently being developed would serve as the early assessments once they are fully implemented. NOTE: While the Task Force is of the unanimous opinion that high school students already take too many tests, there is also belief that assessments that provide meaningful information early and related student supports would benefit students. Ultimately, using the required assessments (PARCC and Regents) as the primary indicator of college readiness will address the Task Force concerns regarding additional testing.
2. Collaborate with K-12 to **strengthen curricular alignment between high school and college expectations, including support for a fourth year of college preparatory mathematics.**
3. **Support the expansion of Smart Scholars Early College High Schools, transition courses, summer bridge programs and other evidence-based models** with a proven track record of success. Provide needed academic supports for college readiness to students prior to graduation from high school.

Goal 2: Stronger Remediation Practices: *The SUNY Pathway to Success*

Objective: Reduce the time students spend in remediation while improving student outcomes in the first college-level (gateway) course in mathematics and English

SUNY recognizes that a system-wide approach is needed for successful reform. To better place students and provide support to students who enter college needing remediation in English and math, the Task Force recommends that SUNY develop a model called ***The SUNY Pathways to Success*** which will include the following actions:

4. **Creation of a *SUNY Pathways to Success* Development and Implementation Team consisting of developmental studies faculty, academic advising and student services professionals, SUNY staff and others as appropriate to:**
 - a. **Develop a more consistent definition of “college-readiness” for student placement using multiple measures.** Research shows that the initial placement of students should include the use of multiple measures (placement test scores, high school GPA, high school rigor, prior learning assessments, and other appropriate indicators of college readiness) for determining appropriate course selections. With the expertise of faculty, academic advisors and student services professionals, this team will develop a system-wide definition of college-readiness supported by relevant data. NOTE: While the Task Force recognizes that there are some concerns and challenges regarding definitions of college readiness and remediation practices across such a large university system, the Task Force believes that the creation of the development and implementation team with strong faculty and professional staff participation can accomplish this important goal.
 - b. **Develop innovative strategies for campuses to expand accelerated developmental education program offerings in addition to successful existing programs.** Based on the research in this area, explore incorporation of remedial instruction into the beginning of college-level programs, either as introductory courses or integrated into initial college-level courses. Based on available funds **faculty will develop and pilot new *SUNY Pathways to Success* Plans with measurable outcomes of student success** based on research supported models (i.e. Quantway™/Statway™, Baltimore ALP, California Acceleration Project, supplemental academic support for developmental students enrolled in college-level courses, I-BEST or other contextualization models) for students who are placed at the remedial level.

Goal 3: More Effective Funding Policy.

Objective: Advocate for changes to NY State legislation and SUNY policy to promote rapid movement through college and improve student success rates.

SUNY believes that a revised funding policy could support and sustain innovative models such as early college high schools. It is recommended that SUNY will:

5. Support efforts and legislation to **provide sustainable funding sources for students enrolled in *Smart Scholars* Early College High Schools, transitional courses, summer bridge programs and other evidence-based models.** These include earlier eligibility for TAP, or other state support, as well as funding from public/corporate partnerships and philanthropies for students enrolled in these efforts.

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Appendices

Appendix A: Task Force Membership Biographies

Appendix B: Timeline of Task Force Activities

Appendix C: Early College High School Fact Sheet

Appendix D: Project Win-Win

Appendix E: Credit Where Credit is Due

Appendix F: SUNY Board of Trustees Resolution establishing seamless transfer

Appendix A: Biographies – SUNY’s Task Force Remediation Members

Jane Arnold

Jane Arnold trained as a reading specialist in the Reading Disabilities Unit at Massachusetts General Hospital, where she earned her Certification in Education in Therapeutic Techniques and Supervised Practice for Specific Reading Disability. She received a Master’s Degree in Theological Studies from Harvard Divinity School and a Bachelor of Liberal Arts from Harvard University Extension, with a concentration in social sciences (Jewish Studies). She has earned an additional 44 graduate credits specific to the field of teaching reading and writing and regularly attends professional workshops to maintain her certification. Arnold is currently an Associate Professor of English/Reading Specialist at SUNY-Adirondack, where she teaches the usual range of English classes. In addition, she is a member of the team that works with the Developmental Studies program, teaching integrated reading and writing classes and team-teaching a freshman seminar. She also trains both peer and faculty tutors to tutor reading in the Center for Reading and Writing. She is the chair of Connecting and Communicating, a yearly symposium for area high school teachers, who visit the college to exchange experiences and ideas to work toward a smooth transition for students from high school to college.

While an adjunct at Middlesex Community College (MA), Arnold helped to develop a six-credit intensive remedial reading and writing course for students writing below the level required for remedial writing. She kept extensive records of the students’ progress after passing the course, and has presented her findings at both state and national conferences. Arnold has also taught at Northeastern University and was a teaching fellow at Harvard University. She has published regularly on a variety of subjects in both peer-reviewed and popular journals, and presented at educational conferences, for more than 20 years.

Emmanuel Awuah

Emmanuel Awuah, PhD is currently the Interim Vice President of Academic Services at Onondaga Community College of the State University of New York. He also served in various capacities at the College including Interim Vice President of Instructional Services; Associate Vice President of Multicultural and International Services; and Director of Multicultural Resources & Diversity.

Dr. Awuah’s tenure as a Professor of Sociology was characterized by an active engagement in teaching, instructional improvement and service to the campus community in several areas including curriculum development and innovation, advisement, faculty development, retention, global and multicultural learning, student development, and assessment of student learning outcomes and institutional effectiveness. Dr. Awuah is the lead administrator for Onondaga’s participation in a national pilot project for redesigning Developmental Math under the auspices of Carnegie Foundation for Improvement of Teaching.

Dr. Awuah holds a doctorate in Sociology and Urban Studies from Michigan State University; a Master’s in Sociology from the University of Guelph, Ontario, Canada; and Bachelor’s degree from the University of Ghana, Legon, Ghana.

Thomas Bailey

Thomas Bailey is the George and Abby O’Neill Professor of Economics and Education at Teachers College, Columbia University. He is also Director of the Community College Research Center (CCRC) and of two national Centers, the [National Center for Postsecondary Research \(NCPR\)](#), established in 2006, and the [Center for Analysis of Postsecondary Education and Employment \(CAPSEE\)](#), established in 2011. Both national centers are funded by grants from the Institute for Education Sciences. Dr. Bailey established the Community College Research Center (CCRC) at Teachers College in 1996, with support from the Alfred P. Sloan Foundation and since 1992 has been Director of the [Institute on Education and the Economy \(IEE\)](#) at Teachers College. In June 2010, U.S. Secretary of Education Arne Duncan appointed him chair of the Committee on Measures of Student Success, which developed recommendations for community colleges to

comply with completion rate disclosure requirements under the Higher Education Opportunity Act. His articles have appeared in a wide variety of education, policy-oriented and academic journals, and he authored or co-authored several books on the employment and training of immigrants and the extent and effects of on-the-job training. Professor Bailey holds a PhD from MIT with specialties in education, labor economics, and econometrics.

James Baldwin

Over a distinguished career in public service spanning 35 years, Dr. James N. Baldwin has established a record of innovation and accountability at the State, regional and local levels.

He has served as New York State Executive Deputy Secretary of State, associate counsel in the New York State Assembly, deputy corporation counsel for the City of Troy and school attorney and chief operating officer for Questar III BOCES. He was elected to the East Greenbush Board of Education for two terms, resigning upon his appointment as district superintendent of Questar III.

As district superintendent, Baldwin has been a strong advocate for students and an agent for school reform to better engage all students in a love for learning. He has transformed Questar III into a responsive and transparent organization providing educational programs and services to students, their teachers and schools in Rensselaer, Columbia and Greene Counties as well as providing services to hundreds of school districts throughout the region and State.

He is co-founder of Tech Valley High School, an innovative and nationally recognized joint venture of Questar III and Capital Region BOCES that has been a model and catalyst for educational reform throughout the Tech Valley Region and beyond.

A graduate of Union College, Baldwin earned a Juris Doctor from Albany Law School and a Doctorate in Educational Administration from Columbia University Teachers College. Born in Albany, he is a lifelong resident of the Capital Region and resides with his wife Rebecca in North Greenbush.

Charles Dedrick

Charles S. Dedrick has been the District Superintendent of Capital Region BOCES since June, 2008 and is currently an adjunct professor in the School of Education at the Sage Graduate School in Albany. Prior to becoming District Superintendent, he served as Superintendent of the Cohoes City School District for nine years and as an adjunct faculty member at the College of Saint Rose in the School of Education for two years. He previously served as Superintendent of Schools and Business Manager of the Green Island Union Free Schools. Before becoming an administrator, Chuck taught social studies. Dedrick has completed extensive study in accounting, holds a BA in Political Science from Excelsior College, an MS in Developmental Reading from the University at Albany, another MS in Educational Administration and Policy Studies from the University at Albany and a Doctoral Degree in Educational Leadership from Russell Sage College Graduate School in Albany, NY. In 2011, he was elected to a three year term on the American Association of School Administrators (AASA) Governing Board, representing New York State.

He is currently vice chair of the New York State District Superintendents' Policy & Governmental Relations Committee. He is a faculty member of the New York State Council of School Superintendents' Academy and was the recipient of the New York State Council of School Superintendents' 2008 "Appreciation Award" for service to the Council. In 2011, Chuck received the "Excellence in Education Award" from the University at Albany given to Alumni "for their outstanding achievements and service to the University and Community."

Katherine Douglas

Dr. Katherine P. Douglas has completed her 1st year as the 6th President of Corning Community College, having begun her tenure on July 1, 2011.

Dr. Douglas received her Bachelors, Masters and Doctoral degrees from the University of Massachusetts at Amherst. Most recently, she was awarded her Doctorate of Education degree from the Department of Education Policy, Research and Administration with a concentration in community college leadership in 2008. In 2011, she successfully completed the Institute for New Presidents at Harvard University.

Dr. Douglas is a leader and innovator in her field of study at every level of higher education. Prior to arriving at Corning Community College, Dr. Douglas served as Vice-President of Academic Affairs at Sussex County Community College (SCCC) in Newton, New Jersey where she led the development of the Academic Master Plan, served as liaison officer to the Middle States Commission of Higher Education and was elected as a member of the executive committee of the Academic Officers Association for New Jersey Community Colleges. Dr. Douglas began her community college career at Greenfield Community College (GCC) in Greenfield, Massachusetts. She earned tenure and the rank of professor teaching Outdoor Leadership for 20 years before entering academic administration as the Associate Dean of GCC's Division of Behavioral Sciences. Serving GCC students and the community for 25 years, she also oversaw the national accreditation of the Outdoor Leadership Program, a first for a community college program and was a founding member of the instructional team for the Massachusetts Community College Leadership Academy. Dr. Douglas continued her academic administrative career at Holyoke Community College (HCC) in Holyoke, Massachusetts as Dean of the Division of Social Sciences during which time she established The Teaching Academy for adjuncts and hosted HCC's first international Fulbright Scholar.

In addition to being both a published author and international presenter on community college leadership, Dr. Douglas also had a successful career as a consultant. While a faculty member, she was a trainer for the New Games Foundation based in San Francisco, California and a founding partner of PlayWorks, an independent consulting company based in Cambridge, Massachusetts that assessed, designed, and delivered action learning programs for therapeutic, educational, and corporate clients. Most recently Dr. Douglas was a trainer and executive coach for the Brimstone Consulting Group based in Portland Maine, serving corporate clients throughout the United States, Europe, and Asia.

Johanna Duncan-Poitier - Chair


With over 25 years of experience in providing results-driven leadership, Johanna Duncan-Poitier provides system oversight and coordination for SUNY's 30 community colleges with a quarter of a million students and an annual operating budget of \$ 1.8 billion. She also provides leadership across all 64 SUNY campuses to strengthen the critical connections between these institutions and local K-12 school districts, BOCES, business and industry, community-based organizations, and other partners as well as the development of clinical teacher preparation programs. This work seeks to maximize student success, increase graduation rates, improve college-readiness, especially in the STEM fields, and prepare a highly-qualified 21st century workforce. Ms. Duncan-Poitier serves as one of six New York State Commissioners for the Education Commission of the States.

Prior to joining SUNY in 2009, Ms. Duncan-Poitier served as the Senior Deputy Commissioner of Education P-16 for the New York State Education Department, with regulatory responsibility for the State's 700 school districts, 270 colleges and universities (both public and private) and 434 proprietary schools. She also served as the Deputy Commissioner for Higher Education and the Professions with the

additional oversight for the preparation and licensure of three quarters of a million licensed professionals in 47 health, business and design professions.

Johanna Duncan-Poitier earned a baccalaureate degree from Queens College of the City University of New York and a master's degree in public administration from Bernard M. Baruch College of the City University of New York. She received two honorary degrees including a Doctor of Laws from Saint Joseph's College and a Doctor of Humane Letters from D'Youville College. In addition, she has received numerous state and national awards throughout her career including: the Governor's Outstanding Leadership Award; the President's National Award for Excellence in Administering Science, Mathematics, and Engineering Programs; and the New York State Association for Women in Administration – Pathfinder's Award.


Ellie Fosmire



Ellie Fosmire currently serves as the Academic Success Coordinator at Fulton Montgomery Community College. She assists students by making them aware of the best ways for them to prepare for learning and testing. She also hires and trains peer tutors to assist students with their studies. Her methods come from the heart. Like many of the students at the community college, Ellie was a “developmental” student. The first in my family to go to college and growing up in poverty household placed some interesting barriers in my way that I only now recognize looking back almost 40 years. I was a lucky statistic. Somehow life handed me the motivation to continue pursuing my college degree and I learned an amazing secret: I was good at this stuff. Sharing the "ways and means" to be successful in education gives her incredible satisfaction in her career path.

Ellie became a member of the National Tutoring Association and the New York division of the National Association for Developmental Educators (NADE) which is the New York College Learning Skills Association (NYCLSA). Ellie became a part of the Executive Board of NYCLSA in 2006; initially as regional coordinator for the group, tying events throughout the membership body and eventually she progressed to the presidential tract. During her presidency, she lead the group to provide important feedback to the NYS Regents Board regarding recent changes in education. Having recently completed the presidency and now the past president for NYCLSA attending to planning awards and recruitment for the organization over the next year.

Matthew Fox



Matthew Fox has been a full-time faculty member in the Transitional Studies Department at Monroe Community College since the fall of 1999, where he teaches developmental reading and writing courses, as well as a critical reading course. Mr. Fox has taught online, hybrid, and web-enhanced sections, and has been part of three different learning communities. He was responsible for hiring, supporting, and evaluating adjunct instructors in his department's reading and writing courses for six years, and served as department chair for two years. He currently chairs the college's Testing and Placement Committee, and co-chairs the committee that oversees his department's reading and writing curriculum. Outside of developmental education, he co-wrote two sustainability programs (a certificate and an AS degree), and developed an introductory course on sustainability, which he currently teaches in addition to his departmental coursework.

Laura Franz

English Teacher, Albany High School
NA



Tina Good

Dr. Tina Good was elected President of the Faculty Council of Community Colleges in April 2008 and took office on July 1, 2009. She has been a member of the Faculty Council for six years and has served as its Secretary, Treasurer and Vice President. She was also the co-chair for the SUNY General Education Assessment Review (GEAR) Group and the SUNY Joint Committee for Transfer and Articulation. Dr. Good served as the President of the Ammerman Campus Faculty Senate at Suffolk County Community College for five years and has chaired the College's Curriculum Committee for ten years. She is an Associate Professor of English and the Faculty Coordinator for Assessment at SCCC. Dr. Good began her college education at Fresno City College and received her B.A. and M.A. in English at California State University, Fresno. She received her Ph.D. in English from State University of New York at Stony Brook.

Dr. Tina Good was elected President of the Faculty Council of Community Colleges in April 2008 and took office on July 1, 2009. She has also served as its Secretary, Treasurer and Vice President. She was the co-chair for the SUNY General Education Assessment Review (GEAR) Group and the SUNY Joint Committee for Transfer and Articulation and currently serves as the Chair of the SUNY Steering Committee on Student Mobility. Dr. Good served as the President of the Ammerman Campus Faculty Senate at Suffolk County Community College for five years and has chaired the College's Curriculum Committee for ten years. She is a Professor of English and the Faculty Coordinator for Assessment at Suffolk County Community College. She is also co-editor of *In Our Own Voice*, Graduate Students Teach Writing. She recently co-authored the article, "A Cautionary Tale About System-wide Assessment in the State University of New York: Why and How Faculty Voices Can and Must Unite," which appears in *Literary Study, Measurement, and the Sublime: Disciplinary Assessment*.

Dr. Good began her college education at Fresno City College and received her B.A. and M.A. in English from California State University, Fresno. She received her Ph.D. in English from State University of New York at Stony Brook.



Joseph Greco, Ph.D.

Dr. Greco is currently the K-12 Director of Math, Science and Technology Integration at Saratoga Springs City School District. The main focus of this position is to lead the curriculum shift in Math, Science and Technology to incorporate Common Core, 21st Century Learning Standards, and the future Next Generation Science Standards. In addition, Greco is charged with providing all students with a challenging and exciting curriculum that will prepare them for the extraordinary career prospects that exist in the areas of STEM.

Greco has been with the Saratoga Springs City School District since 2004. During that time he served as a Biology teacher, department head of science, and assistant principal at both the high school and middle school levels. Greco earned a bachelor's degree in 1999, in Biology and Chemistry Education from SUNY Cortland. Greco also obtained a master's degree, certificate of advanced study and a Ph.D. in educational administration and policy studies in 2007, from the University at Albany.



Cheryl Hamilton

Cheryl Hamilton is Assistant Provost for Educational Opportunity and Director of the Educational Opportunity Program at Stony Brook University, where she has worked since 1994. Her career in higher education has also included work with the Basic Education Program (BEP), Department of Student Personnel Services and the Adult Individualized Multi-Service (AIMS) Program at Nassau Community College. She serves as President of the Council of EOP Directors and is a member of the Board of Directors of the Tri-State Consortium of Opportunity Programs in Higher Education. Cheryl is an active member of United University Professions, serving as co-chair of the statewide Affirmative Action

Committee and member of the state-wide EOP Concerns Committee and Task Force on Emerging Issues of Diversity. Cheryl is the Affirmative Action Chairperson for the Stony Brook West Campus UUP Chapter. She is on the Board of Directors of Herstory Writers Workshop and the Black Caucus of the National Education Association. Cheryl serves on several campus-wide committees.

Marguerite Izzo

Ms. Izzo, whose teaching career spans over 30 years, is a full time fifth grade teacher, specializing in English Language Arts, in the Malverne School District, Malverne, New York. She has taught social studies grades 7-12, reading, and all subjects in grades one through six. Ms. Izzo is an adjunct professor of education at Adelphi University, and co-director of the Malverne Teacher Center. Ms. Izzo is the 2007 New York State Teacher of the Year and a member of the Teacher Leader Standards Consortium. She has been the teacher member of the delegation representing the United States at the International Summit on the Teaching Profession for the past two years.

Donald Katt

President of Ulster County Community College (SUNY Ulster). He was appointed by the Board of Trustees of the State University of New York on April 30, 2001. Dr. Katt joined the staff at SUNY Ulster in 1968 in the student personnel area. In 1975 he became responsible for the College's development and advancement programs and while serving in that capacity the Ulster Community College Foundation was ranked among the top 20 community college foundations in the United States. In 1989 Dr. Katt was appointed Chief Academic Officer. Serving as Vice President and Dean of Faculty from 1994 - 2000, he assisted in developing eighteen new academic programs, expanding the high school collegian program, and building evening enrollments at the Business Resource Center in Kingston. Dr. Katt has chaired the Ulster County United Way Campaign, served as Chair of the Chamber of Commerce of Ulster County, and was the president of the Boy Scout Council in Ulster and Greene Counties. He recently served on SUNY Chancellor Nancy Zimpher's Group of 200 for the Power of SUNY: Strategic Plan 2010 & Beyond and is a current co-chair of New York Campus Compact. He chaired the Hudson River Institute Task Force for Ulster County and has served on the Ulster County PIC/JTPA Board, the Resource Recovery Agency Review Board, the County's "911" Advisory Council, the Board of Pattern for Progress and the Kingston Hospital Board and the Board of Health Alliance of the Hudson Valley.

Dr. Katt is a graduate of the SUNY College at Cortland, Indiana University and the University at Albany.

Theodore Koukounas

Ted Koukounas has fifteen years of teaching experience in higher education beginning with from City University of New York Queens College, State University of New York at Old Westbury, and most recently for S.U.N.Y. Suffolk County Community College. Ted Koukounas holds an M.A degree in Applied Mathematics from C.U.N.Y. Queens College, a B.S. degree in Mathematics from S.U.N.Y. College at Old Westbury, and an A.A.S degree in Electrical Engineering Technology from C.U.N.Y. Queensborough Community College. His primary interest in Mathematics is in Conformal Mapping and most recently his interest in Education has been in collegiate mathematics education alignment between High Schools and Colleges. Ted Koukounas currently holds academic rank of Associate Professor of Mathematics at SCCC, and has served as Academic Chairman of the Mathematics and Science Department since 2004. Recently, Ted has worked with a local High School in piloting a program to help them improve the college mathematics placement of their students upon admission to Suffolk County Community College. Ted Koukounas serves as the Eastern Campus principal STEM Faculty Mentor for the Eater Campus NSF-STEM Scholars and sits on various college and community committees. Ted coauthored a textbook on the topic of Computer Mathematics Concepts, serves as Consultant on Mathematical Mediated and Web-Based Technologies and continues to review textbooks, textbook chapters, and other mathematical content as it relates to improved student learning of mathematics.



Anne Kress

As Monroe Community College's fifth president, Anne M. Kress, Ph.D. leads a nationally-recognized, multi-campus college that serves approximately 37,000 students annually.

Dr. Kress has more than 20 years experience as an educator and administrator in higher education. Prior to her presidential appointment in 2009, she was the provost and vice president of academic affairs at Santa Fe College in Gainesville, Florida. She has also written or co-authored a number of publications, including a rhetoric and composition textbook. A native of Milwaukee, Wisconsin, President Kress earned a doctoral degree in higher education administration, master's and bachelor's degrees in English and a bachelor's degree with honors in finance from the University of Florida. Within the community, Dr. Kress is a board member of the Rochester Business Alliance, the United Way of Greater Rochester and Greater Rochester Enterprise (voting member). She is also a member of M&T Bank's Directors Advisory Council – Rochester Division and recently served on Governor Andrew Cuomo's Finger Lakes Regional Economic Development Council. Nationally, she serves on the board of the League for Innovation in the Community College; commissions of the American Council on Education, the American Association of Community Colleges, and the Education Testing Service; the Sustainable Education and Economic Development taskforce; and the Council on Foreign Relations Higher Education Working Group. In 2011, Dr. Kress was named a Woman of Distinction by the New York State Senate. In 2012, she was among eleven alumni honored by the University of Florida's Institute of Higher Education for effectiveness as college administrators and for professional activities at local, state, and national levels.

Within higher education, she has special interests in topics relating to student access and success, global education, workforce development, technology, and the intersection between traditional liberal education and essential 21st century learning outcomes. Dr. Kress and her husband Ned have two very active children, Harper and Penn. For all the latest news and conversation from President Kress, follow her on Twitter (@MCCPresident).



David Lavalley

David Lavalley has an extensive record in higher education administration as well as international education, science education and research. Before assuming his current position as Provost and Executive Vice Chancellor of Academic Affairs for the State University of New York system, he served as provost at the SUNY campus at New Paltz. There he hired over two-thirds of their current faculty, attracting scholar/teachers from the best graduate programs in the US and abroad who closely match the campus's diverse student body. Expanded programs to assist and mentor students and academic policy changes resulted in higher and essentially equal graduation rates for all groups of students (Asian, Black, Latino, Caucasian and economically disadvantaged (EOP). He reorganized the academic structure of the college, fostering the development of a strong School of Business and enhanced Sciences and Engineering while further developing the well established areas of the arts, education and the liberal arts and, in particular, interdisciplinary programs.

At his previous provostial position at the City College of New York, he led the effort to develop admissions standards by academic discipline, phased out remediation and enhanced advising which has resulted in significantly higher graduation rates. From 1978 until 1994, Dr. Lavalley was a chemistry professor at Hunter College. He served in numerous capacities in international education and education policy for the American Chemical Society. He was awarded the national award for the college chemistry teaching and was a Fulbright senior research scholar award in France and Turkey. He has presented invited lectures at over 125 universities, scientific meetings and research institutes and has authored numerous peer-reviewed research articles and two books, and has been associate editor and senior consultant for two encyclopedias of chemistry. He consulted for the National Science Foundation and the National Institutes of Health. From 1990 to 1994, he was Associate Provost.

In addition to his activities in research and international education, Provost Lavallee has been intimately involved in articulation and teacher education issues for the past twenty years.

Karl Madeo

Karl Madeo is the Director of the CollegeNow program at Tompkins Cortland Community College where he collaborates with high schools in central New York on a variety of partnerships to strengthen the transition from high school to college. Under his direction the program has developed new and deeper relationships with partner high schools, grown enrollment, implemented faculty liaison and professional development programs, and achieved national accreditation.

Karl joined TC3 after teaching high school English and social studies for over twenty-five years, serving as a department chair, and leading work in curriculum development, media literacy, and technology integration. He was a National Endowment for the Humanities Summer Seminar Fellow at Yale University, and a 2012 recipient of the Chair Academy's Idahlynn Karre Exemplary Leader Award. He has been a presenter at regional and national conferences including those sponsored by the Alliance for a Media Literate America (now NAMLE), the Annenberg Institute for School Reform, and the National Alliance of Concurrent Enrollment Partnerships (NACEP). He currently serves on the Board of Directors for NACEP. Karl holds bachelor's and master's degrees from Binghamton University.

Cathleen McColgin NA

Shaun McKay

Dr. Shaun L. McKay is the President of Suffolk County Community College (SCCC), the largest community college in the State of New York. SCCC is a comprehensive publicly-supported, two-year, open enrollment institution, with campuses in Selden, Riverhead and Brentwood, and downtown centers in Sayville and Riverhead. The College has a current enrollment of over 25,000 credit students and 10,000 continuing education students.

Prior to his current position, Dr. McKay served as Interim Executive Vice President for the College. In that role, he was the College's chief operating officer, with authority and responsibility for the planning, policy development, implementation and assessment of the College's programs and services. Dr. McKay joined the College in 2005 as the Executive Dean for the Michael J. Grant Campus in Brentwood. During his career, Dr. McKay has garnered progressive academic and administrative experience, demonstrating significant career achievement in the areas of campus administration, academic program development, budget and finance, strategic planning, and institutional assessment. He has also taught both undergraduate and doctorate level courses at several institutions. Prior to joining SCCC, Dr. McKay served as Director of Planning for the Community College of Baltimore County and spent eight years in various positions at Morgan State University.

Active in national and local organizations, Dr. McKay has received numerous awards for distinguished service in higher education. He was selected from among an international pool of applicants as one of 33 community college senior administrators to attend the prestigious Executive Leadership Institute sponsored by the League for Innovation. He serves as a Systems Appraiser for the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission-North Central Association and served on the Editorial Board of the Journal of Student Affairs Research and Practice (JSARP). Dr. McKay participated with 19 public, private, and non-profit organizations from across the country to explore ideas and concepts in lifelong learning in order to formulate a policy agenda for the American Council on

Education (ACE)'s Center for Lifelong Learning. He previously served as a member of ACE's Commission on Effective Leadership. Dr. McKay was a member of the faculty of the Future Leaders Institute through the American Association of Community Colleges (AACC) and for the Executive Leadership Institute through the League for Innovation. He also serves as a member of AACC's Commission on Diversity, Inclusion and Equity.

Dr. McKay is a member of the Board of Directors of United Way of Long Island, a member of the Board Steering Committee for the Long Island Regional Advisory Council on Higher Education (LIRACHE), and is a current member of the Brentwood Chamber of Commerce. Dr. McKay is a member of the nationwide implementation team charged with moving forward on the recommendations and strategies proposed in the AACC's 21st-Century Commission on the Future of Community Colleges. He has also been named to the 29-member State University of New York (SUNY) Remediation Task Force, which will determine how to address remedial education at the college level. Dr. McKay has also been asked to Co-Chair the AACC's Legislative Committee for the President's Roundtable, where he will advance national issues/policies for presidents from community colleges around the country. He has also served as a member of the SUNY Chancellor's Advisory Group on Leadership and Professional Development, and has participated in the President's Leadership Academy offered by the Association of Community College Trustees (AACT). Before joining the administration of SCCC, Dr. McKay was appointed and served as the Chancellor's representative of the Community College of Baltimore County to the University Systems of Maryland/Maryland Association of Community Colleges (USM/MACC) Solutions Committee. This committee was responsible for follow-up activities associated with a capacity study for the State of Maryland.

Dr. McKay received his Ed.D. in Higher Education Administration with a specialization in Community College Leadership from Morgan State University in Baltimore, his M.A. in Management and Communication from the College of Notre Dame in Baltimore and his B.S. in Business Management from the University of Maryland, College Park. Dr. McKay has also received an honorary Doctor of Letters degree from St. Joseph's College. Dr. McKay is often invited to conduct professional presentations at regional and national conferences on the topics of retention, strategic planning, governance and administration, and workforce and economic development.

Anne Marie Murray

Dr. Ann Marie Murray serves as the third president of Herkimer County Community College, a position she has held since August 11, 2008. President Murray has an extensive background in higher education and mathematics education, both as an administrator and as a faculty member. She served as the vice president for academic affairs at Broome Community College for three years prior to coming to HCCC. Previously, she spent 24 years at Hudson Valley Community College where she held the positions of dean of business and engineering and industrial technologies, associate dean of academic services and department chair for mathematics and science and engineering science. She also taught mathematics at Hudson Valley for 19 years, having moved up in rank from an adjunct to full professor. Dr. Murray holds a Bachelor of Arts in Mathematics from Mount Saint Mary College, Newburgh, NY and several degrees from the University of Albany including Master of Arts in Advanced Classroom Teaching, Master of Science in Instructional Technology, Certificate of Advanced Study in Education Theory and Practice, and a Ph.D. in Curriculum and Instruction.

Maria Neira

Maria Neira, an elementary school bilingual teacher who rose through the ranks of union leadership to become a nationally recognized expert on educational issues, is a vice president of New York State United Teachers, the statewide federation representing more than 600,000 members in education and health care across New York State. Neira oversees the union's initiatives on educational policy and is NYSUT's frontline advocate to the New York State Board of Regents and the State Education Department. As a result of her leadership, NYSUT is now in the field-testing phase of its pioneering Innovation Initiative, supported by

competitive grants from the American Federation of Teachers and the U.S. Department of Education. The initiative brings together labor-management teams from five school districts to develop a meaningful system of teacher evaluation and professional development. At her direction, the NYSUT Education & Learning Trust, a professional development arm, has strengthened and expanded educational opportunities for teachers and other school staff. Neira has been appointed by President Obama to serve on the President's Advisory Commission on Educational Excellence for Hispanics. She also serves on the Congressional Hispanic Caucus Institute Advisory Council. She is a member of the National Board for Professional Teaching Standards and the founding publisher of *Educator's Voice*.

Her prominence in the labor movement reflects NYSUT's affiliations with both the American Federation of Teachers and the National Education Association at the national level, as well as the AFL-CIO. An AFT vice president, she also serves as a vice president of the New York State AFL-CIO Executive Council and as a member of the Board of Directors of the AFL-CIO's Workforce Development Institute. She is a member of the New York State Workforce Investment Board, the Greater Capital Region United Way Board of Directors, Capital District's 100 Hispanic Women, the Labor Council for Latin American Advancement and the National Association of Latino Elected Officials Education Fund. She directs NYSUT's fundraising as a statewide flagship sponsor for American Cancer Society programs, including the Making Strides Against Breast Cancer annual walks in which union volunteers have raised millions for the cause. She has served on many state committees, including the governor's Children's Cabinet Advisory Board and the State Committee of Practitioners, and is a member of several other professional organizations.

Neira is a recipient of the Ellis Island Medal of Honor from the National Ethnic Coalition of Organizations, the Educational Leadership Award of the National Puerto Rican Day Parade and the YMCA Northeast New York Woman of Achievement Award. She has been honored by the United Federation of Teachers Hispanic Affairs Committee, the Hispanic Latino Cultural Center, Long Island Latino Teachers Association, the Schenectady Hispanic Heritage Committee and the Girl Scouts of Northeastern New York.

Neira previously served as assistant to the president on education issues for the United Federation of Teachers, NYSUT's affiliate in New York City public schools, where she directed a wide range of education initiatives and helped develop strategic plans for education reform. She also served as director of the UFT's Special Educator Support Program. Neira began her teaching career in New York City in 1977 and was a fourth-grade bilingual teacher at the Bilingual Bicultural Mini School in Manhattan.

She is married to Richard Neira. Neira holds a B.A. and an M.S. from Hunter College of the City University of New York.

Susan Phillips

Dr. Phillips serves as the Provost and Vice President for Academic Affairs at the University at Albany, State University of New York. She holds degrees from Stanford University (BA, Human Biology), Teachers College (MA, Psychology), and Columbia University (MPhil and PhD, Counseling Psychology).

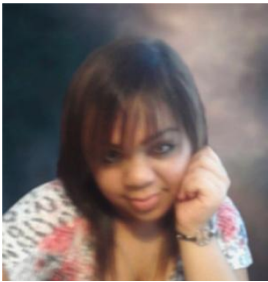
Active in promoting excellence in education, Dr. Phillips serves on the National Advisory Council for Institutional Quality and Integrity, where she has chaired the Higher Education Reauthorization Subcommittee in developing recommendations to the United States Secretary of Education on matters of higher education institutional accreditation and quality assurance. Earlier, she led the American Psychological Association Committee on Accreditation—one of the largest specialty accrediting agencies in the nation. She currently works with certification, accreditation, and licensing issues in her membership on the Joint Designation Committee of the National Register/American Association of State and Provincial Psychology Boards, and was appointed by the New York State Board of Regents to their policy advisory group, the Professional Standards and Practices Board for Teaching.



An internationally recognized scholar in vocational psychology, Dr. Phillips' research has focused on decision making and career development. Her recent research has examined factors that facilitate the school-to-work transition, and about the role of relationships in career decision making. She was the 1991 recipient of the American Psychological Association Division of Counseling Psychology John Holland Award for Outstanding Achievement in Personality and Career Research, and has published widely in career development and vocational psychology.

Dr. Phillips currently holds appointment as Professor in the Department of Educational and Counseling Psychology, and has taught undergraduate courses in counseling and in career and life planning, and graduate courses in career development and in professional issues and practice. She was awarded the 1995 University at Albany Award for Excellence in Teaching and the State University of New York Chancellor's Award for Excellence in Teaching. She has also been instrumental in creating cross-disciplinary initiatives, including research undertaken in a unique public-private partnerships to define state-wide models of the practices of higher-performing K-12 schools, and in developing research capacity for university-community partnerships through the NIH-sponsored Center for the Elimination of Minority Health Disparities. In addition, she has served on a number of executive boards of professional development organizations in the region, and received the National School Development Council Cooperative Leadership Award of 2004. Her work in the education and training of psychologists was recognized by the Council of Counseling Psychology Training Programs in the 2009 Lifetime Contribution to Education and Training in Counseling Psychology.

Luz Quinones



Luz Jazmin Quinones, our student representative, is a Criminal Justice major at the State University of New York at Delhi, where she is working towards her Bachelor of Science degree. Luz prefers to be called by her middle name because her family and friends always called her Jazmin since she was born. She was born in Fajardo, Puerto Rico on December 2nd 1991, but was raised in Schenectady, New York. Jazmin is the second child out of her five siblings, in which she is the first to attend college. Prior to her enrollment to SUNY Delhi, she was a student at her local community college, which is part of the SUNY system as well. Jazmin began attending Schenectady County Community College on September 2009 and graduated with her Associates degree in Criminal Justice on May 2011. Jazmin began college at the age of 17, where she pushed herself to the limits to be the best she can be. Not only did Jazmin focus on herself, but she would always contribute to help her classmates. During her final year at SCCC she was tutoring students who were in developmental courses, statistics, psychology, English composition, sociology, and a variety of criminal justice courses. Also, while at SCCC, she was involved with the Criminal Justice Club where she held the position as a secretary; she kept everything organized for the club. In her two short years at SCCC she received numerous awards and scholarships because of her involvement on campus and excellent grades. When she graduated on May 21st of 2011, she graduated with honors.

After she graduates from SUNY Delhi, Jazmin plans on going into Albany Law. Her main focus when she passes the BAR exam is to protect all citizens from having their rights violated and helping immigrants in the United States. She has always wanted to help people in the most civil way possible; because of the sense of accomplishment she gets which is rewarding to her. Lastly, her favorite pastime includes watching Law & Order, playing videogames, drawing, and spending time with her boyfriend. Her boyfriend is a very positive person in her life as well as her family; they all want her to excel in everything because they know she has the potential for it all.



Barbara Risser

Barbara Risser joined FLCC as the College's fourth president in August 2007. She previously served as the Vice President of Academic and Student Services at Onondaga Community College, where she taught developmental reading and composition for twenty years. She is the author of *Reading Across the Curriculum* (developmental reading textbook; 4th edition) and *Invest in Yourself*. During her time as a developmental educator, Dr. Risser served as President of the New York College Learning Skills Association, and was active on the Executive Board of the organization from 1990-1994. She served on the editorial board of *Research and Teaching in Developmental Education* and was a faculty representative on the SUNY-wide Task Force on Developmental Education. She earned a doctorate in higher education management from the University of Pennsylvania, an MS degree in reading education from Syracuse University and a BA in English education from Hartwick College. As president of FLCC, she is actively involved in community affairs, including: the Constellation Brands Marvin Sands Performing Arts Center Board of Directors, Community & Government Affairs Committee for the Canandaigua Chamber of Commerce, Ontario ARC Advisory Board, United Way of Ontario County Executive Advisory Committee, Executive Committee member for the Finger Lakes Workforce Investment Board, Geneva Community Center Advisory Board and the Rochester Area Colleges (RAC).



Thomas Rogers

The Nassau BOCES Board of Education appointed Dr. Thomas Rogers as its District Superintendent and Chief Executive Officer effective January 19, 2010. As CEO of Nassau BOCES, Dr. Rogers leads the largest Educational Services Cooperative in New York, comprising 20 locations and 4,315 staff members to serve the 56 school districts in the county with a combined enrollment of 225,000 students.

As District Superintendent, Dr. Rogers serves as the statutory representative of the Commissioner of Education and the State Education Department in the Nassau County Supervisory District. In addition to its nationally-recognized programs in special education and career and technical education, Nassau BOCES also provides a variety of technical support programs for local school districts, including electronic and assistive technology, in-service training for staff, public communications, data warehousing and analysis, distance education, and cooperative purchasing as well as a variety of literacy, career and technical programs for adult learners. Dr. Rogers was previously the Executive Director of the New York State Council of School Superintendents, the statewide professional association for chief school officers. During his tenure, The Council launched the "Education is a Civil Right" campaign to improve public education equity, created the Leadership for Educational Achievement Foundation (LEAF) professional development academy, and co-founded Public Schools for Tomorrow, a national organization of education leaders advocating for education policy innovation.

In addition to education policy writing, Dr. Rogers is the author, co-author or editor of scholarly research publications on the superintendency and on the adult learning needs of educational leaders. Dr. Rogers received doctoral and master's degrees in Educational Leadership at Columbia University Teachers College and a B.S. in Biochemistry from the University at Buffalo. He serves as a Commissioner on the Middle States Commission on Elementary Education.



Kenneth Slentz

Ken Slentz serves as Deputy Commissioner for P-12 Education at the New York State Education Department. He has oversight of the following offices: Curriculum, Instruction and Field Services; Policy and Strategic Planning; School Innovation; Special Education; Accountability; Assessment Policy Development and Administration; School Operations and Management Services; Administrative Support Group, and Race to the Top Performance Management. Mr. Slentz works closely with the New York State

Board of Regents and Commissioner of Education to implement and advance the state's education reform agenda and manages technical assistance to prekindergarten, elementary, middle and secondary schools. Ken's current work puts his past experience to use, as he has been tasked with reorienting the Department to a more service driven approach to school districts and BOCES. In his 18 years in public education, Ken served as teaching assistant, teacher, curriculum director, principal and school district superintendent, the latter of which comprised his last 8 years of service.

Kate Smith

Kate has spent the past 17 years at Monroe Community College in Rochester, New York. Currently serving as Interim Dean of the Interdisciplinary Programs Division, Kate manages diverse programs including Dual Enrollment, Developmental Education, Sustainability, Academic Support Services and Pre-College Programs. As a Professor, she has taught developmental mathematics, developed and chaired the Department of Education, directed pre-collegiate programs and chaired or served on numerous committees and advisory boards. Kate has presented to colleagues locally and nationally with her most recent presentations focusing on active learning strategies, engaging students in the classroom and refining teaching practices.

Prior to MCC, Kate worked as a high school mathematics teacher, program developer, trainer for various businesses and as a mathematics counselor. She has received several honors including: Eric Roth Humanitarian Award, Delta Phi Alpha National German Honor Society, and the Max and Dora Cohen Fellowship.

In her free time, Kate spends time with her son who shares her enthusiasm for sports. She volunteers at various community organizations and loves to travel and spend time outdoors.

Dustin Swanger

Dr. Dustin Swanger currently serves as President of Fulton-Montgomery Community College in Johnstown, New York. His career in higher education spans over 20 years during which he has worked to bring the higher education institutions and the community closer together. Throughout his career he has developed programs to serve the local region, provided training for the workforce, and represented colleges on numerous community planning committees. He has often been called upon to speak about the importance of college-community relations. Before coming to FMCC, Dr. Swanger served as Provost and Academic Vice President for Luzerne County Community College in Wilkes-Barre, Pennsylvania. He was Associate Vice President and Dean for Workforce Development and Technical Education at Monroe Community College in Rochester, New York. He has served as the Director of Program Development at Rochester Institute of Technology. Dr. Swanger received his doctorate in higher education administration from Nova Southeastern University, his master's in public administration from State University of New York at Brockport, and his bachelor's degree in political science from SUNY Fredonia.

David Ziskin

David Ziskin has served as principal of Amsterdam High School in Amsterdam, New York since December of 2008. Prior to becoming the principal, Dave worked for the Successful Practices Network, a not-for-profit partner of the International Center for Leadership in Education, managing an initiative funded by the Bill and Melinda Gates Foundation whose objective was to identify and bring to scale the most successful practices of 75 high schools around the nation identified as promising by their states' chief education officers. Prior to that Dave served as a teacher and administrator at Broadalbin-Perth High School and as principal of Fonda-Fultonville High School. Since becoming principal at Amsterdam Dave



has focused on raising expectations for all students and improving instruction. Since Dave's arrival, Amsterdam High School has implemented a de-tracking initiative, dramatically increased the ratio of students with disabilities in less-restrictive settings, created organizational structures to allow for common planning time for core instructional teams, facilitated embedded coaching to support improving instructional practices, and has emphasized cultural responsiveness. The high school's Comprehensive Education Plan Team under his leadership has been recognized as a strong model for developing a comprehensive plan for school improvement.

Appendix B: Timeline

2011-2012 Accomplishments:

- **Winter/Spring 2012:**
 - January 25, 2012: Announced formation of Task Force on Remediation
 - Identified experts and stakeholders for membership
 - Identified three goal areas for action:
 - Strengthen Educational Pipeline
 - Improved remediation practices
 - Develop improved funding policy
 - May, 2012: Convened first meeting of the taskforce at SUNY Optometry
- **Summer 2012:**
 - Identified working groups based on membership expertise
 - July, 2012: Convened second meeting w/breakout sessions for working groups focused on each goal area. Guest speakers included:
 - Bernadine Fong, Senior Managing Partner, Carnegie Foundation for the Advancement of Teaching, to present instructional systems Quantway and Statway as models for developmental Math reform;
 - Katie Hern, Director, California Acceleration Project, to discuss the positive impact of accelerated courses in English and Math/Statistics on persistence and success of students in need of remediation;
 - Allison Jones, Vice President, Post-Secondary Collaboration, Achieve to discuss the work of the Partnership for Assessment of Readiness for College and Careers (PARCC) network and implications for reducing the need for remediation in colleges.
 - Draft of recommendations for inclusion in final report;

2012-2013:

- **Fall 2012:**
 - September, 2012: Convened final meeting discussing recommendations to Chancellor and Board of Trustees
 - Guest Speaker: Tristan Denley, Provost, Austin Peay State University, to demonstrate how predictive analytics could improve initial placement and advising of developmental students by using software to combine multiple measures of student readiness;
 - Data analysis;
 - November: Circulate draft report to Task Force members and key stakeholders for review and commentary;
 - Collaborate with CUNY to complete statutory report of current and future remediation practices in NYS for submission to NYS Legislature

NEXT STEPS:

- **2013:**
 - Create implementation team(s) comprised of SUNY System Admin staff, college faculty, K-12 representatives and others;
 - In line with Task Force recommendations, implementation team(s) develop pilot activities, assessment plans and identify pilot campuses;
 - Pilot activities in Summer and Fall 2013;
 - Assess pilot activities.

Appendix C: Early College High Schools

Early College High Schools across the Nation

Early College High School Initiative (ECHSI) was launched by the Bill & Melinda Gates Foundation in 2002 with 13 intermediary organizations to engage students traditionally under-represented in higher education in an education model that compresses the time to completing a college degree by allowing students to earn up to 60 hours of college credit while still in high school. There are more than 250 schools in 28 states and each is aligned with the purpose of engaging students in high school and college course work, increasing high school graduation rates, and decreasing the time to college degree attainment.

ECHSI National Data (102 schools reported)

	Class of 08	Class of 09	Class of 10
Percent Enrolled	68.7%	71.2%	73.8%
Percent Of Enrolled In 4-Year	62.5%	49.7%	64.4%
2-Year Persistence	80.7%	83.5%	-

Source: National Student Clearinghouse

Early College High School in New York State

Bard High School Early College is a partnership, developed in 2001, between New York City Department of Education and Bard College which allows highly motivated high school students to earn a Regents high school diploma and two years of college or an associate of arts degree in four years.

Class of 2009 Data:

- 88% earned an Associate in Arts degree from Bard College upon graduating BHSEC
- 92% obtained their high school diploma in four years; NYC average is 53%
- 97% obtained their high school diploma within six years; NYC average is 62%
- Over 97% of the BHSEC Classes of 2003-2010 were enrolled in four-year colleges immediately after graduation
- Only 55% of students nationwide enroll in a four-year college directly after high school graduation
- The Freshman to Sophomore retention rate for BHSEC students in four-year degree programs is greater than 96%
- Approximately 74% of college freshman nationwide remain enrolled in their sophomore year

In comparison with Bard students from other NYC schools (public and private), BHSEC students were able to complete their Bachelor's degrees in less time (2.6 vs. 4.0 years). BHSEC students had higher GPAs (3.48 vs. 3.27).

* Sources: National Student Clearinghouse, National Center for Higher Education Management Systems.

Buffalo Middle Early College High School opened in 2002 as a collaboration between Buffalo Public School District and Erie Community College to offer a five-year high school program where students earn up to 60 hours of college credit or an Associate's Degree.

2011-12 Data:

- An average of 93% attendance rate compared to the district attendance rate of 88%
- Student Population: 52% Male, 48% Female
- 85% Minority
- 13% Special Education
- 70% Economically Disadvantaged
- 80% College Pass Rate, 2.4 average college GPA
- 65% of the students received a C or better in their college course work
- 98% completed the college coursework and had an 80% overall pass rate

Early College High Schools in Ohio

Nine **Ohio Early College High Schools** were implemented between 2003-2008 in collaboration with K-12 and higher education partners to serve low-income, minority, and first-generation students. The majority of Ohio early college high schools are co-located on a college campus to provide students a seamless 9-14 education track and the opportunity to earn up to 60 hours of college credit or an Associate's Degree in four years of high school.

2009-10 Data:

- 96.9% Overall Graduation Rate compared to 78.2% district graduation rate and 84.3% graduation rate
- 95% go on to complete their degrees after high school graduation
- 30% earn 60 or more college credits or an Associate's degree
- 79% earn at least one year (27-30 hours) of college credit
- 71% Minority
- 67% First Generation
- 68% Low Income

*Sources: Ohio Department of Education, EDWorks

Appendix D: Project Win-Win description

Project Win-Win

We are working with the National Articulation and Transfer Network (NATN), based in the Institute for Higher Education Policy, and university systems from two other states, to help identify systemic barriers to associate's degree completion for students leaving with 60+ credit hours. The U.S. Department of Education indicates that 10% of students who enter higher education have earned 60+ credits but no degree 8.5 years after graduating from high school. Many of these students qualify for an associate's degree, and several of the barriers to their degree attainment were bureaucratic and not academic.

The goal of this pilot project--entitled **Project Win-Win**--is to help colleges identify and remove the bureaucratic and other barriers impeding students with 60 or more college credits from attaining an associate's degree, thereby directly increasing degree completion among eligible students. The project is a "Win" for students, by helping them earn a degree, validating students' efforts and achievements at the college level, enabling them to attract a higher salary or a better job, and perhaps encouraging them to continue their studies towards the baccalaureate. It is also a "Win" for the participating colleges as their graduation rates, alumni ranks, and workforce development successes will increase. More critically, Win-Win will help SUNY identify impediments, craft formal processes that identify and support these students, and allow our campuses to be more proactive and creative in their service to students.

Appendix E: Credit Where Credit is Due

Credit Where Credit is Due

Over the past few years, the State University of New York has been actively engaged in a strategic planning process which echoes the priorities of the Board of Trustees, and which sets an aggressive agenda for college completion and success efforts. A University-wide Task Force was created to oversee and expand upon the implementation of the agenda. Initiatives already underway include: awarding degrees for early transfer through Project Win-Win; facilitating students access to online offerings from across the state; facilitating cross registration to provide access to course offerings across SUNY institutions; implementing an advanced degree audit and planning tool, DegreeWorks, which will assist students in assessing how their coursework will transfer across SUNY institutions; and appointing a Student Mobility Project Coordinator to provide consistency of approach and collaboration across initiatives.

Credit Where Credit is Due is a Lumina-funded project that will use DegreeWorks and existing SUNY data to identify students who matriculated at a four-year SUNY institution having transferred from a SUNY community college without first obtaining an associate degree. Key filters for this identification process will be:

- the student has completed at least 30 lower-division credits with at least 24 credits at the relevant community college (the latter because of local residency requirements).
- the student has completed the degree requirements at the relevant community college for either his/her major before transferring or any applicable associate degree.
- the student has not been registered, for at least a year, at the four-year college, and is nine credits or less short of completing the degree requirements at the relevant community college.

Every community college will be provided with information on the relevant students for that campus who meet the above requirement. Each community college will then determine if the student has met all the campus graduation requirements. If so, the campus will award the student the relevant degree and notify the student accordingly. If not, the campus has the option of contacting the student to outline what additional steps might be necessary.

The State University of New York's involvement in this initiative will allow it to establish a systematic approach to reverse transfer. By the end of the project, we will have established a computerized application that will annually identify students who would benefit from reverse transfer, regardless of the sending and receiving campus.

Working with our 30 community colleges, we will also help them update their own information systems that would assist them in the evaluation of transfer credits and degree audit.

While the results from the reverse transfer component of Project Win-Win are still inconclusive, if this project has the same results then approximately 5% of the roughly 5,800 students who transfer without degrees from SUNY community colleges to SUNY four-year institutions would automatically benefit from reverse transfer. Another 35% would be within 9 credits of receiving their associate degree.



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REVISED

M E M O R A N D U M

December 17, 2012

TO: Members of the Board of Trustees

FROM: Nancy L. Zimpher, Chancellor

SUBJECT: Seamless Transfer Requirements

Action Requested

The proposed resolution approves principles to guide undergraduate curricula to assure seamless transfer within the State University.

Resolution

I recommend that the Board of Trustees adopt the following resolution:

Whereas successful student transfer within the State University has been a central theme in the policies and strategic and master plans of the SUNY Board of Trustees since 1972, including Board Resolution 2009-138 on Student Mobility, adopted on November 17, 2009; and

Whereas virtually all State University campuses with undergraduate programs serve as both sending and receiving institutions for transfer students; and

Whereas seamless transfer, which permits students to complete a degree without duplicative effort or unnecessary costs, has become increasingly important for student completion and success; and

Whereas seamless transfer depends, in large part, on common standards in two key components of undergraduate curricula: general education and the major; and

Whereas by Resolution 2009-138 on Student Mobility, adopted November 17, 2009, the Board established guaranteed transfer of SUNY students completing an A.A. or A.S. degree to a SUNY four-year campus; and

Whereas by Resolution 98-241, adopted on December 15, 1998, the Board established a 30-credit SUNY General Education Requirement with ten required academic areas and two required competency areas that provides an intellectual foundation, ensures curricular depth, and encourages academic exploration across disciplines; and

Whereas by Resolution 2010-006, adopted on January 19, 2010, the Board enhanced flexibility in the SUNY General Education Requirement by reducing the number of required academic areas from ten to seven, including mathematics and basic communication, as well as at least five of the other eight academic areas: natural science, social science, American history, Western Civilization, Other World Civilizations, humanities, the arts and foreign languages; and

Whereas the flexibility in Resolution 2010-006 enables campuses to permit students to take SUNY General Education Requirement courses in areas aligned with students' educational plans; and

Whereas to support seamless transfer, faculty identified common student learning outcomes for each SUNY General Education Requirement academic and competency area that guide the development of all SUNY General Education Requirement courses; and

Whereas associate and baccalaureate faculty developed and agreed on transfer paths consisting of commonly defined, foundational courses in the major and associated cognates for several dozen undergraduate majors that account for nearly 95 percent of all transfers within the State University; and

Whereas the State University's transfer paths are designed to enhance seamless transfer within the State University because their courses in the major and associated cognates closely resemble lower-division courses required at other colleges and universities, both public and private; and

Whereas typically several lower-division foundational major courses in a transfer path are completed during the first two years of full-time study of a baccalaureate program; and

Whereas the current SUNY General Education Requirement and transfer paths make it possible for students to complete their SUNY General Education Requirement and sufficient foundational courses in a discipline, as well as associated cognate courses, during the first two years of full-time study of their program; and for a baccalaureate degree to be completed in two additional years of full-time study; and

Whereas the next step to promoting seamless transfer within the State University is to ensure that, within the first two years of full-time study of their programs, students in bachelor's degree programs, Associate of Arts (A.A.), and Associate of Science (A.S.) can complete the SUNY General Education Requirement and a sufficient number of courses in the major, as well as associated cognate courses, to have true junior status; and

Whereas New York State regulations [8 NYCRR sections 52.2(c)(7) and 52.2(c)(8)] require associate degree programs to be normally capable of completion within two years of full-time study or the equivalent, with a minimum of two years of full-time study, and bachelor's degree programs to be normally capable of completion within four years of full-time study or the equivalent, with a minimum of 120 credits; now, therefore, be it

Resolved that the following principles will guide undergraduate curricula within the State University to ensure seamless transfer:

1. Each curriculum leading to an A.A., A.S., and bachelor's degree shall enable students to complete seven of ten SUNY General Education Requirement academic areas (including mathematics and basic communication), two competency areas, and 30 credits of SUNY General Education courses within the first two years of full-time study of the program (or 60 credits, whichever is greater), unless a program-level waiver applies.
2. When a campus or curriculum has lower-division, locally defined general education requirements that exceed the SUNY General Education Requirement, it shall ensure that those local requirements do not prevent a student from completing an

undergraduate degree within the program's usual credit requirement.

3. Consistent with prior policy, each incoming transfer student shall have fulfilled a SUNY General Education area, as distinguished from the particular course, if the original SUNY campus deemed it fulfilled.
4. The student shall receive credit for a SUNY General Education Requirement course that applies to the major if successfully completed with a grade of C or above.
5. Consistent with prior policy, each curriculum with a transfer path shall guarantee credit to incoming transfer students for successfully completed transfer path courses in the academic discipline, as well as associated cognate courses, where successfully completed is defined as a minimum grade of C, or higher if the campus has a higher standard for its students who start as freshmen. This provision does not preclude a campus from accepting a lower grade if it so chooses.
6. Each undergraduate curriculum with a transfer path shall require students to complete the number of major courses in the path that will achieve true junior status, as well as associated cognate courses, within the first two years of full-time study in the program. If a transfer path has not yet been established, A.A., A.S., and bachelor's degree programs should ensure that students will have completed sufficient foundational courses to be true juniors after two years of full-time study and, wherever appropriate, a transfer path should be developed.
7. Associate degree programs shall generally require no more than 64 credits that can normally be completed within two years of full-time study or the equivalent, and bachelor's degree programs shall require no more than 126 credits that can normally be completed within four years of full-time study or the equivalent, unless there is a compelling justification.
8. In accordance with SUNY Transfer Guarantee policy, students with an A.A. or A.S. degree having successfully completed the SUNY General Education requirements and the transfer path courses specified for a bachelor's degree shall be guaranteed admission to a four-year campus offering that program, under the same conditions as students who enrolled at the campus as

freshmen, consistent with Strategic Enrollment Planning goals, for needs and capacity in each discipline.

9. The State University Provost shall develop methods to provide students at campuses that do not offer all transfer path courses access to those courses at other SUNY campuses so that the students can complete lower-division requirements for seamless transfer.
10. Campuses shall clearly identify and publish program-specific admissions requirements, degree requirements, transfer policies, and transfer appeal mechanisms for their students, faculty and staff. System administration will maintain policies, appeal information and campus contact information on its website.

Background

In support of the State University's continuing commitment to high academic standards, timely degree completion and seamless transfer, this resolution builds on past resolutions related to general education and transfer, and on common student learning outcomes in SUNY General Education courses identified by faculty, as well as transfer paths for several dozen undergraduate majors created by faculty. It clarifies expectations, as follows:

- The first two years of full-time study of an undergraduate program leading to an A.A., A.S., or bachelor's degree will be designed to include: (1) the SUNY General Education Requirement, with seven of ten areas and, 30 credits; and (2) a sufficient number of foundational major courses, as well as associated cognate courses for a bachelor's degree to be completed in two additional years of full-time study. Waivers will be approved for programs with exceptional requirements.
- Each SUNY campus will grant credit to transfer students for successfully completing, as defined, at any SUNY campus: (1) SUNY General Education Requirement courses; and (2) transfer path foundational major courses, as well as associated cognate courses.
- Each SUNY campus will limit its degree requirements to 64 credits for A.A., A.S., and A.A.S. degrees, and 126 credits for bachelor's degrees, unless there is a compelling justification for additional credits, and ensure that local graduation requirements that exceed the SUNY General Education Requirement do not cause a student to exceed those credit limits.

The resolution also calls for the State University Provost to develop methods to enable students to successfully complete transfer path courses at another SUNY campus when such courses are not offered at their home campus.