SUNY REPORT ON

Long-Term Enrollment and Financial Sustainability

JANUARY 2024

SUNY Report on Long-Term Enrollment and Financial Sustainability
Executive Summary

SUNY is on the Move

With historic support from Governor Kathy Hochul, champions throughout the state legislature, a bold vision established by the SUNY Board of Trustees, and under the leadership of Chancellor John B. King, Jr., SUNY is well-positioned to ensure its place as the nation's leading statewide comprehensive public system of higher education. This report lays out SUNY's path forward.

SUNY's Progress

SUNY has made remarkable progress over the past year on a range of measures. Enrollment is up—and up in every sector—for the first time in more than a decade. SUNY campuses are climbing in the national rankings and—even more importantly—being recognized as powerhouses of social mobility among the nation's selective colleges and universities. And SUNY sits at the heart of New York State's strategy for economic development, its education and training programs and cutting-edge research boosting the semiconductor industry, artificial intelligence, renewable energy and battery technology, bioengineering, advanced manufacturing, and more.

SUNY has established four priority pillars to guide our future and is laying the groundwork in each of these areas as a foundational element toward advancing enrollment growth and financial sustainability:

- **Student success.** Major progress includes:
  - Expanding enrollment and recruitment
  - Scaling proven strategies for retention and completion
  - Expanding basic-needs initiatives
  - Investing in student mental health support
- **Research and scholarship.** Major progress includes:
  - Making strides toward meeting Governor Hochul's charge to double research
  - Laying the groundwork to secure New York's leadership in AI, biotech, semiconductor packaging, and sustainability and renewable energy
  - Expanding access to student research internships
  - Hiring additional faculty to support SUNY students, including expectations for even greater numbers of new faculty as a result of the state investment that began in 2023-24
- **Diversity, equity, and inclusion.** Major progress includes:
  - Responding to the U.S. Supreme Court's decision on race-conscious admissions with strategies to continue advancing SUNY's values
  - Ensuring campus safety and an inclusive climate by standing up to racism, xenophobia, antisemitism, Islamophobia, and other forms of hate
  - Increasing faculty diversity
  - Supporting students with disabilities
- **Economic development and upward mobility.** Major progress includes:
  - Making targeted investments in workforce development in high-demand sectors
  - Working to meet New York's health care workforce needs
  - Expanding internship opportunities with the goal to ultimately reach every SUNY student
  - Scaling credit for prior learning and SUNY's microcredential offerings

Enrollment

There is a place within SUNY's diverse and dynamic system for every New Yorker, and we believe that for so many New Yorkers, claiming that place and capitalizing on it is the singular experience that can expand their horizons, better their lives, and cement their futures.

For the first time in a decade, SUNY's total enrollment increased from Fall 2022 to Fall 2023, reflecting a 1.1% gain—a small annual jump that also represents a huge leap in reversing longstanding trends. Even more encouraging is the surge in undergraduate first-time enrollment, a critical metric for forecasting future overall enrollment. This cohort saw a 4.3% increase across SUNY, signaling a renewed interest and confidence in the value of our educational offerings.

SUNY's strategy to maintain and accelerate enrollment gains across sectors relies on four components:

- **Improving retention.** SUNY's approach to retention has three elements: helping students gain and maintain academic momentum; fostering inclusion within the campus community and a sense of belonging; and providing timely and relevant supports.
- **Non-credit to credit conversion.** SUNY has nearly 1 million non-credit course registrations. SUNY's commitment to scaling credit for prior learning presents a major opportunity to recruit New Yorkers participating in non-credit learning and support their future academic success. In addition, SUNY will leverage the new part-time TAP for non-degree workforce programs in high-demand areas of study.
- **Strengthening transfer pathways.** SUNY has a comprehensive strategy to strengthen transfer pathways. Twenty campuses are investing SUNY Transformation Funds in joint and dual admissions programs, hands-on advising, and other supports to help students achieve their degree goals. In addition, SUNY launched a Transfer Task Force to improve students' ability to transfer between SUNY campuses through clearer policies and better utilizing technology.
- **Recruitment.** SUNY is committed to strengthening pipelines for students from all backgrounds to access our educational opportunities, and we have intentionally designed our recruitment efforts to reach and support a broad array of prospective students, including:
  - Pell-eligible students
  - First-generation college students
  - Students from high schools and rural, urban, and suburban communities/neighborhoods with high levels of adversity
  - Students from high schools with low rates of matriculation to SUNY
  - Veterans or military-affiliated students
  - AmeriCorps alumni
  - Adults in the workforce
  - New Yorkers with some college credit but no degree
  - International students
  - Out-of-state students
  - Transfer students
  - Student parents
  - Formerly incarcerated students
  - Dual/concurrent enrollment

Financial Sustainability

SUNY's commitment to excellence in operational and fiscal stewardship on behalf of the students and taxpayers we serve anchors SUNY's success and enables us to provide extraordinary value. Fiscal sustainability requires both ongoing revenue increases and continuous attention to operational efficiency, along with a commitment to the difficult decisions necessary to ensure financial health.

According to the Rockefeller Institute of Government, SUNY's economic impact in 2018 was $28.6 billion, or 1.9% of gross state product. For every $1 the State invests in SUNY, there is an $8.17 return.

Revenue from the State is SUNY's largest single source of funding. Governor Hochul's and the legislature's historic investments of $163 million in ongoing annual operating aid in 2023-24, along with commitments in the State Financial Plan of $54 million more in each of the next two years, are fueling growth and stability across SUNY's State-operated campuses. Likewise, community colleges are avoiding $78 million in lost direct state tax support thanks to the 100% Community College Funding Floor.

SUNY's System-wide core academic and related campus expenditures are projected to grow to $6.9 billion by 2033-34, accounting for both collective bargaining agreements and cost controls intended to promote efficiency. With no investment in resources beyond the committed increases in the State's current financial plan, SUNY would face a $1.1 billion annual shortfall at the end of this period. With reasonable, predictable, ongoing increases in resources, SUNY would instead face an $89.1 million annual shortfall, which could be readily managed through efficiencies, collaboration, and other actions. Reasonable, predictable, ongoing increase in resources could be achieved through (1) modest, differential tuition increases; and/or (2) modest, consistent increases in annual state operating aid.

SUNY's strategy for long-term financial sustainability includes:
- **Enrollment.** Continuing to implement the strategies described in the Enrollment section is essential to SUNY's financial sustainability.
- **Academic portfolio optimization.** Our rapidly changing economy and society require institutions of higher education to be nimbler than ever to meet student demand, deliver on the promise of upward mobility, and invest students with the broad knowledge and skills to be leaders, innovators, problem-solvers, and citizens. This necessitates the rich liberal arts curriculum embodied in the SUNY general education requirements that reflects the vital importance of literature alongside science, history alongside technical skills, and theatre alongside business management. It also requires campuses to specialize and grow in their particular areas of comparative advantage; that high-cost programs are developed collaboratively and regionally rather than individually and inefficiently; and that students can benefit from an incredibly diverse range of System-wide programs and courses.
- **Operational collaboration.** SUNY is committed to using its size, geographic reach, campus proximity, and unique assets to identify opportunities for collaboration, operational efficiencies, and improved services. This is true at both the System level and between and among campuses.
- **Addressing structural imbalances.** Fiscal health is everyone's job, and SUNY is ensuring campuses have the resources they need to succeed and the support to make the tough decisions fiscal sustainability requires. Since the beginning of the academic year, two SUNY campuses (SUNY Potsdam and SUNY Fredonia) have released blueprints developed by campus leadership to ensure stronger futures. Other SUNY campuses are continuing along their paths to fiscal sustainability and strong futures, and the report features campus spotlights on Buffalo State University, SUNY Delhi, and SUNY Maritime.

Accelerating SUNY's Progress

SUNY is deeply grateful to Governor Hochul and our champions in the state legislature and Congress for their support and their confidence in our trajectory. Our progress is a down payment on an enduring commitment to enhance educational opportunities, drive economic development, and elevate New York's stature as a hub of innovation and academic excellence. The report outlines investments and policy reforms at the state and federal levels that can further catalyze SUNY's success, ensuring that we continue to serve as a cornerstone for New Yorkers' educational aspirations and economic prosperity.

SUNY Report on Long-Term Enrollment and Financial Sustainability
Table of Contents

Introduction

SUNY is on the move. With historic support from Governor Kathy Hochul, champions throughout the state legislature, a bold vision established by the SUNY Board of Trustees, and under the leadership of Chancellor John B. King, Jr., SUNY is well-positioned to ensure its place as the nation's leading statewide comprehensive public system of higher education. In order for every student to know there is a place for them at SUNY and a pathway to success once they get here, SUNY will continue to advance our four priority pillars—student success; research and scholarship; diversity, equity, and inclusion; and economic development and upward mobility—alongside an equally urgent commitment to excellence in operational and fiscal stewardship on behalf of the students and taxpayers we serve.

In that context, this report responds to the legislative requirement included in the enacted 2023-24 State budget for a "long-term plan to address the impact fluctuations in student enrollment have on the academic and financial sustainability of state-operated institutions and community colleges." It also serves as a progress update on Governor Hochul's goals for SUNY outlined in the 2022 State of the State agenda, including "preparing hundreds of thousands of people for in-demand jobs and upwardly mobile careers; recruiting and supporting top faculty and staff; providing affordable credentials and degrees to all kinds of learners; and doubling sponsored research, start-ups, and patents so that SUNY can catalyze economic innovation and good jobs all across the state."

Over the last year, SUNY has made remarkable progress on a range of measures. Enrollment is up—and up in *every* sector—for the first time in more than a decade. SUNY campuses are climbing in the national rankings and—even more importantly—being recognized as engines of social mobility among the nation's selective colleges and universities. And SUNY is at the heart of New York State's strategy for economic development, with education and training programs and cutting-edge research boosting the semiconductor industry, artificial intelligence, renewable energy and battery technology, bioengineering, advanced manufacturing, and so much more.

Strategic Priorities

The SUNY Board of Trustees and Chancellor King have established four priority pillars to drive SUNY's progress: student success; research and scholarship; diversity, equity, and inclusion; and economic development and upward mobility. SUNY is laying the groundwork in each of these areas to ensure our role as the nation's leading statewide comprehensive system of public higher education and as a foundational element towards advancing enrollment growth and financial sustainability.

Student Success

Building on SUNY's longstanding reputation for excellence, SUNY will lead the nation in timely degree and credential completion for all students and provide the academic, financial, and wraparound supports students need to thrive.

Major areas of progress include:

Expanding enrollment and recruitment

There is a place at SUNY for every New Yorker—and for those coming from beyond our borders—and SUNY is committed to enrollment innovation to help prospective students find *their* SUNY campus. SUNY has launched major new enrollment initiatives:

- **Enhanced marketing and bus trips for prospective students:** SUNY is working with campuses to tailor marketing campaigns to their institutional strengths and to bring both applicants and accepted students to campus, including increasing bus trips for prospective students over the past two years.
- **Community college direct admissions:** In spring 2023, SUNY sent personalized letters to 125,000 graduating seniors confirming that they have earned a spot at their local community college. Sending personalized letters to high school seniors and their parents has been demonstrated to help students make the decision to enroll. In Idaho, the first state to do this, in-state enrollment increased by 12%. SUNY will continue community college direct admissions in 2024.
- **Personalized welcome letters to high school seniors:** This fall, SUNY sent personalized letters to every graduating high school senior in high-need rural school districts including Hannibal Central School District, Sidney Community School District, and Whitehall Central School District, as well as in the "Big 5" city school districts (New York City, Buffalo, Yonkers, Syracuse, and Rochester) providing information about applying to SUNY, fee waivers, and financial aid.
- **Strategic enrollment management plan support:** Over the past two years, 29 SUNY community colleges received intensive support developing strategic enrollment management plans, with an emphasis on recruiting and supporting working adults. An additional 15 State-operated campuses are receiving enrollment-management planning support this year.
- **SUNY Match:** Also known as cascading admissions, SUNY Match connects students who are not accepted into their top SUNY choice with admission at different SUNY campuses with degree programs in their area of interest. Twenty-three SUNY campuses are participating in the second year of SUNY Match for Fall 2024 admissions.

- **Transfer Match:** SUNY's Transfer Match program provides direct admission into baccalaureate programs for students completing an associate degree at a SUNY community college. Twenty-six SUNY campuses are participating in the second year of Transfer Match for Fall 2024 admissions.
- **EOP Match:** Similar to SUNY Match, EOP Match provides students who are not accepted into the Educational Opportunity Program at the campuses where they applied with other EOP matches. Forty-six SUNY campuses are participating in the second year of EOP Match for Fall 2024 admissions.
- **Out-of-State Tuition Match:** SUNY campuses provide an incredible value, and the Out-of-State Tuition Match supports 19 campuses that choose to match the in-state tuition rate at neighboring and other key states in order to make SUNY an even more competitive choice—and generate increased revenue from out-of-state students.
- **International Student Recruitment:** Approximately 5% of SUNY students are international students. SUNY supports campuses with its recruiting of international students through consultation from an experienced recruitment expert who works across campuses to help them refine their strategies with international markets, adding to the diversity of SUNY campuses and providing an additional revenue source to campuses with available seats.

Maximizing the Educational Opportunity Program

SUNY celebrates the rich legacy of the successful Educational Opportunity Program (EOP), serving students from low-income backgrounds who also face academic challenges. EOP students receive academic support, advising and mentoring, and additional financial aid for non-tuition expenses such as books and supplies. These additional services have resulted in more than 85,000 EOP graduates to date. EOP students have a higher completion rate than the SUNY average, and over 78% of EOP graduates continue to live and work in New York.

Because of the program's success, SUNY has accelerated efforts to ensure that as many students as possible can benefit. First-time full-time EOP enrollment for Fall 2023 is 20% higher than the Fall 2022 cohort. Overall EOP enrollment is up 5.2% from Fall 2022.

In 2021, SUNY launched the first pre-professional EOP initiative, focused on pre-med students. Pre-med EOP students receive academic support, guidance, supplemental financial aid, assistance with graduate or medical school applications, and clinical experience. Participants also connect with networks of faculty, staff, medical students, and clinicians who assist them in navigating the medical school preparation and application processes. Of the students participating in the first cohort of the program, two have already been admitted to medical school. The current pre-med EOP cohort supports 50 EOP students.

Scaling proven strategies for retention and completion across the SUNY system

There is an overwhelming evidence base behind specific strategies that increase college completion and student success, and SUNY is supporting campuses across the System in putting these programs to work for SUNY students.

Known as ASAP (for community colleges) and ACE (for four-year campuses), these programs were pioneered at CUNY and proven in randomized controlled trials to significantly improve associate and bachelor's degree completion rates through a comprehensive set of supports such as:

- Tuition waivers to close any gap after need-based financial aid;
- Funding to defray commuting expenses;
- Textbook assistance;
- Early registration options to ensure consolidated course schedules to balance work, school, and domestic responsibilities and ensure students can enroll in the courses they need to fulfill requirements;
- Opportunities to take courses in the summer and winter sessions to gain and maintain academic momentum;
- Personalized academic and career advising; and
- Academic support and career development activities.

Thanks to the SUNY Transformation Fund included in Governor Hochul's 2023-24 budget, 25 SUNY campuses are implementing ASAP and ACE, serving at least 3,750 students.

Strengthening transfer pathways
Nationally, 80% of first-year community college students plan to further their education by obtaining a bachelor's degree, but only 17% of those students receive one within six years, according to the Community College Research Center.[1] SUNY is working to help students achieve their educational goals through investments, cross-campus partnerships, and better use of technology.

Twenty SUNY campuses are making it easier for SUNY students to easily transfer and move credits from community colleges to baccalaureate programs thanks to the SUNY Transformation Fund. Examples include shared transfer advisement, 2+2 degree pathways, joint program delivery, and dual admissions.

SUNY has also launched a systemwide Transfer Task Force to improve students' ability to transfer between SUNY campuses—especially between community colleges and baccalaureate-granting campuses—to realize their degree goals. The task force will result in recommendations that will:
- Develop consistent, transparent transfer policies and procedures for all SUNY students and prospective students;
- Promote greater transferability of credit for students to avoid additional cost, time to degree, and coursework;
- Create systems and reporting to help campuses and the System gauge transfer efforts and assess our work;
- Create System-wide supports for students in the form of cross-campus advising, proactive enrollment efforts, and automated credit transfer; and
- Create public, accessible tools to determine course transferability and explore academic programs.

Expanding basic needs initiatives
In order to support the retention and success of today's SUNY students, SUNY must work to address students' basic needs such as food insecurity, housing insecurity, and transportation access. SUNY has launched major new initiatives to address these basic needs gaps:
- **$1 million investment in food security:** SUNY is investing $1 million from Governor Hochul's historic operating aid increase for State-operated campuses in first-ever annual support for food

[pantries](#) and other strategies to address food insecurity. These recurring annual funds are being invested in food, supplies, and staff time to help ensure food pantries remain stocked, open, and accessible to students in need.

- **SNAP outreach and enrollment:** The Hope Center for College, Community, and Justice found that in 2021, 52% of U.S. college students facing basic needs insecurity did not apply for public benefits because "they did not know how."[2] SUNY has committed to outreach and support to improve SNAP participation among eligible students. This fall, SUNY launched an easy online solution to generate an enrollment form needed to apply for SNAP benefits. SUNY is also working with the national nonprofit organization Benefits Data Trust to improve targeted outreach activities and benefits-access initiatives. This work will support the challenge that the Chancellor tasked campus presidents with in the State of the University Address: beginning in Fall 2024, every eligible student should be identified and receive personalized outreach and application support for SNAP.
- **Homeless Liaisons on every campus:** According to a national survey, 46% of college students experienced housing insecurity and 17% experienced homelessness in the previous year.[3] As of this fall, every SUNY campus has designated a Homeless Liaison to ensure that students experiencing homelessness receive the academic, financial, and wraparound supports they need to succeed and thrive. Working with the national nonprofit organization SchoolHouse Connection, SUNY also launched the Campus Homeless Liaison Learning Network to provide capacity-building support to liaisons and resources to use on their campuses.
- **Public transportation access:** Reliable transportation is one of the most common struggles for college students. Through a partnership with the Civic Mapping Initiative and the Seldin/Haring-Smith Foundation, SUNY is helping campuses eliminate transportation barriers such as by working with their local transit agencies and community partners to add additional transit stops on campuses and align transit and class schedules.

Investing in student mental health support

Student mental health is among the top concerns raised by students, faculty, and campus presidents, and is necessary to ensuring student success. During the Chancellor's 64-campus tour, students consistently shared their mental health challenges and those of their peers—in many cases made worse by the pandemic, social media, and the rise of extremism. This SUNY student experience mirrors the national experience. The annual Healthy Minds Survey, which surveyed 96,000 college students, reported the highest rates of depression, anxiety, and suicidal ideation since the survey began 15 years ago.[4]

SUNY has responded by allocating nearly $10 million of the 2023-24 State-operated campus funding increase adopted by Governor Hochul and the legislature—on a recurring basis—to enhance mental health support at State-operated campuses. Campuses are using these funds for activities such as hiring additional counselors, providing or expanding after-hour counseling services at campus centers, supporting qualified virtual telehealth counseling, and providing peer-support mental health services.

In addition, in recent years, SUNY has rapidly expanded its Student Tele-Psychiatry Network (STPN) to provide SUNY students at 56 campuses with tele-psychiatry sessions at no out-of-pocket cost. SUNY also partnered with the New York State Office of Mental Health to provide suicide prevention training to

campuses, create a mental health repository outlining campus resources, and establish a crisis services pilot program for select campuses.

Accelerating SUNY's digital transformation

Thanks to Governor Hochul's leadership and the support of the legislature, the 2023-24 enacted budget allocates an unprecedented $200 million for the digital transformation of SUNY's IT infrastructure. This transformative initiative will revolutionize our campuses by significantly enhancing the SUNY experience for students, faculty, and staff—contributing to SUNY's strategies for enrollment and financial sustainability.

Digital Transformation funding will make it possible to support all SUNY students and campuses through:
- Upgrades to improve cybersecurity and other essential infrastructure;
- Improving the student experience by making it easier to enroll, transfer, and receive academic and other support when needed; and
- Expanding the SUNY System's data capabilities to reduce costs to campuses and support student success.

As the landscape of global higher education continues to evolve rapidly, SUNY is embracing a bold and innovative path forward. The digital transformation investment goes beyond addressing immediate needs: it represents a strategic commitment to solidifying SUNY's standing as a leader in higher education across the nation. By standardizing technologies and enhancing collaboration across our diverse campuses, SUNY is laying the foundation for a robust, digitally forward network, ready to meet the challenges and opportunities of the future.

Research and Scholarship

SUNY is committed to being the leader in System-wide, cutting-edge graduate and undergraduate scholarship and research experience—with our research-focused campuses consistently regarded among the nation's top-tier institutions. We are working to double research funding to meet Governor Hochul's charge and to expand our footprint in innovation, start-ups, and new patents to spur workforce and economic development and social mobility—from semiconductors to artificial intelligence to advanced manufacturing to technologies advancing climate action and sustainability.

Major areas of progress include:

Making strides towards doubling sponsored research in the next decade

Governor Hochul has charged SUNY with doubling sponsored research over the next decade—an ambitious and achievable target toward further establishing SUNY as a national leader and a magnet for top researchers.

In FY2023, SUNY-wide sponsored funding expenditures totaled $1.1 billion at SUNY campuses and NY CREATES. This reflects a 21% increase from just five years earlier:

SUNY-Wide Sponsored Research Funding

(in $ thousands)

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024 (proj.)
Total	$1,003,876	$899,300	$920,271	$939,899	$921,020	$1,057,174	$1,053,712	$1,095,378	$1,095,255	$1,117,270	$1,196,704
Direct	$877,029	$776,087	$792,082	$804,960	$781,081	$910,994	$906,043	$943,819	$932,621	$933,628	$1,005,437
Indirect	$126,847	$123,213	$128,189	$134,939	$139,939	$146,180	$147,669	$151,559	$162,634	$183,641	$191,267
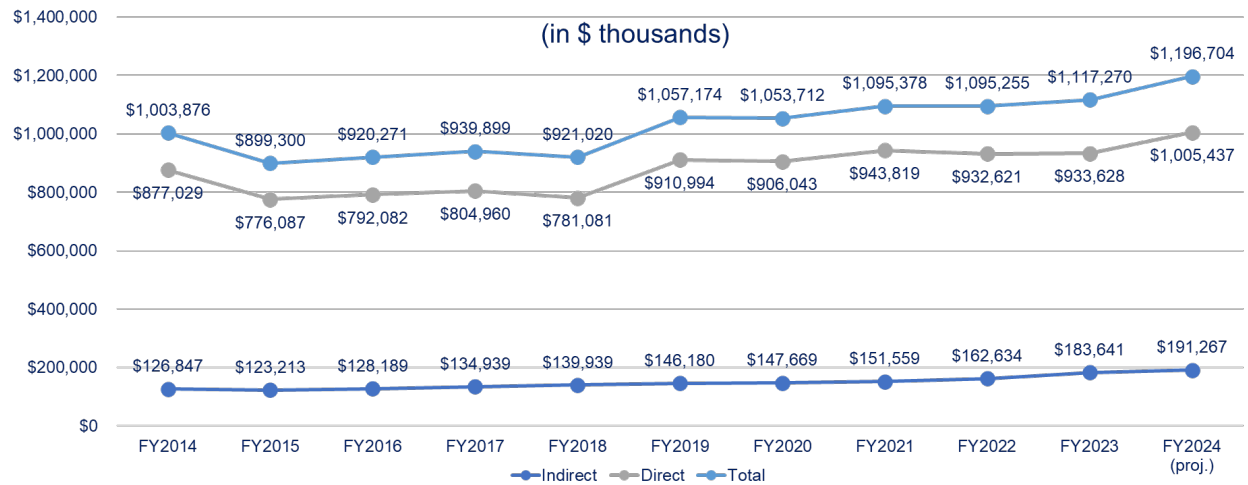
The following chart shows the projected path to doubling research funding at the University Centers and other doctoral campuses over the next 10 years based on campus projections:

Projected Doubling of Research Expenditures at the University Centers and Other Doctorals

Millions

Value	Year
$776	2023 (baseline)
$908	2025
$1,319	2030
$1,552	2033

— University Centers/Doctorals
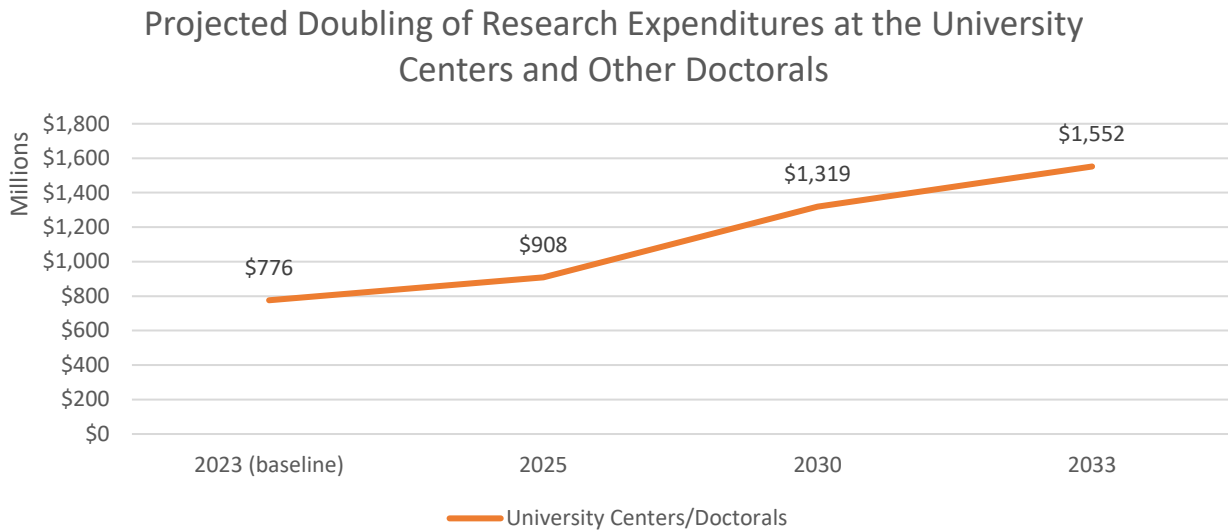
New York will work to achieve the doubling of research funding through strategies including:
- Building on the research strengths of our university centers and doctoral colleges—including leveraging the significant research associated with SUNY's medical centers—in many areas, including aging, AI, bioimaging, biomedical and health sciences, cancer, clean energy, climate justice, climate science, computer science, data science, drug development, energy storage, engineering, health and human services, health equity, mental health, public health, quantum, and semiconductors/advanced packaging (including through the task forces described below);
- Expanding capacity for research across SUNY through investments in infrastructure, human capital, and systems of engagement;
- Building multi-institution, multi-sector integrated teams across the System positioned to pursue multi-million-dollar funding opportunities, including through the establishment of the GROW Support Unit for large multi-campus center proposals described below;
- Conducting advocacy and outreach to federal funding agencies and industry sponsors; and
- Supporting opportunities for all SUNY undergraduate and graduate students in all sectors to participate in the research enterprise at institutions across the System.

Laying the groundwork to secure New York State's leadership in artificial intelligence, biotech/biomed/bioengineering, CHIPS packaging, and renewable energy

This fall, Chancellor King announced several task forces to secure SUNY and New York State's leadership in key and emerging research areas. These task forces are comprised of industry experts, members of the SUNY Board of Trustees, and SUNY faculty, and are tasked with investigating and identifying SUNY's current capabilities, capacities, and gaps in research as well as devising a strategy for investment and growth that leverages state, federal, private, and industry funding/partnership opportunities:
- **Artificial Intelligence:** The research task force in artificial intelligence (AI) is charged with charting the course for SUNY to harness the potential of AI and ensure the state's workforce remains resilient and adaptable to the evolving landscape. The group is made up of 60-plus faculty members, researchers, and administrators from across the SUNY System.

- **Semiconductor Packaging:** The research task force in semiconductor packaging is charged with developing the strategy for SUNY to take advantage of the once-in-a-generation opportunity presented by the CHIPS & Science Act to help New York State grow our domestic semiconductor manufacturing and packaging capacity, expand our research infrastructure, and build a robust microelectronics workforce. The group is made up of 35-plus faculty members, researchers, and administrators from across the SUNY System.
- **Biotechnology:** The research task force in biotechnology is charged with developing the strategy for SUNY to play a leading role in the bioeconomy and take advantage of unprecedented technological advances in biotechnology, bioengineering, and biomanufacturing to improve the health and lives of New Yorkers. The group is made up of nearly 100 faculty members, researchers, and administrators from across the SUNY System.
- **Sustainability and Renewable Energy:** The federal government has designated the New Energy New York (NENY) project led by Binghamton University as a national hub for battery innovation. In addition, SUNY's Sustainability Advisory Council is focusing on ways to reduce SUNY's environmental footprint, promote green workforce development programs, spur research and innovation on advanced climate issues, and encourage other applied learning methods.

Investing in campus research growth

Spurred by the State's historic investment, SUNY allocated nearly $10 million from the 2023-24 State-operated campus funding increase adopted by Governor Hochul and the legislature to directly support research opportunities on a recurring basis.

These resources—invested in the University Centers and other research-intensive State-operated campuses—will fund upgrades to research labs and specialized facilities; support faculty research through incentives and cost-sharing; augment campus-based research development (including support for research data management); fund positions for research administration professionals and research-focused project managers; facilitate research partnerships; support faculty professional development; and support student fellowships and research opportunities.

Campus Uses of $10M Research Investment

Legend:
- Labs & specialized facilities — 35%
- Faculty incentives and cost sharing — 22%
- Campus-based research development — 20%
- Research administration professionals and research-focused project managers — 16%
- Research partnerships — 3%
- Faculty professional development — 3%
- Student fellowships and research opportunities — 2%
- Grants management software — <1%
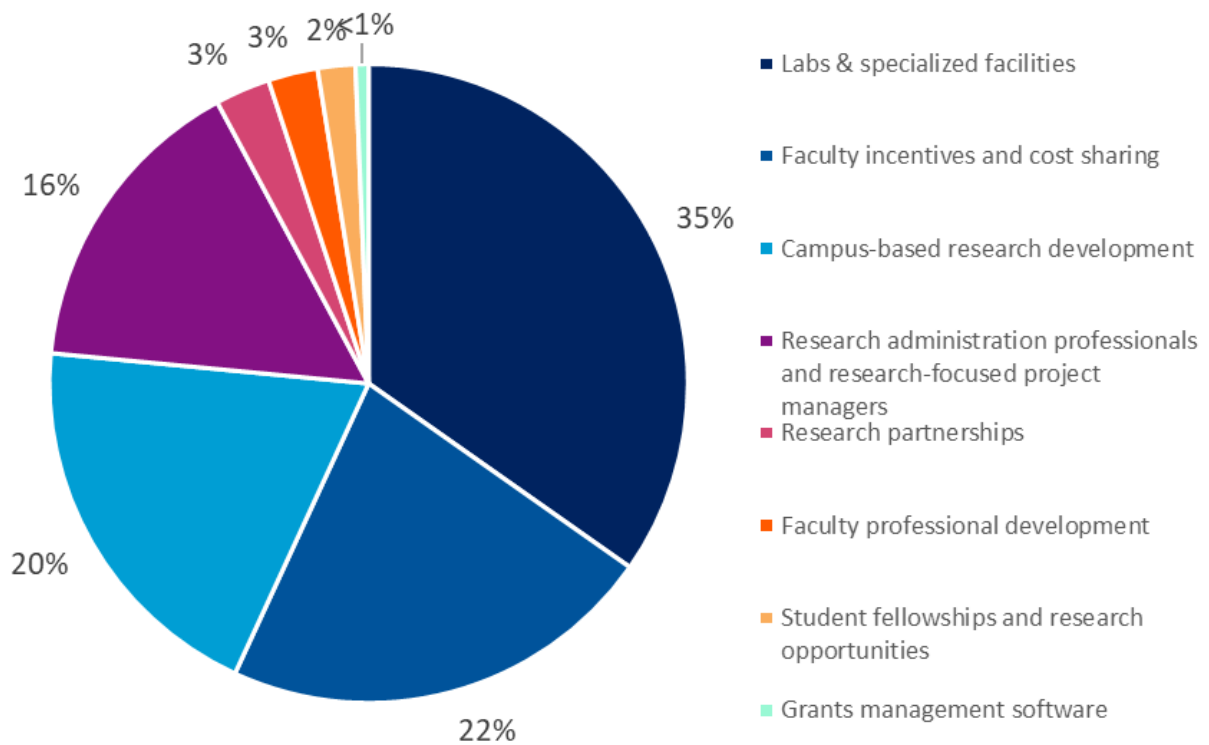
Examples include:

- **University at Albany:** Hiring scientist and engineers for AI and machine-learning platforms to support AI-driven research, and funding additional research administrator, data analyst, and grant writer positions.
- **Binghamton University:** Fostering a cutting-edge academic environment. A significant aspect of this effort involves the renovation of laboratory facilities and the upgrading of essential equipment to ensure that faculty and students have access to state-of-the-art resources. Binghamton University is also providing robust support for new faculty hires. Generous start-up dollars are being allocated to these accomplished faculty, empowering them to establish dynamic research programs, forge collaborations, and pursue innovative projects.
- **University at Buffalo:** Investing in high performance computing, lab equipment, faculty incentives, and student research programs.
- **Stony Brook University:** Funding additional capacity to support the submission of large-scale funding proposals, including expanding assistance for submissions by early- and mid-career faculty.

Securing more multi-campus, large-scale grants

To increase research across SUNY campuses, SUNY has created the Grants for Research, Opportunity, and Workforce (GROW) Support Unit. The GROW Support Unit provides direct support to SUNY campuses in identifying and securing grant and contract funding from federal, state, local, and other sources to support research and scholarship, with a specific focus on activities that will expand economic mobility and create workforce opportunities for New Yorkers.

In its first few months, the GROW Support Unit has focused on building its team, forging relationships with campuses, and beginning to coordinate responses to large funding opportunities that bring together our most research-intensive campuses with other SUNY campuses that possess expertise and capacity in particular fields.

Expanding access to student research internships

This summer, SUNY supported 150 students through the inaugural Chancellor's Summer Research Excellence Fund, providing hands-on paid research experiences at SUNY campuses. These new internships were in fields including biology, artificial intelligence, machine learning, cybersecurity, physics, astronomy, engineering, chemistry, computer science, and clean energy. The program covers all student costs for the research internship including student stipend/salary, tuition/fees, housing, meal plans, childcare, and transportation.

Research internships are a key component of Chancellor King's goal that every SUNY undergraduate student have an internship before graduation, as described further in *Economic Development and Upward Mobility*.

Leveraging public-private research partnerships through NY CREATES

NY CREATES is a resource for public-private and academic partnerships within New York State to create and lead industry-connected innovation and commercialization projects that attract investment and create growth in technology-focused fields.

SUNY and Empire State Development together announced the formation of NY CREATES in 2019, and it has since grown into a nationally and internationally recognized engine for innovation and job creation. This fall, a consortium led by NY CREATES was selected as the first-ever Department of Defense microelectronics hub, which will fund semiconductor workforce development and advanced technologies. In December, Governor Hochul announced a $10 billion partnership with semiconductor industry leaders to establish a next-generation semiconductor research and development center at NY CREATES's Albany NanoTech Complex.

SUNY is committed to expanding academic research conducted by SUNY campuses in partnership with NY CREATES. This commitment will support campuses in accelerating research and attracting faculty and lead to cutting-edge research and discovery.

Hiring additional faculty to support SUNY students

SUNY's commitment to scholarship and student success includes a significant investment in new faculty hires across our campuses, with even greater numbers of new faculty expected as a result of the investment in operating aid for State-operated campuses that began in 2023-24.

The 2022-23 Enacted State budget included $53 million to support new full-time faculty salary and benefit costs. Thanks to this support, and to general operational dollars dedicated to this need, State-operated and community colleges were able to add 325 new full-time faculty in 2022-23.

Faculty hiring has accelerated across SUNY, fueled by Governor Hochul's $163 million increase in operating funding for State-operated campuses. This fall, for example, the University at Buffalo welcomed 154 new faculty—the campus's largest cohort in over 40 years. At Stony Brook, the campus is hiring 183 faculty this academic year. State-operated campuses hired approximately 700 faculty members across all disciplines in Fall 2023.

Supporting civics education, engagement, and civility

According to research conducted by the American Association of Colleges and Universities, civic engagement by college students has led to improved graduation and retention rates, an increase in career-related skills that set students up for success upon graduation, and an increase in social responsibility.[5]

In order to advance SUNY's shared commitment to civic engagement as an essential outcome of higher education and to advance civic discourse among students, faculty, and staff across campus communities, Chancellor King is appointing 10 Civics Education & Engagement and Civil Discourse Fellows across SUNY campuses. This initiative was inspired by conversations with the University Faculty Senate (UFS) and Faculty Council of Community Colleges (FCCC). SUNY has also joined the Civic Learning and Democracy Engagement Coalition, which is dedicated to fostering collaborative problem-solving through civil discourse.

In addition, to further amplify civic engagement and community service, 16 SUNY campuses have earned the designation of Schools of National Service from AmeriCorps. AmeriCorps has provided a path to higher education for more than 1.25 million alumni who have earned over $4 billion in Segal AmeriCorps Education Awards to help pay for college. AmeriCorps provides opportunities for individuals from all backgrounds to serve their country by improving the lives of individuals and uplifting communities. In addition, this fall, the SUNY Board of Trustees authorized a System-wide application fee waiver for AmeriCorps alumni.

Diversity, Equity, and Inclusion

SUNY aims to fully reflect the rich diversity of New York State—from our prospective and current students to our faculty and staff to our leadership. We will continue to build and sustain inclusive environments and practices so that every member of the SUNY community feels welcomed and valued through a sense of belonging. This includes recognizing that diversity, equity, and inclusion represent essential knowledge and skills for any successful student or institution. It also requires combatting racism, xenophobia, antisemitism, Islamophobia, and other forms of hatred in every setting, and continuing to demonstrate that SUNY will not tolerate discrimination or harassment.

Major areas of progress include:

Responding to the U.S. Supreme Court's race-conscious admissions decision with strategies to continue to advance SUNY's values

SUNY was established 75 years ago "to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs…"[6]

This June, the U.S. Supreme Court released its ruling in the Students for Fair Admissions (SFFA) cases regarding race-conscious admission policies, declaring that race cannot be a factor in college admissions, although colleges may still consider an applicant's discussion of how race affected their life. The ruling overturned decades of precedent and sparked fears throughout the nation about the potential broader impact on diversity, equity, and inclusion initiatives. SUNY immediately established a designated webpage for the SUNY community and public to learn more about the decision and access key resources from government agencies and industry experts nationwide.

SUNY is committed to helping all New Yorkers find their place on our campuses and thrive in their pursuit of higher education – goals that advance SUNY's mission and our enrollment base. In September, the SUNY Board of Trustees adopted a resolution that builds on our shared commitment to diversity, equity, and inclusion with additional strategies and resources for outreach, enrollment, and student support, including:

- Incorporating consideration of low-income status (eligibility for Pell grants), school and geographic adversity (rural, urban, suburban, etc.), veteran status, AmeriCorps alumni status, and status as students who would be the first in their families to graduate college (first-generation students) for purposes of outreach, recruitment, holistic admissions decisions, scholarships and financial aid, and pipeline and pathway programming initiatives, as allowed by law;
- Identifying students—including those from both rural and urban geographies—who have overcome adversity using resources like the College Board's Landscape tool (as described in greater detail in the *Enrollment* section);
- Expanding the pool of students encouraged to participate in Early Action and/or Early Decision application periods to incorporate more students from low-income backgrounds, students from schools or geographies with high adversity levels, veterans, AmeriCorps alumni, and first-generation college students;

- Encouraging campuses to consider recruitment, outreach, and pipeline programs for graduate programs and undergraduate transfer to include graduates of federally designated minority-serving institutions;
- Maximizing broad participation in the highly successful Educational Opportunity Program (EOP), which bases eligibility on factors including a student's socioeconomic status and does not include race; and
- Continuing other steps to recruit, enroll, and support the success of all students—including through outreach to high schools and geographies with low application levels to SUNY and/or specific campuses, by ensuring a sense of belonging and inclusivity on campuses, and by providing greater support to improve retention and completion.

Strengthening general education requirements

SUNY's general education requirements are designed to ensure that all students can succeed in our increasingly diverse world. In 2021, following years of development and engagement with faculty across the System, the SUNY Board of Trustees updated the SUNY General Education Framework. As part of that update, a new knowledge and skills area of diversity, equity, inclusion, and social justice (DEISJ) was introduced.

As of Fall 2023, diversity, equity, inclusion, and social justice content is being addressed in each new student's general education curriculum as they pursue any bachelor's degree and most associate degrees. For students working toward their associate in occupational studies and associate in applied science, the requirement begins in Fall 2024.

Students are not required to take a specific course on diversity to graduate. Rather, the general education requirement ensures students take at least one course that encompasses issues of social justice, equity, diversity, and inclusion content, which—for example—could be incorporated into a course in history, sociology, anthropology, arts, communications, or public health. As a result, students are not required to take any more classes, and there are no additional costs to students and families.

Earlier this year, SUNY named 16 faculty fellows to support their peers in the development of diversity, equity, inclusion, and social justice curriculum.

Ensuring campus safety and an inclusive climate by standing up to racism, xenophobia, antisemitism, Islamophobia, and other forms of hate

For students to be able to learn and thrive, the campus environment must be and feel like a safe and inclusive place. SUNY has been 100% clear that racism, xenophobia, antisemitism, Islamophobia, and other forms of hate have no place at SUNY and will not be tolerated. The safety of SUNY's students, faculty, and staff is and always will be paramount.

In the wake of Hamas's horrific terrorist attack on Israel on October 7th, SUNY has consistently communicated our values, our expectations, and our commitment to ensuring freedom from harassment or discrimination. This includes:

- An initial statement from Chancellor King, stating that: "At SUNY, we stand with the families & loved ones of the victims, the state of Israel & our Jewish students, faculty, & community members;"
- Joining Yeshiva University and other national partners as a coalition co-founder in releasing a statement expressing that: "We, the presidents and chancellors of universities, colleges and higher education associations across the United States of America and the world, stand with Israel, with the Palestinians who suffer under Hamas' cruel rule in Gaza and with all people of moral conscience;"
- In coordination with Governor Hochul, directing the University Police Commissioner to ensure that campuses provide additional security for Shabbat services;
- Providing guidance to SUNY campuses to ensure bias reporting protocols are followed and that students are provided with necessary support;
- Providing guidance to SUNY campuses regarding Title VI protections from discrimination, including harassment; and
- Joining Governor Hochul in providing complete clarity on SUNY's position about Title VI protections and calls for genocide.

As noted above, SUNY has provided guidance to campuses emphasizing their responsibility under federal Title VI requirements protecting students from discrimination. This guidance reiterates the U.S. Department of Education's recent letter describing how Title VI specifically applies to antisemitism and Islamophobia and underscores the need for campuses to prevent, investigate, and respond to allegations of discrimination. Title VI protections extend to students who are or are perceived to be Jewish, Muslim, Hindu, or Sikh, or based on other shared ancestry or ethnic characteristics.

In addition, SUNY is offering campuses the opportunity to participate in campus climate surveys, as promised in SUNY's 2021 Diversity, Equity, and Inclusion Action Plan. Climate surveys will help campuses learn more about the sense of belonging and inclusion our students, faculty, and staff feel—including opportunities to learn from success and where there may be gaps to address.

Increasing faculty diversity
SUNY is committed to increasing the number of excellent diverse faculty committed to advancing the ideals of diversity, equity, and inclusion who are selected for and excel in tenure-track positions. The updated Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG+) initiative will create a pipeline for over 400 postdoctoral fellows to enter tenure-track faculty positions at State-operated campuses over the next 10 years.

The new PRODiG+ model is based on national best practices including the Carolina Postdoctoral Program for Faculty Diversity at the University of North Carolina, the President's Postdoctoral Fellowship Program at the University of Michigan, the President's Postdoctoral Fellowship Program at the University of California, and SUNY's Inclusion, Diversity, Equity & Access (IDEA) Fellowship at Stony Brook University.

Drawing on these examples, PRODiG+ focuses on two goals: (1) increasing the number and share of excellent diverse faculty committed to advancing the ideals of diversity, equity, and inclusion; and (2)

strengthening the pipeline for retention and support of these candidates. The PRODiG+ fellowship will hire approximately 40 fellows annually.

SUNY is supporting campuses in the identification and recruitment of excellent candidates and ensuring that campuses are well-positioned to support and retain fellows through the two years of the Fellowship, and beyond. SUNY will also partner with community colleges to develop a program specifically tailored to their campus needs. Recruitment for PRODiG+ is underway, with the official launch of the first cohort in Fall 2024.

Strengthening leadership pipelines

As the largest comprehensive public system of higher education in the United States, SUNY has committed to leading the way in diverse executive higher education leadership and to creating an inclusive environment where all students, faculty, and staff feel welcome and supported. As one element in accomplishing this goal, SUNY is creating an emerging leaders' pipeline which will build a strong foundation for SUNY's future.

In March 2017, SUNY announced the launch of the Hispanic Leadership Institute (HLI), which has graduated a total of 60 SUNY faculty and administrators. The newest cohort is comprised of 11 fellows who will begin in January 2024. Since its inception, more than 20 HLI participants have advanced in their careers, including increased representation in Cabinet-level positions. HLI has also had an impact on a national and state level, with fellows increasing their involvement in advisory, policy, scholarly, and educational boards supporting research and students. Most importantly, the continuous development of SUNY's professional network among diverse leaders has led to increased collaboration and mentorship opportunities for students, faculty, and staff across the System.

This year's enacted budget included first-ever funding to create the Black Leadership Institute (BLI) to complement HLI. BLI will offer fellowship programs and professional development opportunities for faculty and staff who seek advancement to become senior leaders in higher education within SUNY. Through thoughtful mentoring, networking, and other leadership development, SUNY can help expand the pipeline of diverse current and emerging leaders. BLI fellows are to be selected and announced in early 2024, and participants will embark on a five-month professional development journey, where they will participate in workshops designed to help enhance their knowledge, skills, and abilities.

The next phase in SUNY's commitment to leadership development programs will be to work with partners to develop and secure State funding for an Asian American and Pacific Islander Leadership Institute (AAPILI), which will offer similar leadership development programs for mid- to senior-level managers and executives with a targeted curriculum which will include specialized workshops, individualized executive coaching, and mentorship to SUNY faculty, staff, and administrators. SUNY looks forward to working with our partners to help develop this next phase in our leadership development programs.

Supporting students with disabilities

According to the most recent data reported to the New York State Education Department (NYSED), over 30,000 SUNY students reported having a disability.[7]

Some students with disabilities struggle with lack of support, lack of knowledge and awareness about the accommodation requirements that apply in high school versus those that apply in a college or university, and lack of information about what types of support are available. In addition, national data indicates that students who reported a disability were more likely to be placed in remedial courses and were more likely to utilize academic services.[8]

To support the tens of thousands of SUNY students with disabilities, SUNY allocated nearly $10 million in annual recurring funding from Governor Hochul's historic investment in operating aid for State-operated campuses to increase accessibility and better support students with disabilities. This investment will support student success, including retention and completion.

Campuses are investing these resources to:
- Hire disability services specialists to meet the increased demand for services;
- Hire academic coaches within disability services offices to focus on tutoring and executive functioning skills;
- Provide programming and support for the transition from high school to college and from college to careers;
- Provide professional development and programming on serving students with disabilities both within disability services offices and across the campus;
- Provide faculty support for digital accessibility;
- Improve physical accessibility through facilities-related projects;
- Renovate spaces to proctor exams and update assistive technology; and
- Improve data and accommodation management systems to better deliver support to students.

Economic Development and Upward Mobility

Completion of a degree, credential, or training program at SUNY is a ticket to job attainment, economic security, and workforce advancement—thanks in part to strong, dynamic, and enduring partnerships between campuses, employers, and labor organizations. SUNY campuses are pillars of their communities and generate economic, civic, and sustainability benefits extending across every region of New York State.

Major areas of progress include:

Making targeted investments in workforce development in high-demand fields

SUNY is developing multi-campus strategies to address urgent regional education and training needs in high-demand and emerging fields.

Through the historic $75 million SUNY Transformation Fund included in the 2023-24 Enacted State budget, 40 campuses are investing $23.3 million in targeted education and workforce training strategies. These investments are focused on expanding opportunities in partnership with employers in high-demand fields such as semiconductor-related professions, artificial intelligence, cybersecurity, and renewable energy, and increasing workforce development program opportunities for students and adult learners aligned with regional needs. The SUNY Transformation Fund will also support dedicated investments in health care, advanced manufacturing, IT/cybersecurity, and green job preparation in high-demand fields. The use of credit for prior-learning experiences is also part of this important strategy, including industry-recognized credentials and embedding career certifications in college degrees.

In addition, SUNY has launched the Workforce 2030 Task Force comprised of 11 community college presidents representing every region of the state. With approximately 5.1 million New Yorkers aged 25 and older holding a high school diploma or less, SUNY's community colleges are positioned to serve these adult learners to gain the skills and credentials they need to help meet labor demands. Emerging industry sectors like semiconductors, clean energy, and cannabis will require tens of thousands of skilled workers over the next decade. The Workforce 2030 Task Force is developing recommendations to advance Governor Hochul's workforce and economic development priorities across New York State in areas including post-graduation data tracking and statewide career-center connections; strengthening wraparound services; expanding industry, campus, and community partnerships in high-demand fields; and further connecting career pathways and transfer options between SUNY's 2- and 4-year institutions.

Working to meet New York State's health care workforce needs

There is a massive workforce shortage in New York State and across the nation in virtually every health care profession, and SUNY is committed to Governor Hochul's goal to increase the health care workforce by 20% in 2027 through the combined efforts of our academic programs and medical centers.

One of SUNY's top 2023 legislative priorities was passage of a law permitting nursing students to complete up to one-third of their clinical training through quality simulation experiences. With support from a wide range of higher education partners, health care industry leaders, health care worker organizations, and legislative champions, the legislation passed and was signed into law by Governor

Hochul on May 15, 2023. This new law is a first step to expanding capacity to educate and train more nurses.

To begin to leverage this opportunity to expand the number of nurses SUNY can train, SUNY utilized $2 million in high-needs funding to enhance simulation experiences at 39 campuses currently offering nursing programs. These funds were used to purchase manikins, different types of medical and simulation equipment, audiovisual and virtual reality packages/software, and facilitated simulation professional development for faculty.

SUNY also created the Future of Healthcare Workforce Task Force, including campus leaders educating more than half of SUNY's overall health care enrollment. Over the course of its first two months, the task force focused on fully leveraging simulation, developing SUNY's health care educator pipeline, increasing diversity and student supports, and supporting innovation and partnership. The task force recommended a package of initiatives that, if adopted, would increase SUNY's nursing enrollment and graduates by 33% (which translates to 1,000 additional nurses annually), support an increased number of adult learners newly entering allied health professions, increase the number of and provide support to diverse students pursuing health care and mental health careers, and allow for more accelerated learning through creation of new programs and health care pathways.

Expanding internship opportunities with the goal to ultimately reach every SUNY student

Internships are an important component in achieving upward mobility. Sixty percent of employers prefer to hire graduates and workers with internship experience, and a 2022 study found that for each additional high-impact internship completed, students boosted their job or continuing education placement odds as well as their starting salary.[9]

However, a 2021 National Survey of Student Engagement (NSSE) Career and Workforce Preparation found that only 35% of first-generation college seniors reported participating in an internship—far lower than their peers. Forty percent of applicants had to decline internships because of external barriers, such as being unable to afford it or being unable to move. In addition, the quality of an internship changes based on whether the experience is compensated: paid interns spend 42% of their time on professional tasks like analysis and project management and just 25% of their time on clerical work, while unpaid interns spend a mere 30% of their time on professional tasks.[10] Providing more paid internships is essential to improving educational equity and supporting SUNY students to fulfill their goals for upward mobility.

This spring, Chancellor King announced SUNY's goal that every undergraduate student will complete a research or other real-world internship before they receive their degree. To support this effort, SUNY provided nearly $10 million for State-operated campuses to scale up paid internship programs in recurring annual operating support from this year's enacted budget. These resources will benefit approximately 4,200 internships across SUNY campuses, including providing stipends, travel grants, child care, clothing, or other resources to directly support 2,400 student internships.

In addition, through Empire State Development funding, an additional $5 million is supporting internships at SUNY's 30 community colleges. These funds can be used for internship stipends,

transportation, child care, and supporting technology for job boards, internship matching, and career services.

SUNY has also launched the SUNY Climate Corps Internship Program, described below.

Expanding registered apprenticeship opportunities
In 2023, with the generous support of Governor Hochul, the SUNY Apprenticeship Program provided over 1,000 New Yorkers with pre-apprenticeship and apprenticeship opportunities available throughout the state in advanced manufacturing, health care, and other non-construction sectors. Major job opportunities include in-demand, high-wage occupations such as tool makers, electro-mechanical technicians, and software developers.

In partnership with the New York State Department of Labor and thanks to funding from Empire State Development, SUNY has recently expanded its outreach to engage new businesses for more apprenticeship opportunities for our students.

Scaling credit for prior learning
Award of credit for prior learning occurs when colleges evaluate for college credit the demonstrated knowledge and skills an individual has gained outside of the classroom. Research indicates very strong evidence for completion, retention, and equity benefits from the use of these prior learning assessments (PLA). A longitudinal study found that 49% of adult learners who received prior-learning credit ultimately earned a credential, compared to 27% of adult learners who earned a credential without PLA.[11]

In early 2023, the SUNY Board of Trustees updated the System's policy on Award of Academic Credit by Evaluation. Building on the Board's actions, SUNY is working in partnership with campus faculty and with employers and labor unions to expand the evaluation of certifications and apprenticeships for credit towards SUNY degrees System-wide. This summer, SUNY appointed a provost fellow to support the implementation of the new PLA policy.

SUNY is accelerating PLA projects that can be scaled across the System, including:
- Finger Lakes Community College has completed evaluations and provided course equivalencies for several courses in the A.S. in Computer Science program for prior learning from Coursera, Udemy, edX, and others in areas such as Python, Java, and AWS.
- Hudson Valley Community College is completing evaluations on crosswalks in areas such as Mechatronics, Child Development Associate (CDA), OSHA, Welding and Fabrication, and Medical Office Assistant.
- Mohawk Valley Community College has established a model employing Prior Learning Assessment (PLA) to correlate apprenticeship on-the-job training (OJT) with the experiential component of credit-bearing courses, such as laboratory sessions. This innovative approach incorporates a mechanism that seamlessly integrates OJT PLA with the theoretical knowledge acquired during related technical instruction (RTI), thereby maximizing college credit accrual by apprentices during the course of their formalized programs.
- SUNY is collaborating with Columbia-Green Community College, Mohawk Valley Community College, and North Country Community College to develop crosswalks to credit programs

focused on vocational offerings by the Department of Corrections and Community Supervision as part of our Higher Education in Prison work, including 12 different occupational apprenticeship training program certifications, ServSafe® food handler certification, National Center for Construction Education and Research (NCCER) certification, Internet and Computing Core (IC3) certification, Microsoft Office specialist (MOS) certification, and others.

- As part of the U.S. Department of Labor Strengthening Community Colleges grant, North Country Community College is working with a consortium of SUNY community colleges to identify industry credentials and certifications that help individuals work toward credit in health and human services educational pathways.

SUNY has also established a community of practice for campus teams and provided training on credit for prior learning via the ACE Military Guide, ACE National Guide, and International Baccalaureate. Nearly 300 participants have joined these trainings.

Expanding SUNY's microcredential offerings
SUNY has worked with hundreds of industry, education, and community partners to develop microcredentials—which are short-term credentials taught by SUNY faculty with immediate workplace value and pathways to certificates and degrees. Microcredentials are available in a broad range of fields, including agriculture and environmental studies; arts and creativity; all facets of business; communications and writing; culinary; digital media and information sciences; education and training; engineering, infrastructure, and technologies; events and hospitality; health and wellness; and social sciences.

Soon SUNY will have microcredential programs at 57 of its 64 campuses, and a catalogue of over 600 microcredentials.

A recent partnership with the New York State Office for People with Developmental Disabilities resulted in $20 million to develop credit-bearing microcredentials at 20 SUNY campuses to upskill the state's direct support professional workforce to four different national certification levels. The initial response has exceeded all expectations.

SUNY New Paltz's Science of Reading Center of Excellence has also launched SUNY's first-ever science of reading fundamentals microcredential. This fully online, self-paced microcredential supports New York State teachers in enhancing literacy instruction. A generous scholarship funded by philanthropy is making the microcredential available to the first 5,000 participants for just $50 per educator.

Finally, in partnership with the New York State Department of Labor, SUNY is adding microcredentials to the New York State Virtual Career Center. As site users' skills are evaluated for the job they seek through a sophisticated artificial intelligence process, SUNY microcredentials will be presented as an educational option to enhance skills for jobseekers.

Advancing SUNY's sustainability and climate action agenda

SUNY is critical to reaching the goals set out in the New York Climate Leadership and Community Protection Act and Executive Order 22. SUNY is decarbonizing over 40% of the state's buildings, conducting cutting-edge research on batteries and other technological elements needed in the green economy, and educating the next generation of environmental leaders.

In April, SUNY hired its first-ever chief sustainability officer as a Cabinet-level position to coordinate sustainability and energy efforts, and in September, SUNY launched a cross-campus Sustainability Advisory Council to develop a climate action plan. SUNY's State-operated campuses are in the process of completing Clean Energy Master Plans that set out an investment schedule that will convert our campuses from fossil fuels to renewable energy, creating tens of thousands of jobs along the way.

Green workforce development is a key part of this holistic program. As New York implements its goals to reduce greenhouse gases, many more workers will be needed to install solar panels, erect wind turbines, develop geothermal wells and thermal distribution systems, and electrify building systems and automobiles. There is already a shortage of electricians, advanced HVAC technicians, and other trades necessary to complete clean energy projects for SUNY and across the economy. Recent studies have projected that renewable energy will generate a net growth of over 200,000 new jobs from 2019 to 2030, with growth in solar, offshore wind, onshore wind, hydropower, hydrogen, biomass, distribution, transmission, and storage subsectors.[12]

In addition, SUNY is partnering with the Department of Environmental Conservation, New York State Office of Parks and Historic Preservation, New York State Energy Redevelopment Authority, Office of General Services, and Department of Public Service to create the SUNY Climate Corps. Thanks to funding from Empire State Development, this internship program is removing barriers for the next generation of innovators to contribute to New York State's climate action goals. The program also creates a talent pipeline for partner agencies, offering them a unique opportunity to engage with high-potential students who may become their future employees and leaders.

SUNY's Historic Operating Aid Increase

This report repeatedly refers to the $163 million increase in ongoing operating funds for State-operated and statutory campuses enacted in the State's 2023-24 budget. The State's financial plan also includes a commitment for an additional $54 million in each of the next two fiscal years.

Thanks to Governor Hochul's leadership and the support of SUNY's champions in the legislature, these resources reflect the first major direct infusion of operating aid for SUNY in over 20 years.

Following enactment of State budget, SUNY allocated these historic resources to **support the success of all eligible SUNY campuses**.

Specifically, the $163 million has been allocated as follows:

- Fulfill the State's commitment consistent with the objectives of **sustainable, predictable**, and **differential** tuition as proposed in the Executive budget ($51 million)
- Provide significant, **flexible support** for all eligible campuses ($69 million)
- Mitigate **fees for graduate students** who work on campus ($3 million)
- Address priority System-wide barriers to student success through dedicated support to eligible campuses through:
  - Support for **students with disabilities** (nearly $10 million);
  - **Mental health services** (nearly $10 million);
  - **Internships** (nearly $10 million);
  - **Research** (nearly $10 million); and
  - Addressing **food insecurity** ($1 million).

Benefit from Historic $163M Investment in SUNY State-operated Campuses
($MILLIONS)

Campus	$ Increase	% Increase	Campus	$ Increase	% Increase
Albany	$13.7	28.7%	Geneseo	$2.6	25.4%
Alfred State	$1.9	27.0%	Maritime	$1.4	19.0%
Binghamton	$15.3	39.5%	Morrisville	$2.2	32.1%
Brockport	$3.5	22.9%	New Paltz	$3.2	23.0%
Buffalo State	$5.3	25.6%	Old Westbury	$3.4	38.7%
Buffalo Univ.	$26.3	20.5%	Oneonta	$2.9	26.2%
Canton	$1.8	33.8%	Optometry	$1.6	16.3%
Cobleskill	$1.7	28.4%	Oswego	$3.4	25.3%
Cortland	$3.1	25.2%	Plattsburgh	$3.3	31.4%
Delhi	$2.0	35.4%	Potsdam	$2.5	23.1%
Downstate	$5.3	10.6%	Purchase	$2.8	22.8%
Empire State	$3.5	46.9%	Stony Brook	$24.1	19.0%
ESF	$2.9	14.7%	SUNY Poly	$4.7	42.3%
Farmingdale	$5.8	52.9%	Upstate	$3.9	10.6%
Fredonia	$2.8	25.0%			

Enrollment

There is a place within SUNY's diverse and dynamic system for every New Yorker, and we believe that for so many New Yorkers, claiming that place and capitalizing on it is the singular experience that can expand their horizons, better their lives, and cement their futures. Our commitment extends beyond merely offering educational opportunities; we are dedicated to helping all students discover their unique place in our community and achieve their potential. Building on SUNY's encouraging Fall 2023 enrollment gains is vital for our operational stability and a key driver in fulfilling SUNY's mission to better the lives of our students and the State of New York.

Enrollment Trends

For the first time in a decade, SUNY's total enrollment increased from Fall 2022 to Fall 2023, reflecting a 1.1% gain—a small annual jump that also represents a huge leap in reversing a longstanding trend:
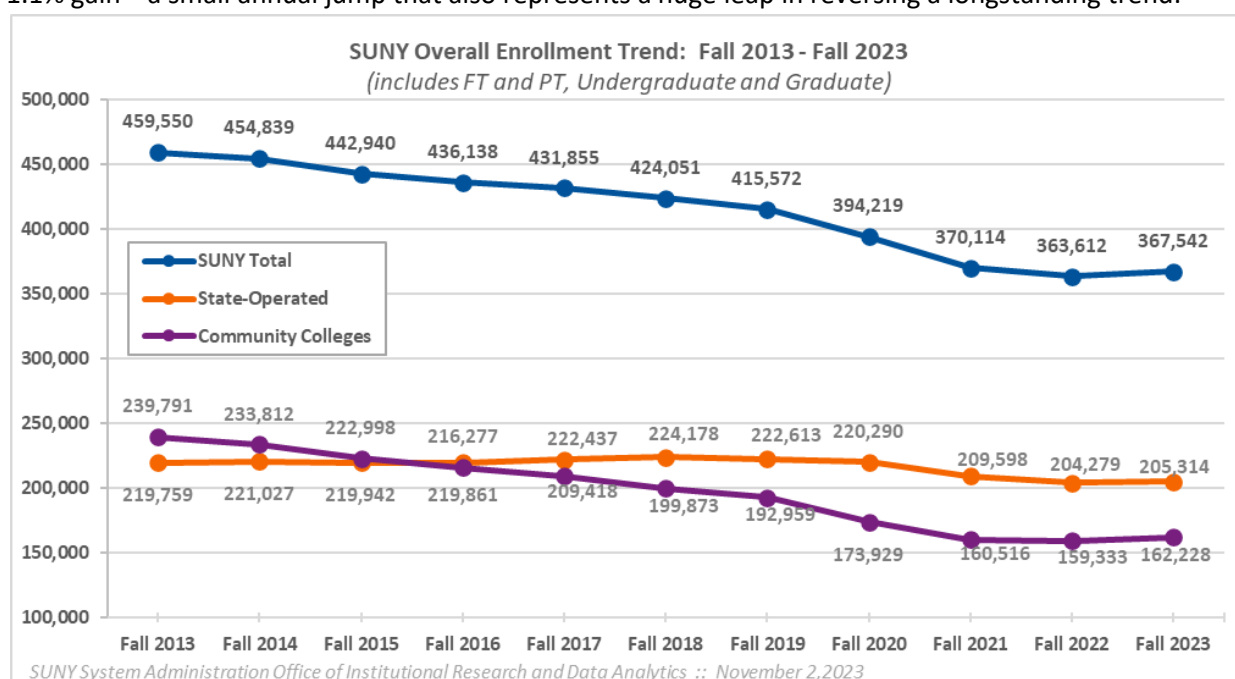
Even more encouraging is the surge in undergraduate first-time enrollment, a critical metric for forecasting future overall enrollment. This cohort has seen a 4.3% increase across SUNY, signaling a renewed interest and confidence in the value of our educational offerings.

TOTAL ENROLLMENT Percent Change from Fall 2022 to Fall 2023		UNDERGRADUATE FIRST-TIME Percent Change from Fall 2022 to Fall 2023	
SUNY-wide	+1.1%	SUNY-wide	+4.3%
State-operated	+0.5%	State-operated	+4.6%
Doctoral	+0.1%	Doctoral	+3.2%
Comprehensive	+0.5%	Comprehensive	+2.6%
Technology	+2.5%	Technology	+13.3%
Community Colleges	+1.8%	Community Colleges	+3.9%

At the individual campus level, the majority of both State-operated campuses and community colleges saw heartening increases in first-time undergraduate enrollment and in total enrollment:[1]

State-Operated 1-Year First-Time Undergraduate Headcount Enrollment Changes: Fall 2022 to Fall 2023
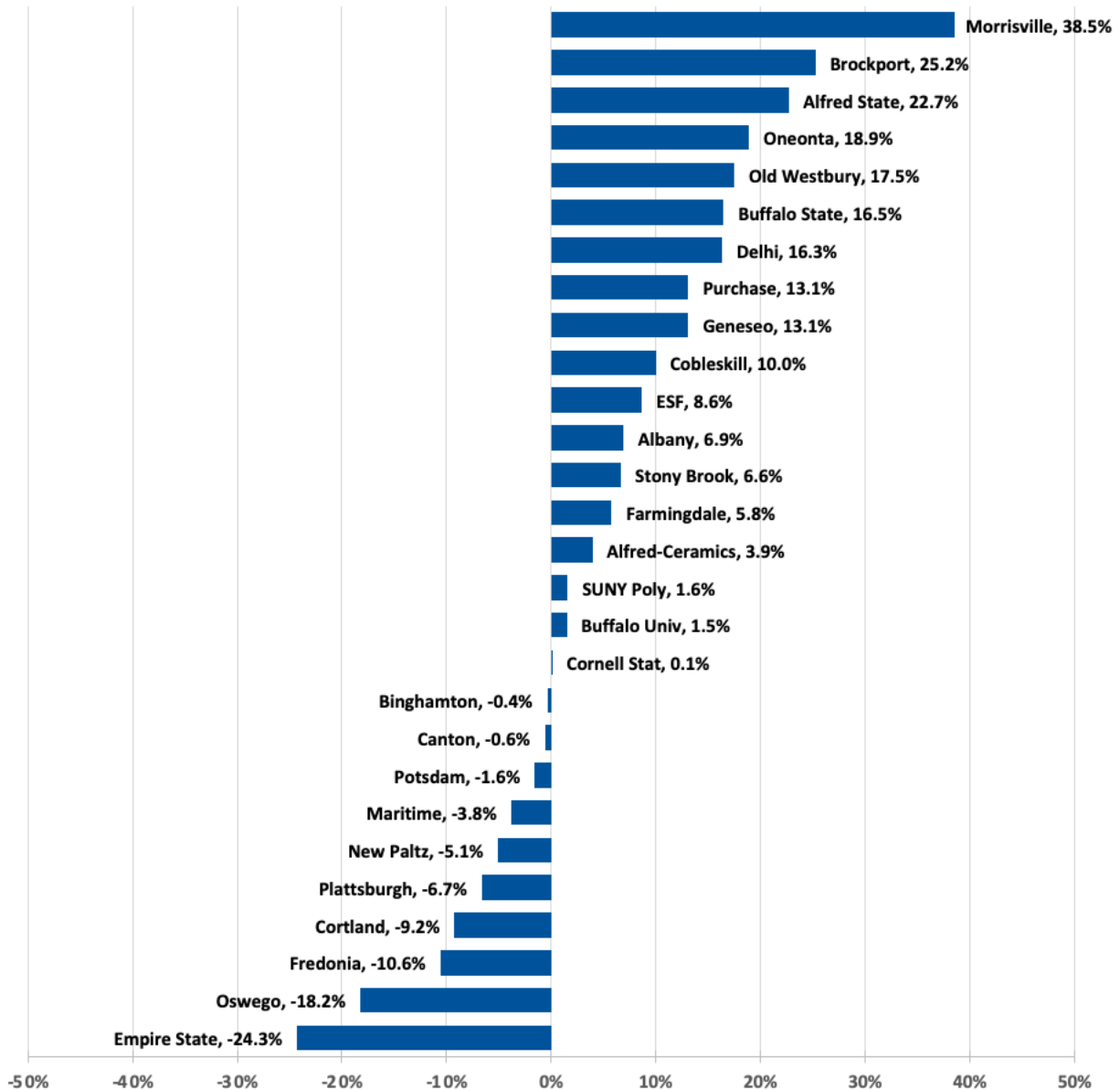
Campus	Change
Morrisville	38.5%
Brockport	25.2%
Alfred State	22.7%
Oneonta	18.9%
Old Westbury	17.5%
Buffalo State	16.5%
Delhi	16.3%
Purchase	13.1%
Geneseo	13.1%
Cobleskill	10.0%
ESF	8.6%
Albany	6.9%
Stony Brook	6.6%
Farmingdale	5.8%
Alfred-Ceramics	3.9%
SUNY Poly	1.6%
Buffalo Univ	1.5%
Cornell Stat	0.1%
Binghamton	-0.4%
Canton	-0.6%
Potsdam	-1.6%
Maritime	-3.8%
New Paltz	-5.1%
Plattsburgh	-6.7%
Cortland	-9.2%
Fredonia	-10.6%
Oswego	-18.2%
Empire State	-24.3%

SUNY System Admin Office of Institutional Research and Data Analytics :: Novmember 2, 2023

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[1] While included for transparency purposes, SUNY Empire—unlike other SUNY campuses—does not focus primarily on first-time undergraduate enrollment. SUNY Empire intentionally directs outreach and recruitment efforts toward students who may be returning to complete their degree after years of being in the workforce. In addition, SUNY Empire enrolls students throughout the year, not just in the fall.

Community College 1-Year First-Time Undergraduate Headcount Enrollment Changes:
Fall 2022 to Fall 2023

College	Change
Sullivan County	20.3%
Onondaga	20.0%
Schenectady	14.9%
Genesee	13.3%
Orange County	12.8%
Ulster	11.7%
T-CCC	10.9%
C-GCC	10.0%
Cayuga	10.0%
Niagara County	9.1%
Mohawk Valley	8.5%
Dutchess	8.2%
Monroe	7.0%
Nassau	6.4%
Finger Lakes	5.1%
Erie	3.7%
Hudson Valley	3.6%
North Country	3.1%
Jamestown	2.6%
Adirondack	0.9%
Corning	0.7%
Broome	0.7%
Westchester	0.3%
Jefferson	-0.4%
Fashion Institute	-1.1%
Suffolk	-3.8%
Rockland	-6.7%
Clinton	-7.1%
FMCC	-11.3%
Herkimer	-16.7%
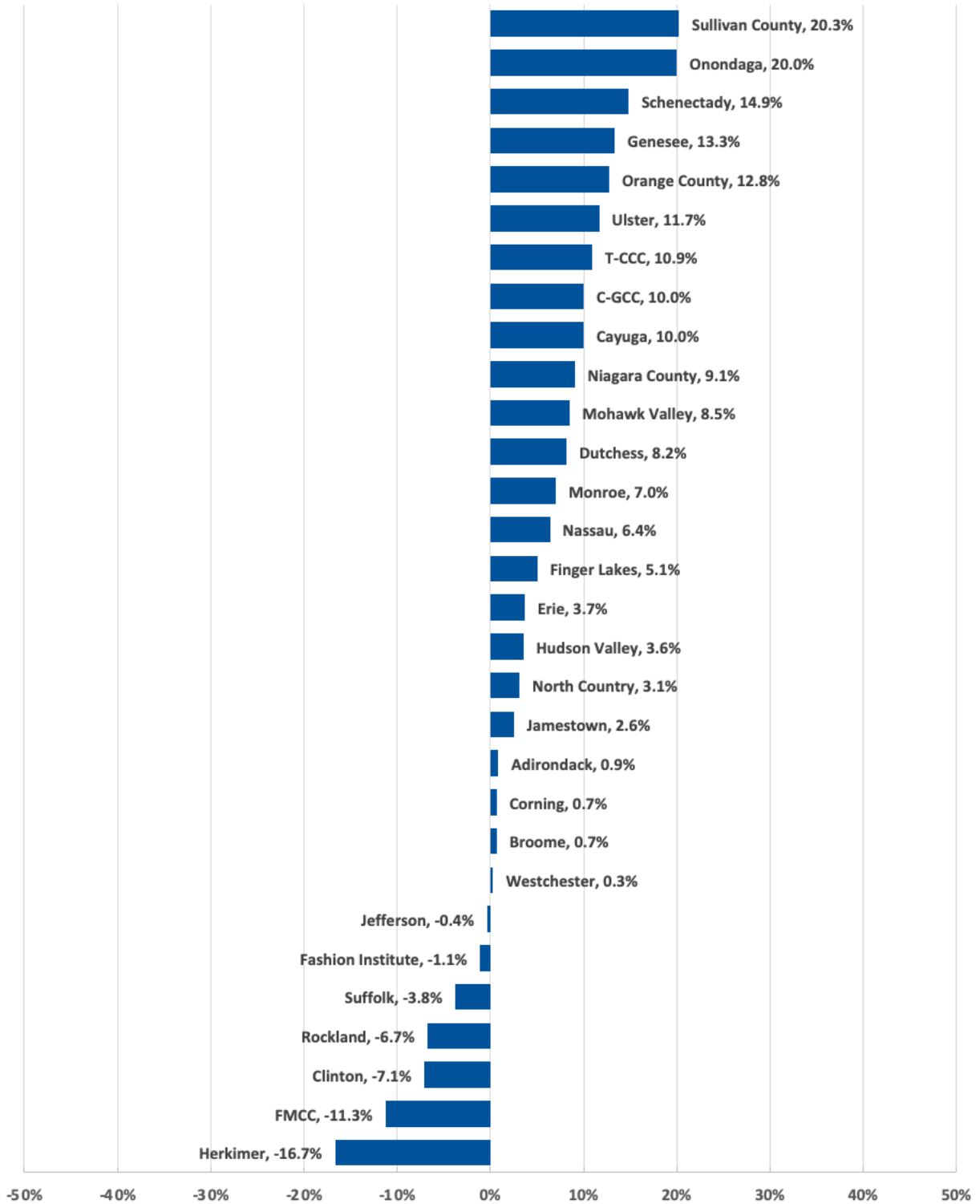
State-Operated 1-Year Total Enrollment Changes: Fall 2022 to Fall 2023

Institution	Change
Brockport	7.9%
Ceramics	6.0%
ESF	5.4%
Delhi	5.3%
Alfred State	5.3%
Morrisville	5.0%
Old Westbury	4.2%
Potsdam	3.0%
Farmingdale	2.4%
Purchase	1.5%
Empire State	1.5%
Cortland	1.3%
Albany	1.3%
Canton	1.3%
New Paltz	0.9%
Downstate Medical	0.9%
Binghamton	0.8%
Stony Brook	0.7%
Oneonta	0.5%
Buffalo State	-0.6%
Buffalo Univ	-0.6%
Cornell Stat	-0.8%
Cobleskill	-1.0%
Plattsburgh	-1.3%
Oswego	-2.2%
Optometry	-3.7%
SUNY Poly	-4.9%
Maritime	-5.4%
Geneseo	-6.2%
Fredonia	-7.8%
Upstate Medical	-10.1%

Community College 1-Year Enrollment Changes: Official Fall 2022 to Fall 2023
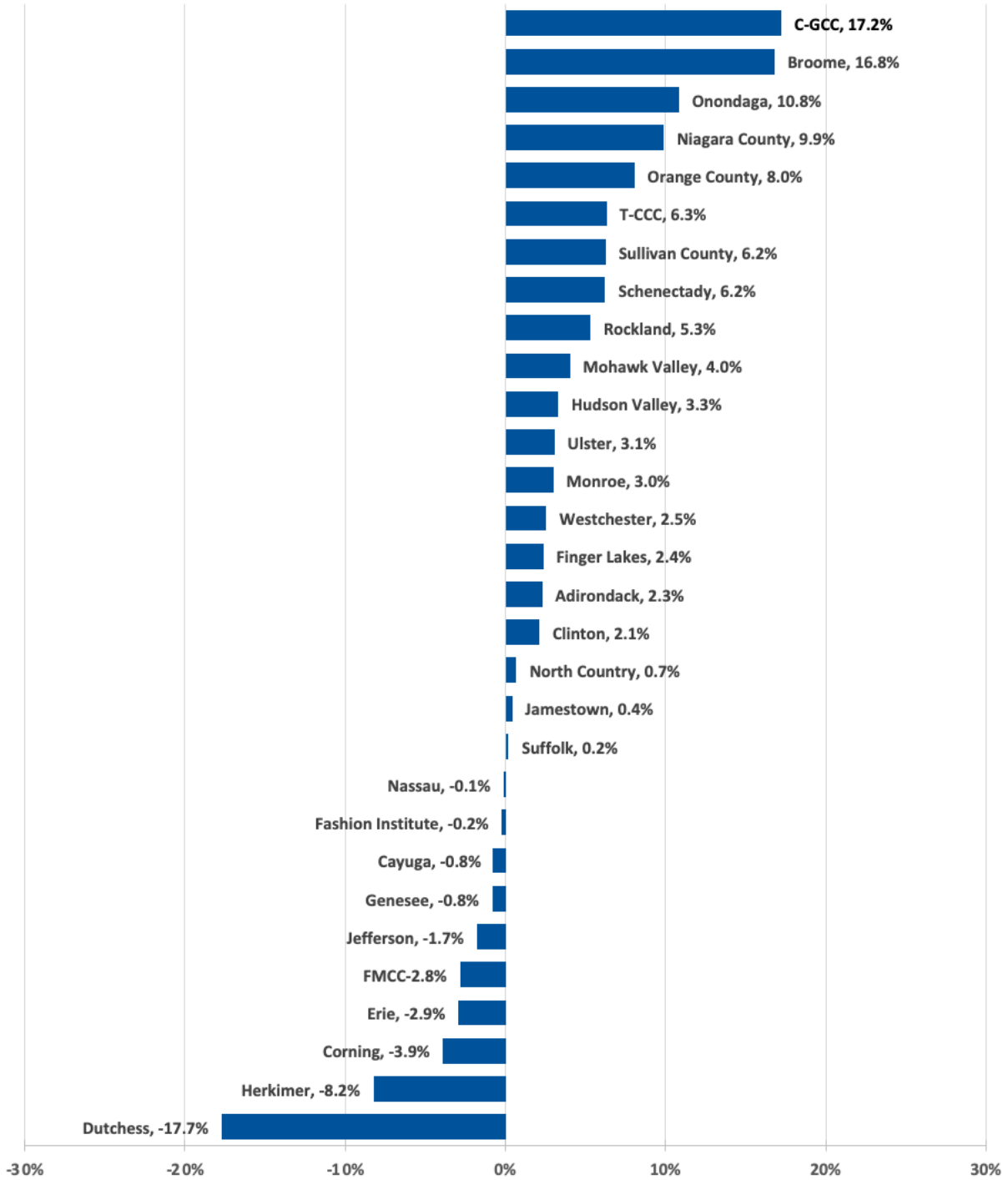
College	Change
C-GCC	17.2%
Broome	16.8%
Onondaga	10.8%
Niagara County	9.9%
Orange County	8.0%
T-CCC	6.3%
Sullivan County	6.2%
Schenectady	6.2%
Rockland	5.3%
Mohawk Valley	4.0%
Hudson Valley	3.3%
Ulster	3.1%
Monroe	3.0%
Westchester	2.5%
Finger Lakes	2.4%
Adirondack	2.3%
Clinton	2.1%
North Country	0.7%
Jamestown	0.4%
Suffolk	0.2%
Nassau	-0.1%
Fashion Institute	-0.2%
Cayuga	-0.8%
Genesee	-0.8%
Jefferson	-1.7%
FMCC	-2.8%
Erie	-2.9%
Corning	-3.9%
Herkimer	-8.2%
Dutchess	-17.7%

SUNY System Admin Office of Institutional Research and Data Analytics :: November 2, 2023

28

Nevertheless, SUNY recognizes that it will take significant and sustained effort to support campuses in bucking the past decade of national declines in higher education enrollment:

State-Operated 10-Year Total Headcount Change: Official Fall 2013 to Fall 2023

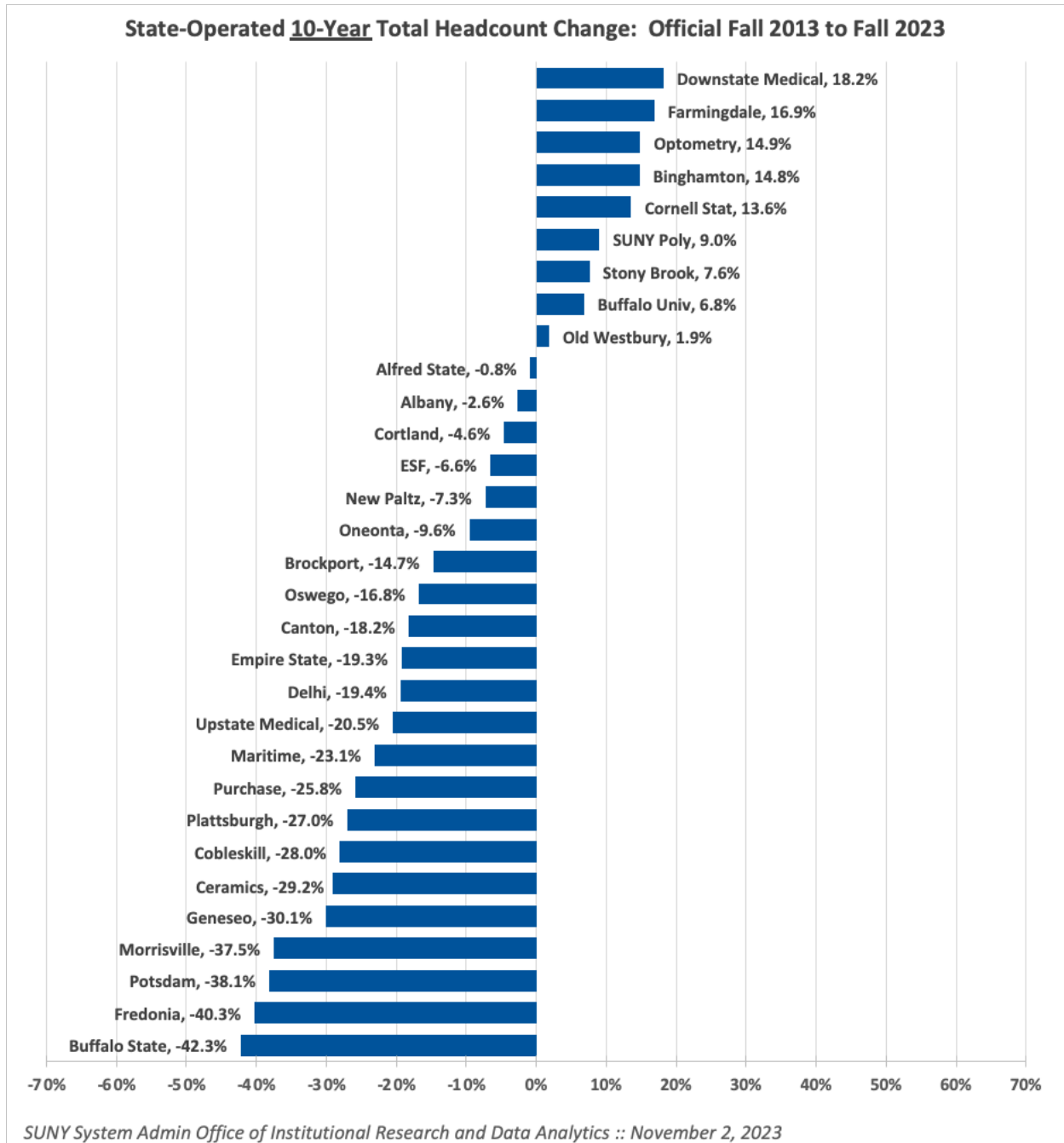| Campus	Change
Downstate Medical	18.2%
Farmingdale	16.9%
Optometry	14.9%
Binghamton	14.8%
Cornell Stat	13.6%
SUNY Poly	9.0%
Stony Brook	7.6%
Buffalo Univ	6.8%
Old Westbury	1.9%
Alfred State	-0.8%
Albany	-2.6%
Cortland	-4.6%
ESF	-6.6%
New Paltz	-7.3%
Oneonta	-9.6%
Brockport	-14.7%
Oswego	-16.8%
Canton	-18.2%
Empire State	-19.3%
Delhi	-19.4%
Upstate Medical	-20.5%
Maritime	-23.1%
Purchase	-25.8%
Plattsburgh	-27.0%
Cobleskill	-28.0%
Ceramics	-29.2%
Geneseo	-30.1%
Morrisville	-37.5%
Potsdam	-38.1%
Fredonia	-40.3%
Buffalo State	-42.3%

SUNY System Admin Office of Institutional Research and Data Analytics :: November 2, 2023

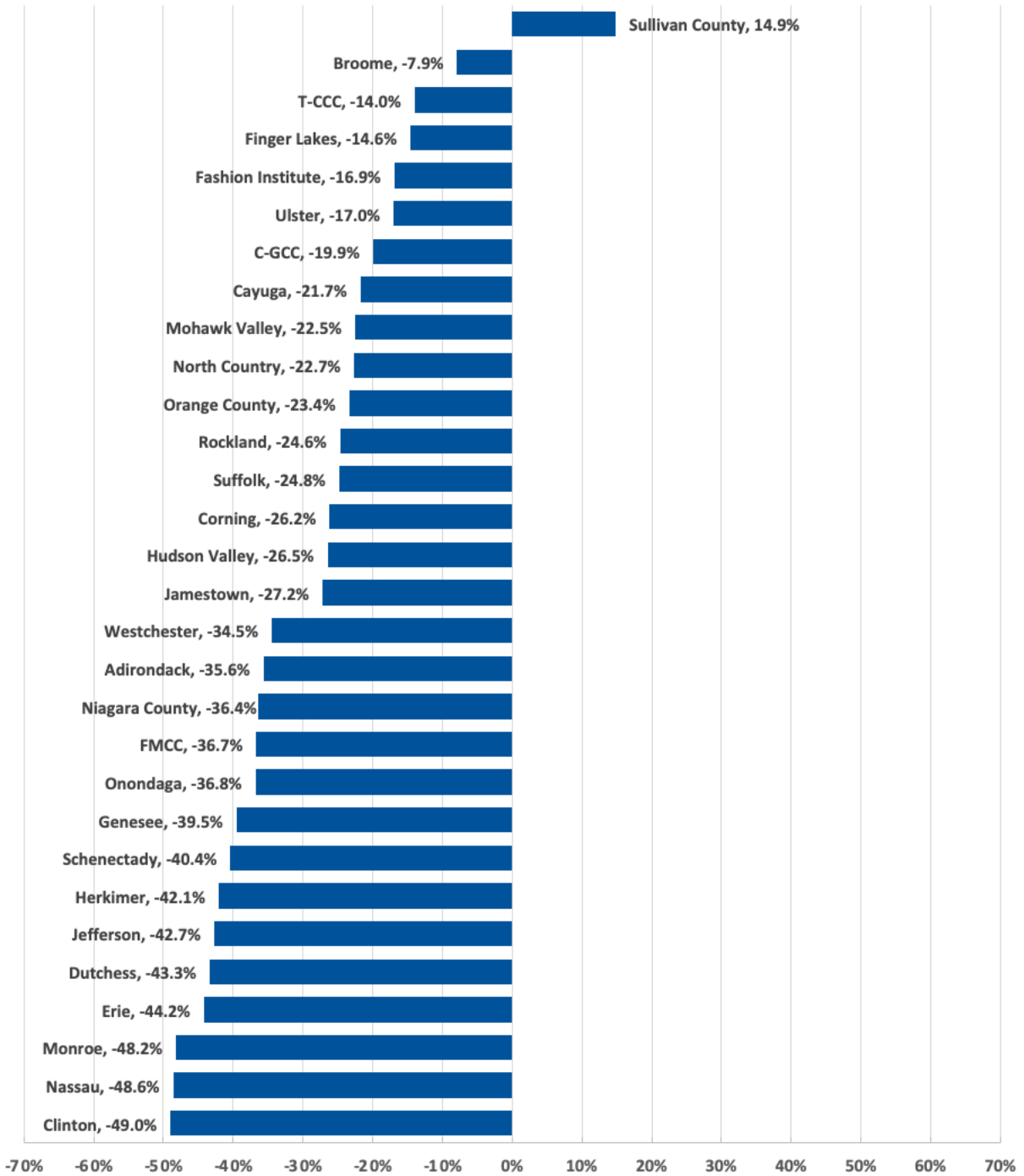**Community College 10-Year Enrollment Changes: Official Fall 2013 to Fall 2023**

College	Change
Sullivan County	14.9%
Broome	-7.9%
T-CCC	-14.0%
Finger Lakes	-14.6%
Fashion Institute	-16.9%
Ulster	-17.0%
C-GCC	-19.9%
Cayuga	-21.7%
Mohawk Valley	-22.5%
North Country	-22.7%
Orange County	-23.4%
Rockland	-24.6%
Suffolk	-24.8%
Corning	-26.2%
Hudson Valley	-26.5%
Jamestown	-27.2%
Westchester	-34.5%
Adirondack	-35.6%
Niagara County	-36.4%
FMCC	-36.7%
Onondaga	-36.8%
Genesee	-39.5%
Schenectady	-40.4%
Herkimer	-42.1%
Jefferson	-42.7%
Dutchess	-43.3%
Erie	-44.2%
Monroe	-48.2%
Nassau	-48.6%
Clinton	-49.0%

SUNY System Admin Office of Institutional Research and Data Analytics :: November 2, 2023

SUNY Strategy for Sustained Enrollment Gains

SUNY's strategy to maintain and accelerate enrollment gains across all sectors relies on four components:

Improving retention

SUNY retains approximately 70% of first-year undergraduate students, with a completion rate of 67% compared to the national average of 63% for public baccalaureate-granting campuses and, for community colleges, 28% completion at SUNY compared to the national public institution average of 29%.[2]

Notably, across all SUNY campuses, Pell grant recipients have a 45% completion rate compared to 59% for students who are not Pell recipients. This is a troubling statistic that, while consistent with national trends, indicates that students from low-income backgrounds need additional support from SUNY campuses in order to successfully complete their degree.

These data points reflect our ongoing commitment to addressing equity gaps in higher education. Consistent with the ASAP and ACE integrated support models described in the *Student Success* section, SUNY's approach to retention has three essential components:
- Helping students gain and maintain academic momentum;
- Fostering inclusion within the campus community and a sense of belonging; and
- Providing timely and relevant supports (e.g., high-touch advisement by a consistent, trained advisor; academic support; career development activities; and just-in-time emergency financial assistance).

In addition, SUNY faculty consistently point to challenges ensuring students enter college prepared with the necessary knowledge and skills. SUNY campuses continue to collaborate with their K-12 partners on this important issue, which has been exacerbated by the COVID-19 pandemic. SUNY believes it is

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[2] Consistent with standard reporting, completion rates reflect 150% of expected time to degree (i.e., 6 years for a bachelor's degree and 3 years for an associate degree).

important to maintain New York's historic commitment to strong standards and accountability across the education system.

Every SUNY campus is focused on increased retention as an enrollment strategy. This includes overall retention goals and strategies and targeted strategies for specific student populations. Examples include:

- **Farmingdale State College** is conducting an analysis of "logjam courses" and SUNY New Paltz is using seat-schedule prediction models to ensure that students can enroll in classes they must have for their degree program.
- **SUNY Morrisville** will experiment with "block scheduling" for first-year students participating in the ACE program.
- **SUNY Oswego** will use almost $1.9 million in Title III grant funding it received this fall from the U.S. Department of Education for the campus's "Student Success Equity Project." The project is designed to further SUNY Oswego's commitment to engage, retain, and graduate all Oswego students by closing equity gaps in student academic success. Through this project, the campus will develop and implement evidence-based strategies to build an inclusive community, improve academic achievement, increase financial accessibility for all students, particularly for first year and underserved students, provide professional development to faculty that includes innovative pedagogies and embedded peer-to-peer tutoring program in entry-level math courses, and implement a portfolio program for credit for prior learning to shorten the pathway to graduation.

Non-credit to credit conversion

SUNY has nearly 1 million non-credit course registrations.[3] In partnership with the business community, the New York State Department of Labor, and the U.S. Department of Labor, SUNY supports training in a variety of sectors including advanced manufacturing, health care, information technology, cybersecurity, and artificial intelligence.

The majority of the non-credit coursework is for business (59%), followed by vocational coursework (33%). These registrations represent New Yorkers signing up to learn new things and master new skills who are not counted in the official student enrollment tally. Most importantly, these New Yorkers could be supported to take their learning to the next level by helping them transition into a SUNY degree or credential pathway.

SUNY's commitment to scaling credit for prior learning represents a major opportunity to recruit New Yorkers participating in non-credit activity and support their future academic success. In addition, SUNY will leverage the new part-time TAP for non-degree workforce program in high-demand areas, with the first cohort of students participating in Spring 2024. SUNY will offer over 200 microcredentials and workforce development programs eligible for TAP support this coming semester. One important requirement of this program is that any courses that TAP is used for must be granted credit when a student matriculates into a degree program.

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[3] Due to data limitations, non-credit enrollment is a duplicated number—so a student who took a workforce development course in May and then another in September would be counted twice. Data in this section excludes Cornell Cooperative Extension programs.

SUNY campuses are broadly engaged in non-credit-to-credit conversion. For example:
- o **Westchester Community College** will increase alternative credentialing pathways for adult learners from 0 to 8 by 2027, which will allow for seamless pathway from non-credit to credit courses.
- o **SUNY Maritime** will seek approval from the U.S. Coast Guard to offer a non-degree merchant marine license certificate program for Veterans, Reservists, and National Guard members.
- o 14% of SUNY campuses are anticipating significant growth in non-degree workforce development programming in advanced manufacturing, which can be converted into credit-bearing courses.

Strengthening transfer pathways

As described in the *Student Success* section, SUNY has a comprehensive strategy to strengthen transfer pathways. The 20 campuses investing SUNY Transformation Funds for this purpose include the following examples:

- **SUNY Oneonta** will partner with its sister community colleges to provide early personalized advisement to future transfer students on the campuses of Broome, Dutchess, Hudson Valley, Mohawk Valley, and Schenectady.
- **Farmingdale State College** received support to work with Nassau and Suffolk Community Colleges to strengthen transfer opportunities.
- **Empire State University** will use its funding to assist in the creation of nursing programs with community colleges leading to a Bachelor of Science degree with a major in nursing. SUNY Empire currently has a multiple-award nursing program with Nassau Community College that has served several hundred students since its inception in 2018.
- **SUNY Brockport** will use its funding to add a coordinator of transfer programs, who will work to improve and streamline the transfer advisement and credit evaluation process and enhance transfer student-focused orientation for all transfer students, especially students from **Monroe Community College, Finger Lakes Community College, and Genesee Community College**.
- The **University at Albany** will establish dual-admissions agreements with key community college partners—starting with Hudson Valley Community College, UAlbany's largest transfer partner, with plans to expand to others that have strong alignment with emerging academic programs at UAlbany.
- **SUNY Oswego** is establishing the Central New York Transfer Collaboration (CNYTC), a partnership between **Cayuga, Jefferson, and Onondaga Community Colleges and SUNY Oswego**, to strengthen seamless transfer of community college students and enhance four-year degree completion, as well as increase the transfer pipeline in Central New York. The partnership is designed to reduce credit duplication, decrease credits that do not count towards a degree, support reverse transfer, innovate to meet the needs of our workforce, and reduce unnecessary costs to students.

Recruitment

SUNY is committed to a strong pipeline for students from all backgrounds to be able to access SUNY, and we have intentionally designed our recruitment efforts to reach and support a broad array of prospective students. These efforts are not just about increasing numbers—they are about enriching our

academic community with a wide spectrum of perspectives and experiences. Our targeting, outreach, and recruitment focus on the following groups:

- Pell-eligible students;
- First-generation college students (i.e., students whose parents did not complete a bachelor's degree);
- Students from high schools and rural, urban, and suburban communities/neighborhoods with high levels of adversity;
- Students from high schools with low rates of matriculation to SUNY;
- Veterans or military-affiliated students;
- AmeriCorps alumni;
- Adults in the workforce;
- New Yorkers with some college credit but no degree;
- International students;
- Out-of-state students;
- Transfer students;
- Student parents;
- Formerly incarcerated students; and
- Dual/concurrent enrollment.

The following spotlights highlight several of these identified student groups:

Pell-eligible students: The gap between college attendance for low-income students and higher-income students widened during and after the pandemic. At SUNY, while the overall student population has declined by nearly 16% since 2017, the Pell population has declined by 26%.

Fifty SUNY campuses have identified better recruitment of Pell-eligible students as a significant priority. Strategies include:
- **SUNY Orange** will make sure students are aware of opportunity program like EOP and the federally funded TRIO program.
- Several campuses will offer assistance with Free Application for Federal Student Aid (FAFSA) and New York State Tuition Assistance Program (TAP) application completion for high school students.
- **SUNY Plattsburgh** will create an academic passport retention program, a compilation of workshops guiding first-generation college students in building a strong foundation to help them be successful.
- **SUNY Purchase** will provide bus transportation to campus for accepted student days.
- **SUNY Adirondack** assigns success coaches to all Pell students to connect them with needed academic and other supports.
- Through the Dutchess Cares program, **SUNY Dutchess** provides awards up to $2,000 to students in financial crisis, experiencing financial emergencies like threat of eviction or homelessness, medical bills, child care, and loss of employment.
- **SUNY Canton** will increase the number of Pell-eligible students through the implementation of the ACE program and its supports, using the Landscape tool to find school districts with high rates of adversity, and conducting in-person high school visits to the schools on the SUNY list of school-wide application fee waivers due to enrolling a concentration of students from low-income backgrounds.

- **SUNY Geneseo** has increased its percentage of Pell-eligible students and has launched the Multicultural Fellows Scholars program, with support from the Geneseo Foundation, which closes the financial gap for approximately 60 students in order to meet their full demonstrated need. Geneseo aspires to provide financial support to more Pell-eligible students.
- **Buffalo State** will expand upon current programming for the "Roar to Success" program, initiated by a Title III grant, to support student success outcomes. Programming will include assigned student success navigators for students, summer bridge programming, book stipends, and cohort specific campus events to support campus engagement. In addition, they will expand on Financial Aid wellness checks, prior to the start of the semester, to eliminate financial barriers and distractions that hinder student success.
- **SUNY Oneonta** has been recognized by the Aspen Institute's American Talent Initiative as a "high-flier institution" based on Oneonta's high percentage of Pell-eligible students and graduation rates.

First-generation college students: First-generation college students are students whose parents did not complete a bachelor's degree, and studies show they face unique challenges. According to data from the Pell Institute, first-generation students have lower completion rates than their peers, regardless of whether the first-generation student is from a low-income background.[13] One theory is the "hidden curriculum" of prior knowledge about succeeding in college that is passed down from parents or other family members who attended college, such as the purposes and uses of a professor's office hours, how to navigate and utilize campus resources, and strategies to create connected community in and out of the classroom.

Fifty-four SUNY campuses have identified that their work on stronger engagement for first-generation college students is a current priority. Campuses are engaging in activities such as:
- **SUNY Delhi** will strengthen community and belonging by including first-generation resources in admissions acceptance packets, creating a new microsite, and showcasing first-generation student accomplishments.
- **FIT** is featured in the *I'm First! Guide to College* and will showcase first-generation stories on both the *I'm First!* website and blog.
- **SUNY Purchase** will provide dual enrollment summer opportunities to first-generation college students to gain college credit and experience campus life.
- **SUNY Ulster**'s President's Challenge Scholarship program awards 50 scholarships annually to the first-generation rising 9th-grade student pipeline, serving them with coaching and academic enrichment through high school completion, who then attend SUNY Ulster tuition-free.
- **SUNY Cortland** awards a scholarship funded by an alumnus to qualifying first-generation applicants. The university plans to implement a more detailed process to identify and elevate first-generation applicants during admissions review.
- **SUNY Optometry** will offer more internship and summer academic program opportunities to first-generation students and will incorporate perspectives from first-generation doctors in its recruitment and marketing campaigns.
- **SUNY Cobleskill** will utilize a summer STEM program and peer tutoring to help students be able to thrive on campus.

Students from high schools and geographies with high levels of adversity: SUNY is asking campuses to enhance their outreach to prospective students coming from schools and geographies with high levels of adversity. To support this work, SUNY has made the [College Board's free Landscape tool](#) available to assist campuses.

Landscape can help identify schools and geographies with high levels of adversity so campuses can target outreach and recruitment efforts to students from low-income backgrounds and those who would be the first in their families to attend college. Landscape calculates a neighborhood and school-level adversity score based on Census data on factors like poverty, crime, and housing stability, as well as advanced course availability at the school level. Twenty-seven SUNY campuses are currently working with the Landscape tool.

Landscape identifies geographies with high levels of adversity across New York State's rural, urban, and suburban communities:

New York School Districts with a High School Landscape Adversity Score Above 75
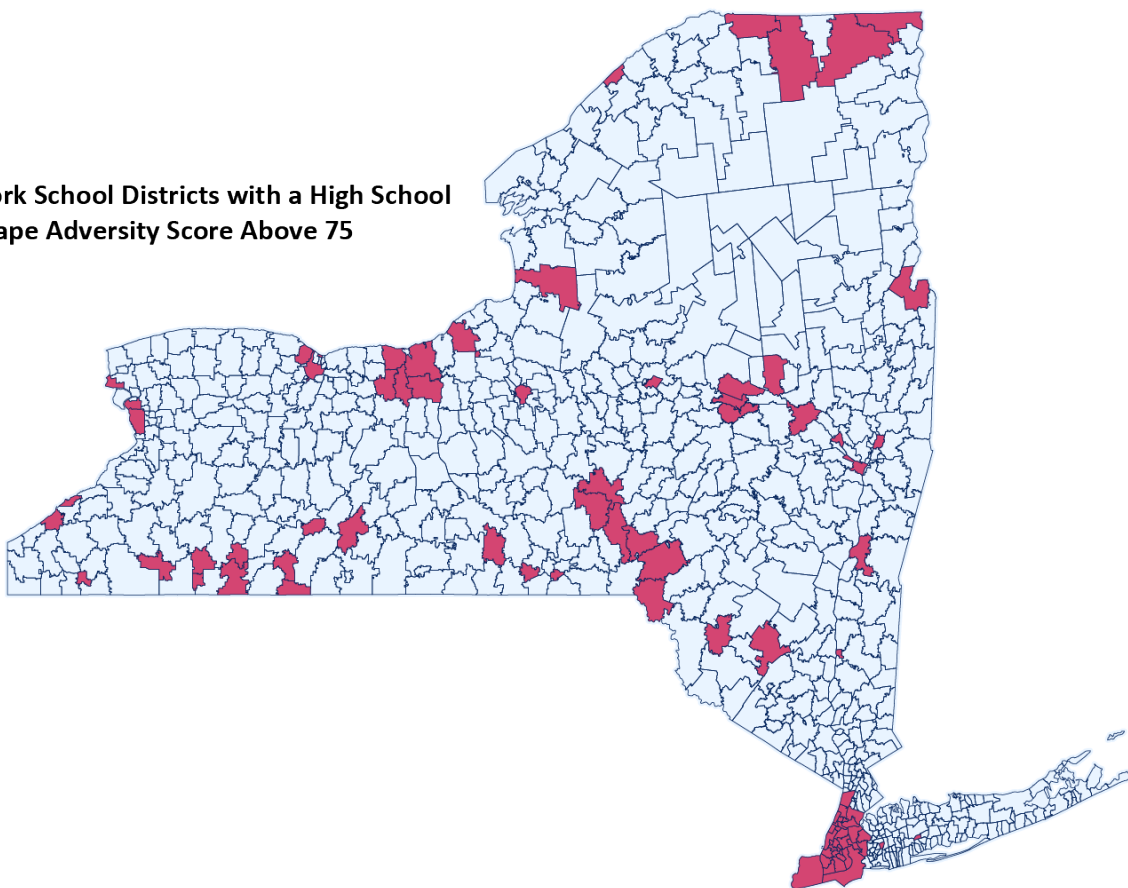
Students from high schools with low rates of matriculation to SUNY: While the average high school class has gotten slightly smaller, there are actually more high school graduates each year now than there were 10 years ago. For example, for the class of 2022 in New York State, there were 175,886 students who graduated from high school.[14] There were 161,986 students who graduated from high school in New York in 2013.[15]

In general, around 35% of a high school graduating class attends SUNY, but this is not evenly distributed across the state. Fifty-one SUNY campuses have identified increasing recruitment of students from high schools with low rates of matriculation to SUNY as a priority enrollment strategy, which can include high-need rural areas as well as districts like the New York City Public Schools whose graduates are underrepresented on SUNY campuses. Examples include:

- **SUNY Maritime** plans to increase awareness in the New York city area through a comprehensive marketing campaign, increased visibility in high schools through visits by Maritime College students who are alumni of the school, and increased community outreach; and plans to provide transportation services to make Maritime College accessible to more students in the New York city area.
- **Genesee Community College** plans to partner with local institutions to hold bus trips from geographically isolated schools.
- **SUNY Upstate** will engage with high school students with innovative programs like Jump Into Healthcare, the Gear-UP Program, and targeted outreach to the nearby Syracuse City School District.
- **Tompkins Cortland Community College** (TC3) will conduct surveys, counselor feedback sessions, and listening opportunities focused on schools in the campus's service area that have low rates of matriculation at TC3.
- **SUNY Erie Community College** will work with transfer and industry partners to create relationships and articulate academic program benefits to all constituents at the high schools.
- The **University at Buffalo** participates in the Say Yes to Education Buffalo program. There have been a growing number of students enrolling at UB from the Buffalo Public School since 2013-14. The UB Teacher Residency Program seeks to increase the ranks, diversity, and retention of teachers in Buffalo amid a looming teacher shortage, increasing the university's ties to BPS and improving student outcomes.

Veterans and military-affiliated students: According to the U.S. Census Bureau's American Community Survey (ACS), 6% of the population aged 18 and over were veterans of the U.S. military. Notably, veterans are slightly less likely than non-veterans to hold a bachelor's degree, and 62% of student veterans are first-generation college students.[16]

SUNY proudly educates about 3,000 veterans annually. To ease their access to higher education, we offer veterans, military personnel, and their family members the opportunity to apply to up to seven SUNY campuses for free, potentially saving each applicant up to $350. Moreover, every SUNY campus is equipped with trained counselors adept at assisting veterans in maximizing their GI Bill benefits.

This fall, SUNY further expanded its commitment to veterans with the launch of the Veterans Enrollment and Support Internship Program to fund paid internships for SUNY student veterans at 20 campuses. Through this program, student veterans will gain valuable experience in admissions or enrollment management offices, focusing on enhancing veteran enrollment and ensuring enrolled veterans receive comprehensive support services.

Forty-three SUNY campuses have identified veterans as a priority recruitment population. Examples of campus recruitment strategies include:

- **Mohawk Valley Community College** will streamline the evaluation of military training and experience for college credit and will work to clearly communicate transfer credit policies for military coursework to prospective veteran students, facilitating a smoother transition to academic programs.
- **SUNY Brockport** will provide priority registration and maximize prior-learning credit, enhance veteran student programming, and establish a veterans' lounge.
- **Monroe Community College** has developed training for advisors on working with veteran and veteran-affiliated students. The training was developed by MCC employees and is available for all SUNY institutions. MCC will formally incorporate this training for advisors.
- **Nassau Community College** will designate a veteran liaison in all recruitment offices and will collaborate with the Nassau County Office of Veteran Services to recruit prospective students.
- **Niagara County Community College** will provide a veterans' lounge with passkey access for study and leisure, offer veterans mentorship from current veteran students, and ensure staff members doing intake and administering veterans benefits programs are veterans.
- **Jefferson Community College** has been a proud educational partner of Fort Drum for more than 35 years. Just 10 minutes from Fort Drum, Jefferson is uniquely positioned to serve the needs of active-duty soldiers, family members, veterans and the post's large civilian workforce through courses offered online, in a hybrid format, and in person on post, on JCC's Watertown campus, and at JCC's education center in Lewis County. JCC will provide flexible scheduling and credit for prior learning. A new prior-learning assessment policy will increase opportunities for soldiers and veterans to receive credit for their military experiences.

New Yorkers with some college credit but no degree: There are 40 million Americans with some college credits but who have not yet earned a degree. According to the National Student Clearinghouse research center, of this population, just over 2 million are in New York State.[17] Many of the students who leave school are not far from graduating. A research study from Civitas of over 300,000 students who left school without a degree found that 20% of students had completed more than 75% of their degree requirements, and one in 10 students had already completed 90% or more of their degree requirements.[18]

SUNY has launched System-wide initiatives to support these students. Most recently, in the summer of 2023, SUNY ran its third campaign to re-enroll so-called "stopped out" students; this campaign reenrolled nearly 3,300 students at 59 different campuses.

Additional strategies being implemented on SUNY campuses include:
- **SUNY Delhi** plans to offer free unofficial transcript evaluations for adult New Yorkers, so they understand how many credits they will need to obtain a degree.
- **SUNY Brockport** will evaluate the Spring 2024 pilot "complete your degree" grant program to entice students who stopped out to come back and finish their program at SUNY Brockport.
- **SUNY Broome** has offered a "Cross the Finish Line" completion scholarship with support from the campus's foundation.
- **SUNY Empire** will promote degree completion for this population through generous transfer credit policies, through promoting prior learning for credit, and by designating scholarships for students who have exhausted their federal and state aid but are within two terms of degree completion.
- **SUNY Fredonia** plans to develop additional fully online undergraduate degree completion programs. As an example, under development are completion programs that serve high-need

areas such as an RN to BS in Nursing program. Additional completion programs are underway in partnership with 2-year colleges such as the JCC BOLD program, which offers place-bound students at JCC an opportunity to earn Bachelor's degrees in Childhood Inclusive Education, Early Childhood/Childhood Education, and Business Administration

- **SUNY New Paltz** offers a Bachelor's in General Studies as a fully online program for degree completers. Stackable microcredentials are under development.
- **Binghamton University** will expand partnerships with regional employers to develop microcredentials and potential degree options and will do this in conjunction with community college partners. Recognizing the evolving landscape of education and the increasing importance of specialized skills, we are actively creating partnerships with regional employers. Through these collaborations, they plan to develop micro-credentials tailored to the specific needs of industries, providing individuals with targeted and relevant skills that enhance their chances of landing a job.
- **SUNY Old Westbury** will work with Edfinancial to reach out to students who live in Nassau and Suffolk County who have stopped out from colleges and universities in other parts of the state.

Other adults in the workforce: An analysis completed by the National Student Clearinghouse Research Center found that the 2020 high school graduates who did not go to college immediately during the first pandemic fall, for the most part, still remained unenrolled two years later.[19] The number of students who enrolled in college immediately after graduating high school in 2020 was 54 percent, or nearly 7 percentage points fewer than in 2019.[20]

More than 52 campuses are focused on this population, with strategies including:
- **SUNY Broome** has developed a 7-week course format to create opportunities for working adults to complete credits before potential complications can derail their work.
- **Buffalo State University** will continue development of microcredentials to support adults in the workforce in New York State.
- **Clinton Community College** plans to launch strategic partnerships with local businesses to meet workforce needs.
- **Farmingdale State College** will hold adult learner fairs and promote microcredentials to adult learners.
- **FIT** offers students the ability to take courses in a variety of degree options and modalities (day, evening, in-person, online). FIT recently launched a new ad campaign targeting adult learners seeking to enroll in one of FIT's accelerated one-year degree programs.
- **Cayuga Community College** will enhance the use of credit for prior learning to better attract prospective students and strengthen and broaden relationships with feeder entities, community agencies, and business/industry partners.
- **Fulton Montgomery Community College** will develop learning pathways for working adults that lead to a college credential needed to secure employment within a particular industry and explore innovative programs, class schedules, and financial options to accommodate working adults.
- **Mohawk Valley Community College** will partner with local businesses and health care facilities that offer educational reimbursements and that encourage staff to take classes in an effort to expand their careers.
- **SUNY Morrisville** will expand "low residency" degree and workforce programs that integrate the campus's brand of hands-on learning into a flexible hybrid course structure. Each course sequence will feature a one-to-three-day residency requirement that ensures attending

students meet applied learning outcomes. SUNY Morrisville already works with off-campus partners to accommodate short-term housing needs and is exploring strategies to enhance such availability on campus.

- **SUNY Poly** has implemented new workforce development and degree completion programs in business, health sciences, and engineering/STEM, as well as investments in facilities designed to meet industry needs in high-growth fields.
- **Finger Lakes Community College** has focused on accessible modalities such as hyflex or online in less commonly taught fields including STEAM and Foreign Languages.

Dual/concurrent enrollment: Access to college courses in high school is associated with higher educational attainment. According to the latest campus data, 49 SUNY campuses currently provide dual or concurrent enrollment "college in high school" courses to more than 90,000 K-12 students.

Approximately 57% of students who participate in dual or concurrent enrollment through a SUNY campus ultimately enroll in SUNY within five years. Increasing that figure is an important enrollment strategy for the SUNY System, and it requires intentional outreach to inform participating high school students of the range of SUNY options available after they earn a diploma and the great value of a SUNY education.

Forty-nine SUNY campuses have indicated that they are currently focusing on dual enrollment as an enrollment strategy. Examples include:

- **Finger Lakes Community College** offers Early College Scholars, which offers high school juniors and seniors a scholarship to cover part of tuition to complete courses on campus or online and also has information about how college in high school courses fit into degrees.
- **SUNY Sullivan** has partnered with two high school districts where the students graduate with an associate degree at the same time as their high school diploma.
- At **SUNY Adirondack**, faculty are inviting dual enrolled students to visit campus to make connections with the college and encourage continued enrollment.
- **SUNY Potsdam** has streamlined the College in the High School process and is expanding its reach to new school districts and increasing course offerings.
- **Onondaga Community College** is working closely with Micron and local school districts on pathways that include dual-enrollment opportunities aligned with semiconductor careers.
- **North Country Community College** will create more opportunities for students to take dual-enrollment credits from NCCC faculty.
- **SUNY Schenectady** will continue to improve pathways with Schenectady County high schools and examine ways to increase students' on-campus experiences.

Student parents: The Government Accountability Office (GAO) estimates that 1 in 5 college students are parents,[21] and the biggest barrier to returning to school for students who have stopped out is family commitments.[22] In addition, student parents are more likely to struggle with food or housing insecurity than other students.[23]

During the 2022-23 academic year, SUNY offered approximately 4,500 child care slots across the 46 SUNY campuses that have a child care center on-site. The centers served 795 student-parents—up from 650 the year before—as well as faculty, staff, and local community members. SUNY campuses invest about $6 million annually to provide child care services.

However, meeting the needs of student parents is more than making child care available. Forty-five campuses have focused on student parents as a strategic recruitment priority. Strategies include:

- **Hudson Valley Community College** offers the Success Amongst Student Parents (SASP) Program, which includes a support system, academic coaching, tutoring referrals, school supplies, and emergency funding for student parents.
- **Stony Brook University** will review curricular offerings for parent-friendly structures (including evening and weekend courses) and other policies that facilitate enrollment of nontraditional students as well as provide increased communication about child care facilities on campus.
- **Corning Community College** plans to establish partnerships with community organizations and support services that cater to the needs of student parents (including health care, parenting programs, and child care) to facilitate easier identification and access to community resources.
- **SUNY Suffolk** has received a Child Care Access Means Parents in School (CCAMPIS) grant to support student parents.
- **SUNY Downstate Health Sciences University** will create hybrid pathway programs to accommodate students with parenting responsibilities and offer pathway programs that provide flexible scheduling and hybrid instructions.

Formerly incarcerated students: SUNY is the largest provider of higher education in prison programming in New York State, serving over half of the incarcerated college students and operating in over half of prisons. With Pell and TAP being reinstated for this population thanks to recent legislative changes, SUNY expects this number to grow and to include more federal and county facilities.

Thirty-five campuses have identified this population as a recruitment priority. Strategies include:

- **Jamestown Community College** has worked with the leadership of Collins Correctional Facility to develop and implement a Prison Education Program. The program began as a part of the Second Chance Pell Initiative and now enrolls more than 35 students.
- **Alfred State** will offer pathways for incarcerated students to applied tech programs.
- **SUNY Erie Community College** is entering into a partnership with the Wende Correctional Facility to offer a 2-year degree in social science and collaborating with the **University at Buffalo** for seamless transfer into their 4-year sociology degree, target start date is Fall of 2024.
- **Herkimer Community College** is providing a "Fast Track" acceptance letter to incarcerated students in high school programming as they graduate with their GED/TASC diploma.
- **Columbia Greene**'s College in the Prison program has grown by more than 160% over the last five years. In the coming years, Columbia-Greene will expand to additional facilities and establish transfer articulation agreements with 4-year institutions to offer bachelor's degrees and advanced coursework.

Out-of-State and International Recruitment: For the Fall 2022 semester, 90% of SUNY students were New York State residents, with just under 5% of students from other states and just over 5% of students from other countries. Students coming from the other states were most likely to come from New Jersey, Pennsylvania, California, Massachusetts, and Connecticut. The most common other countries were India, China, South Korea, Singapore, and Canada.

Forty-nine campuses have identified out-of-state students as a strategic priority and 48 campuses have identified international recruitment as a focus area. For example:

- **SUNY Rockland** will utilize the College Board's Landscape tool to identify high schools on the New Jersey border that the campus can better service.
- **SUNY ESF** will expand the number of university partnerships for international transfer students beyond the current three. By creating a staff position and targeted plan, ESF is poised to enhance relationship building with prospective students, their supporters, and ESF alumni to further develop opportunities to recruit and enroll international students.
- **Tompkins Cortland Community College** works with partners in Latin America and South America to bring students to campus and to enroll students in the Disney College Program based in Orlando while simultaneously enrolling in coursework with TC3 faculty.
- **Hudson Valley Community College** is a member of the World Federation of Colleges and Polytechnics and only community college to be a member of the United Nations. They have partnerships with Costa Rica, Jamaica, Aruba, Denmark, Ghana, Canada, and El Salvador.
- **SUNY Delhi** will target key out-of-state high schools with robust technical programs, build partnerships with college counselors, and establish technical internships with major employers in select states to promote in regional vocational high schools.

Campus Enrollment Expansion Opportunity Spotlights

Empire State University
Empire State University identifies its core strengths as its role as a leading online university, military-serving university, and an institution that provides full transferability in addition to awarding credit for prior learning. Empire State has made substantial investments specifically targeted at serving adult learners, transfer students, and veterans through marketing and communications, recruitment, and holistic supports for student success. This work includes innovative initiatives to increase the use of prior learning assessment and to recruit and retain learners of all ages. SUNY Empire focuses on continuously removing barriers for learners of all ages by removing financial barriers, supporting mental health needs, and offering wraparound services through an expansive opportunity program portfolio. By intentionally targeting learners of all ages, Empire State has tapped a large market that is buffered from demographics shifts and aligned with economic development and workforce needs. Additionally, Empire State has established specific enrollment targets to better serve these unique populations and increase degree production.

SUNY College of Environmental Science and Forestry (SUNY ESF)
SUNY ESF identifies its core strengths as its unique mission—to educate future environmental leaders of all backgrounds, advance the knowledge and skills necessary to promote scholarship and stewardship of the natural to designed environments, and act both locally and globally to improve our world—and its close partnerships with the New York State Department of Environment Conservation and other State agencies. ESF is a unique campus that has developed a national reputation for its program offerings. To capitalize on this reputation, the campus is working to substantially increase non-resident enrollment, with a focus on both out-of-state and international students. This work requires increasing the application and yield rates of these populations and establishing the academic and co-curricular infrastructure necessary to support newly enrolled students. ESF strategies include a focus on the student journey through the process and increased student engagement through pilots like earlier orientation sessions.

Purchase College
SUNY Purchase identifies its core strengths as its focus on the arts, ability to provide educational opportunities to non-traditional students, and its recent designation as a Hispanic-serving Institution (HSI). Purchase has developed a strong national reputation for conservatory-related programs. These programs draw a strong application flow and are over capacity on campus. The institution is simultaneously under-enrolled in traditional liberal arts programs. Purchase leadership has embarked on a process to engage in growing these liberal arts programs through an emphasis on Purchase College as a creative institution. This rebranding and positioning will enable the campus to articulate the value proposition of their non-conservatory programs and expand their enrollment pipelines. These pipelines can include a focus on transfer students, non-direct-to-college learners, and completing students with a focus on career-enhancing creative skills.

Academic Portfolio Optimization

Our rapidly changing economy and society require institutions of higher education to be nimbler than ever to meet student demand, deliver on the promise of upward mobility, and invest students with the broad knowledge and skills to be leaders, innovators, problem-solvers, and citizens.

This necessitates a rich curriculum that reflects the vital importance of literature alongside science, history alongside technical skills, and theatre alongside business management. As Chancellor King said in his inaugural State of the University Address: "SUNY will continue to be a place of excellence. A community of institutions where learning is valued for its own sake, where the liberal arts have as much a place as the STEM fields, where every student can discover their passions, their calling, and themselves. A place where we reject the false dichotomy between preparation for careers and preparation for civic participation and fulfilling lives. We know our students need and deserve both."

SUNY's general education framework reinforces the importance of a wide-ranging curriculum that exposes students to a broad array of subject areas. The general education framework incorporates the following for all undergraduate degree programs:
- Three of the following six areas: humanities, social sciences, the arts, U.S. history and civic engagement, world history and global awareness, and world languages;
- Mathematics (and quantitative reasoning);
- Natural sciences (and scientific reasoning);
- Written and oral communication;
- Critical thinking and reasoning;
- Information literacy; and
- Diversity, equity, inclusion, and social justice.

Building on this bedrock of shared knowledge and skills, campuses need to identify and invest in their strengths, continuously adapt to change, and find more ways to collaborate to deliver the highest-quality academic offerings to all SUNY students.

Academic Trends

Over the past two decades, student interests have evolved as the labor market has shifted and emerging technologies have created new industries while fueling a diverse array of student aspirations.

At the associate degree level, SUNY campuses have, in particular, seen a shift toward health and health-related fields, which can both lead to immediate jobs that pay a family-sustaining wage and put students on a path to continued educational attainment and career growth:

SUNY Associate Degree Enrollment by Broad Discipline Area
Fall 2003 and Fall 2023 *(excludes unknowns)*

Discipline	2003	2023
Miscellaneous multidisciplinary studies	0.0%	0.0%
Education	0.3%	0.5%
Physical and life sciences and technologies	0.3%	1.0%
Agriculture, natural resources, and conservation	1.0%	1.1%
Mathematics, computer and information sciences	4.1%	5.2%
Social and behavioural sciences and law	4.3%	5.7%
Personal, protective and transportation services	6.5%	6.2%
Visual and performing arts, and communications technologies	5.1%	6.3%
Architecture, engineering, and related technologies	5.9%	6.8%
Health and related fields	8.7%	15.0%
Business, management and public administration	17.0%	16.4%
Humanities	46.7%	35.8%

SUNY System Administration Office of Institutional Research and Data Analytics :: Dec 15 2023   Source: SUNY Data Warehouse

Student demand at the baccalaureate level has followed a similar pattern, with greater interest in health-related fields and, more broadly, across STEM disciplines including physical and life sciences, math, computer science, and engineering:

SUNY Baccalaureate Degree Enrollment by Broad Discipline Area
Fall 2003 and Fall 2023 *(excludes unknowns)*

Discipline Area	2003	2023
Miscellaneous multidisciplinary studies	1.4%	0.6%
Agriculture, natural resources and conservation	1.9%	2.8%
Personal, protective and transportation services	2.2%	3.3%
Humanities	8.2%	3.9%
Visual and performing arts, and communications technologies	8.2%	6.7%
Education	12.9%	7.4%
Architecture, engineering, and related technologies	5.9%	7.5%
Mathematics, computer and information sciences	5.3%	7.8%
Health and related fields	5.9%	9.2%
Physical and life sciences and technologies	8.6%	12.4%
Business, management and public administration	17.6%	16.6%
Social and behavioural sciences and law	21.8%	21.9%

SUNY System Administration Office of Institutional Research and Data Analytics :: Dec 15 2023   Source: SUNY Data Warehouse

Healthy campuses consistently engage in ongoing academic portfolio optimization conversations through the shared governance process with students and faculty, with regional employers and labor unions, and with other campus partners. This allows campuses to grow successful programs, modernize programs that are out of alignment with regional needs, and—where necessary—discontinue programs that are no longer attracting students.

SUNY campuses are undertaking these processes on a regular basis. From 2019 to 2023, SUNY campuses registered new associate degree programs in 23 discipline areas and discontinued associate degree programs in 20 discipline areas. Business, management, marketing, and related support services were

the most common disciplines for both newly registered *and* discontinued programs, suggesting a modernization of offerings within a broader field (for example, 10 office management programs and 6 administrative assistant programs were discontinued—areas where an associate degree no longer translates to economic opportunity). At the baccalaureate level, new programs have been registered in 24 discipline areas and discontinued in 21 discipline areas over the same period.
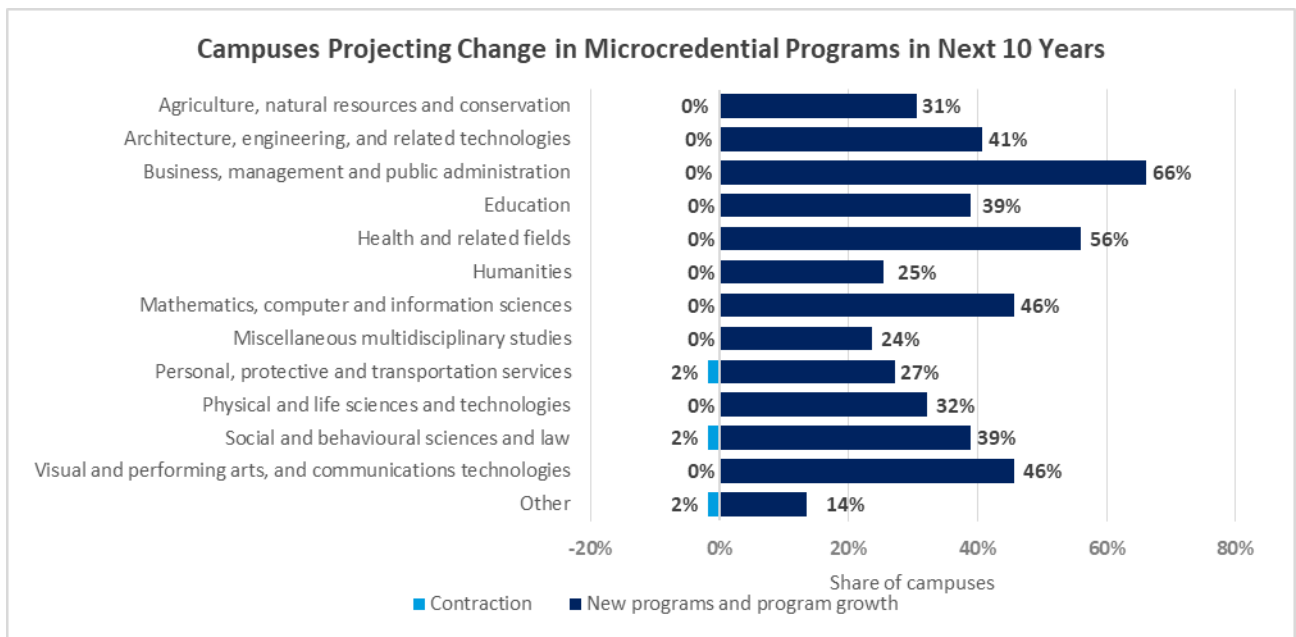
Yet data from across SUNY indicate that academic portfolio optimization has not kept pace with changes in enrollment. While the number of students enrolled in a program is certainly not the only meaningful measure of a program's value to a campus, it is noteworthy that the average number of students per program declined by 47% for associate degree programs from Fall 2012 to Fall 2022; for bachelor's degree programs, average students per program decreased by 12% over the same period. As a result, there are more programs serving only small numbers of students on particular campuses. At the associate degree level, the share of programs with fewer than 10 students has increased in every major disciplinary area. At the bachelor's degree level, there are significantly more programs with fewer than 10 students in the agriculture, education, and humanities disciplines, while the share of programs with fewer than 10 students has decreased substantially in math, computer, and information sciences and in personal, protective, and transportation services.

Building Strong Programs for SUNY's Future

SUNY campuses have identified significant opportunities for new programs and program growth over the next decade as they work to help students achieve their dreams and secure upward mobility while serving as anchors of economic and community development in their regions.

Microcredentials

Microcredentials are projected to be a particular source of growth across SUNY campuses. The largest number of new microcredential programs over the next decade are expected in business, management, and public administration (41% of campuses); health and related fields (32% of campuses); math, computer science, and information sciences (31% of campuses), and visual and performing arts and communications technologies (31% of campuses). Those disciplines are also expected to see the most enrollment growth among existing programs:[4]
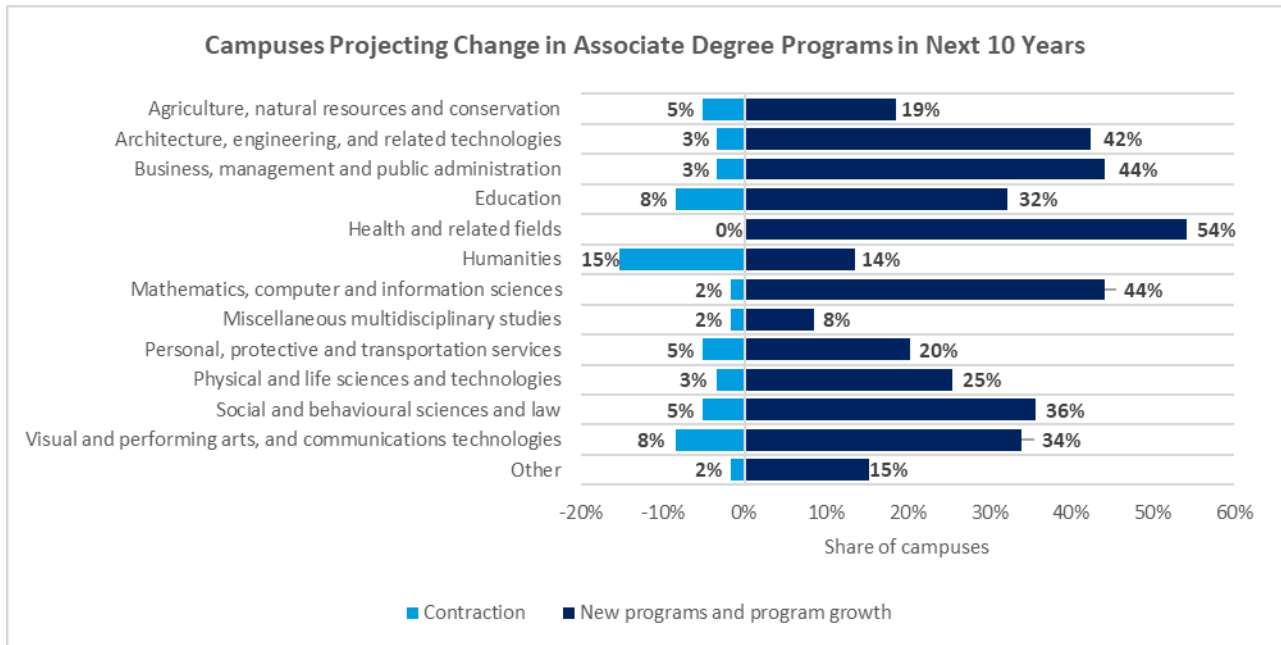
Campuses Projecting Change in Microcredential Programs in Next 10 Years

Discipline	Contraction	New programs and program growth
Agriculture, natural resources and conservation	0%	31%
Architecture, engineering, and related technologies	0%	41%
Business, management and public administration	0%	66%
Education	0%	39%
Health and related fields	0%	56%
Humanities	0%	25%
Mathematics, computer and information sciences	0%	46%
Miscellaneous multidisciplinary studies	0%	24%
Personal, protective and transportation services	2%	27%
Physical and life sciences and technologies	0%	32%
Social and behavioural sciences and law	2%	39%
Visual and performing arts, and communications technologies	0%	46%
Other	2%	14%

Share of campuses

■ Contraction ■ New programs and program growth

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[4] An individual campus can be counted in both "contraction" and "new programs and program growth" if it has identified programs within the discipline in each category.

Associate degrees

Campuses project creating far fewer new associate degree programs than microcredential programs over the next decade. The areas of greatest emphasis for new programs are health and health-related fields (10% of campuses); physical and life sciences and technologies (8% of campuses); business, management, and public administration (7% of campuses); and math and computer and information sciences (7% of campuses).
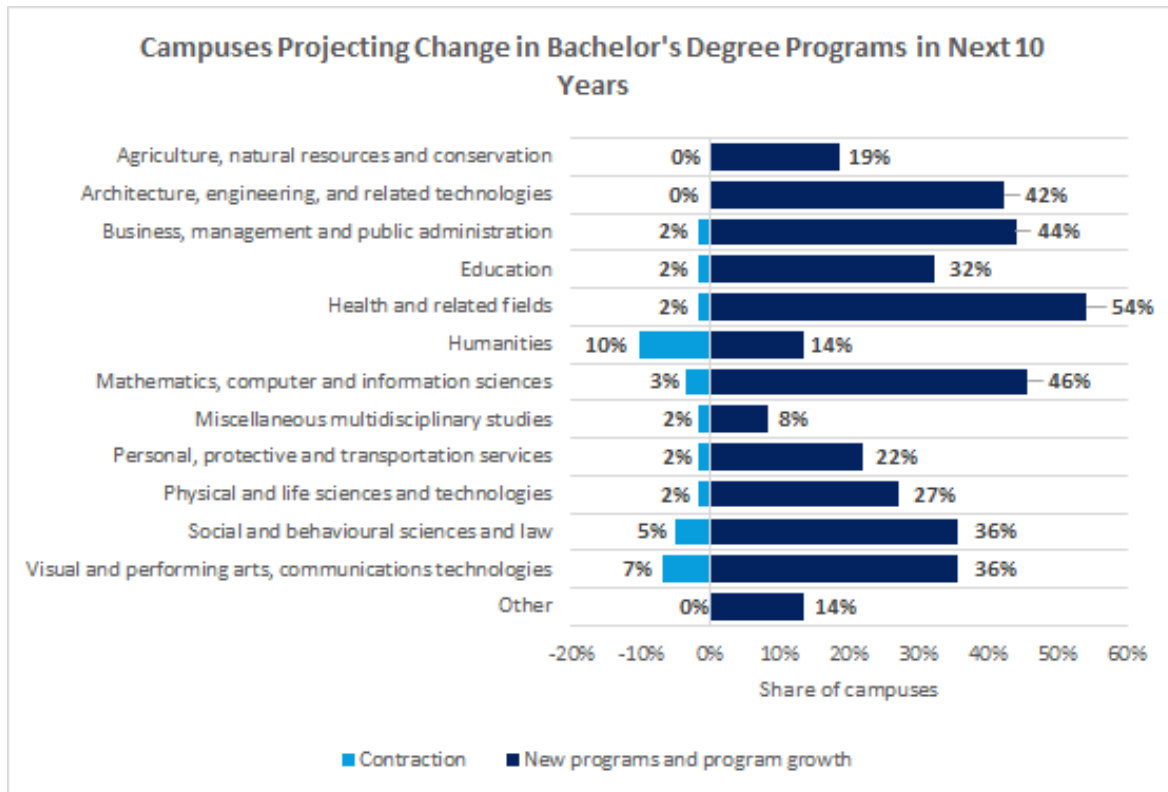
Enrollment growth is also expected in current associate degree programs in health-related fields and in math and computer and information sciences, as well as in business, management, and public administration and in architecture, engineering, and related technologies—pointing to the importance of continued academic portfolio optimization to meet student interest:

Campuses Projecting Change in Associate Degree Programs in Next 10 Years

Field	Contraction	New programs and program growth
Agriculture, natural resources and conservation	5%	19%
Architecture, engineering, and related technologies	3%	42%
Business, management and public administration	3%	44%
Education	8%	32%
Health and related fields	0%	54%
Humanities	15%	14%
Mathematics, computer and information sciences	2%	44%
Miscellaneous multidisciplinary studies	2%	8%
Personal, protective and transportation services	5%	20%
Physical and life sciences and technologies	3%	25%
Social and behavioural sciences and law	5%	36%
Visual and performing arts, and communications technologies	8%	34%
Other	2%	15%

Share of campuses

■ Contraction ■ New programs and program growth

Bachelor's degrees

At the bachelor's degree level, projected new program creation over the next decade is most pronounced in physical and life sciences and technologies (17% of campuses); business, management, and public administration (15% of campuses); and visual and performing arts, and communications technologies (15% of campuses).

Campuses expect a greater emphasis on growth within existing Bachelor's degree programs, with the most campuses projecting enrollment growth in health and related fields; math and computer and information sciences; business, management, and public administration; and architecture, engineering, and related technologies:

Campuses Projecting Change in Bachelor's Degree Programs in Next 10 Years

Field	Contraction	New programs and program growth
Agriculture, natural resources and conservation	0%	19%
Architecture, engineering, and related technologies	0%	42%
Business, management and public administration	2%	44%
Education	2%	32%
Health and related fields	2%	54%
Humanities	10%	14%
Mathematics, computer and information sciences	3%	46%
Miscellaneous multidisciplinary studies	2%	8%
Personal, protective and transportation services	2%	22%
Physical and life sciences and technologies	2%	27%
Social and behavioural sciences and law	5%	36%
Visual and performing arts, communications technologies	7%	36%
Other	0%	14%

Share of campuses

■ Contraction   ■ New programs and program growth

Top discipline areas for projected short-term growth

Over the next five years, SUNY campuses expect to see their fastest enrollment growth in:

- Health and health-related fields (68% of campuses rank this discipline in their top 5)
- Math and computer and information sciences (54% of campuses)
- Architecture, engineering, and related technologies (46% of campuses)
- Business, management, and public administration (42% of campuses)
- Education (32% of campuses)

On the projected growth in education, it is important to note that SUNY is the state's largest educator preparation provider and that these programs are vital both to SUNY and to the success of New York's K-12 public education system.

Economic opportunity and upward mobility

New York State's Office of Strategic Workforce Development, a division within Empire State Development, identifies emerging and high-growth industry sectors. SUNY campuses are seeing significant demand in these sectors, demonstrating strong alignment between SUNY program offerings and the potential for economic opportunity and upward mobility for SUNY students.

Programs preparing students for advanced manufacturing; software and digital media; biotech and life sciences; and cleantech and renewable energy are particular areas of emphasis for SUNY campuses:

Leveraging the SUNY System and Cross-Campus Collaboration

SUNY is the nation's largest comprehensive state system of public higher education, providing campuses with unique opportunities to—as Governor Hochul said in her 2022 State of the State Address—"lean into the strengths of each part of the SUNY System." This means campuses can specialize and grow in their particular areas of comparative advantage; high-cost programs can be developed collaboratively and regionally rather than individually and inefficiently; and students can benefit from an incredibly diverse range of System-wide programs and courses.

As part of regularly reviewing their programs utilizing shared governance processes with faculty and students and in partnership with regional employers, labor unions, and other partners, SUNY campuses are expected to continuously evaluate opportunities for regional cross-campus collaborations that draw on their individual strengths to meet student needs.

Examples from across the SUNY System include:

- **Jefferson Community College and Mohawk Valley Community College collaboration in surgical technology:** Through the JCC/MVCC partnership, first-year general education requirements can be completed at Jefferson before students receive technical training from MVCC. The surgical technology program is accredited by the Accrediting Bureau of Health Education Schools and taught by MVCC faculty. Upon successful completion, graduates are eligible to sit for the certified surgical technologist (CST) exam, which is recognized nationwide.
- **Brookhaven Science Associates Collaboration**: SUNY College of Environmental Science and Forestry (ESF) is partnering with local high schools, community colleges, and Brookhaven Science Associates to develop joint research projects. Projects will combine outreach in K-12 schools and enrichment programs to train the next generation of New Yorkers for the scientific and technical workforce needs of the future.
- **Nursing Collaboration – Cayuga Training Center**: Tompkins Cortland Community College is collaborating with health care industry partners, local colleges, area high schools, and BOCES to provide a co-located, career-focused approach to health care and nursing education in all aspects of the admissions, enrollment, learning and completion processes.
- **SUNY Potsdam – Jefferson Community College Partnership**: SUNY Potsdam and Jefferson Community College will continue a partnership—started in the late 1980s—to offer courses at Jefferson Community College. In 2003, the Potsdam@Watertown program was approved as an extension site for SUNY Potsdam and supports the offering of three undergraduate degree programs: business administration (BS), childhood/early childhood (BA), and early childhood (BA) with enrollment of around 50 students. The campuses will expand this partnership by adding additional programs (e.g., a proposed joint BS in public health) and exploring additional professional and administrative shared services. Jefferson is sharing workforce development data with SUNY Potsdam so that associate-to-bachelor's degree programs can be aligned with local and regional needs.
- **Community College Health CARES Consortium**: Herkimer and Onondaga Community Colleges are partnering to accelerate targeted pathways and provide pathway agreements and enhancements in health information technology, health services management, PTA, and direct support professional to human services programs.

- **Leveraging local colleges and industry partnerships to build out academic programs:** SUNY Canton is partnering with local hospitals to inform their nursing programs, offering advanced nursing degrees in collaboration with SUNY Upstate Medical, and creating MOUs with community colleges for program offerings.
- **Launching Dual Admission at Suffolk Community College and Stony Brook University**: Beginning in the Spring of 2023, Suffolk County Community College and Stony Brook University collaborated to enhance the pathways by which traditional students from Suffolk County (typically high school seniors) could easily navigate a pathway from SCCC to SBU, thus maintaining a transfer pipeline from SUNY's largest community college to its downstate flagship university. Under this collaboration, seniors from Suffolk County who applied to SBU but were not admitted as freshmen were referred specifically to a Stony Brook Seawolves@Suffolk landing page, inviting students with a specific interest in Stony Brook to begin their academic journey at Suffolk, with information about transfer requirements, co-advising, and other information. Approximately 125 students took advantage of this collaboration, and are identified as Seawolves@Suffolk students for the purpose of establishing a learning community cohort.

Financial Sustainability

SUNY's commitment to excellence in operational and fiscal stewardship on behalf of the students and taxpayers we serve anchors SUNY's success and enables us to provide extraordinary value to New Yorkers. Fiscal sustainability requires both ongoing revenue increases *and* continuous attention to operational efficiency, along with a commitment to the difficult decisions necessary to ensure SUNY's fiscal health.

Overall Investment and Economic Impact

Thanks to the investments of students and their families, the State of New York, the federal government, local communities, and private industry, SUNY's campus operations reflect approximately $13.5 billion in revenues. This revenue supports annual investment in the instruction of nearly 1.4 million enrollments (with more than 367,000 students in credit-bearing courses), support for research, and lifesaving activities at our health and hospital-related entities:

State University of New York (SUNY) 2020/21 Campus Revenues: National Center for Education Statistics ($M)										
	Net Tuition and Fees	State	Local	Federal	Private	Auxiliary	Hospitals	Ed. Activities and Ind.	Other	Total
State-operated Campuses	$1,431.6	$3,540.2	$8.4	$1,384.5	$391.0	$479.8	$3,646.7	-	$335.1	**$11,217.3**
Community Colleges	505.7	547.4	524.2	549.0	10.5	11.1	-	0.5	103.8	**2,252.2**
Total	**$1,937.3**	**$4,087.6**	**$532.5**	**$1,933.5**	**$401.5**	**$490.9**	**$3,646.7**	**$0.5**	**$438.9**	**$13,469.5**

These activities have a direct benefit to the students, faculty, and staff that we serve and employ, and a multiplier effect on the economies of the areas where SUNY operates. Ninety-three percent of New Yorkers live within 15 miles of a SUNY campus, nearly 100% live within 30 miles, and all benefit from SUNY's operations.

According to the Rockefeller Institute of Government (RIG), SUNY's economic impact in 2018 was $28.6 billion, or 1.9% of the gross state product.[24] For every $1 the State invests in the SUNY System, there is an $8.17 return. That means the $4.1 billion invested by New York State in SUNY campuses resulted in a nearly $33.4 billion return, a staggering number representative of not only the work and efforts of every SUNY employee but of the trust shown—and the benefit received—by the State of New York from the SUNY System.

State University of New York (SUNY) Return on Investment (ROI) From New York State Support ($M)		
Region[5]	State Funding	Return on Investment
Capital Region	$374.5	$3,059.4
Central NY	454.1	3,709.6
Finger Lakes	231.0	1,887.3
Long Island	763.7	6,239.6
Mid-Hudson	282.1	2,305.0
Mohawk Valley	385.2	3,147.1
North Country	181.0	1,478.8
NYC	272.1	2,223.2
Southern Tier	72.7	593.6
Western NY	1,071.3	8,752.6
Total	$4,087.6	$33,396.0

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[5] Note that SUNY Empire has over 35 locations across New York State but is shown in the Capital Region of this table for consistency and ease of reporting.

Financial Trends

Revenue from the State is SUNY's largest single source of funding. As described in earlier sections, Governor Hochul's and the legislature's historic investments of $163 million in ongoing annual operating aid in 2023-24, along with commitments in the State Financial Plan of $54 million more in each of the next two years, is fueling growth and stability across SUNY's State-operated campuses. Likewise, community colleges are avoiding $78 million in lost direct state tax support in 2023-24 alone, thanks to the 100% Community College Funding Floor.

History of State Support to SUNY Four-Year Institutions ($M)
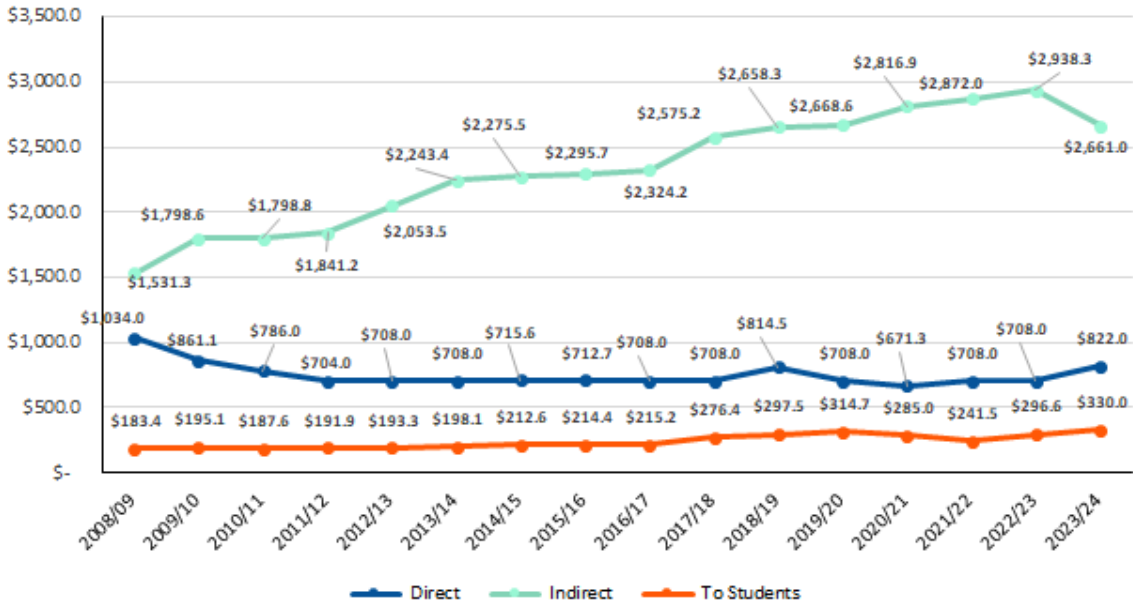
History of State Support to Community Colleges (Appropriated) ($M)
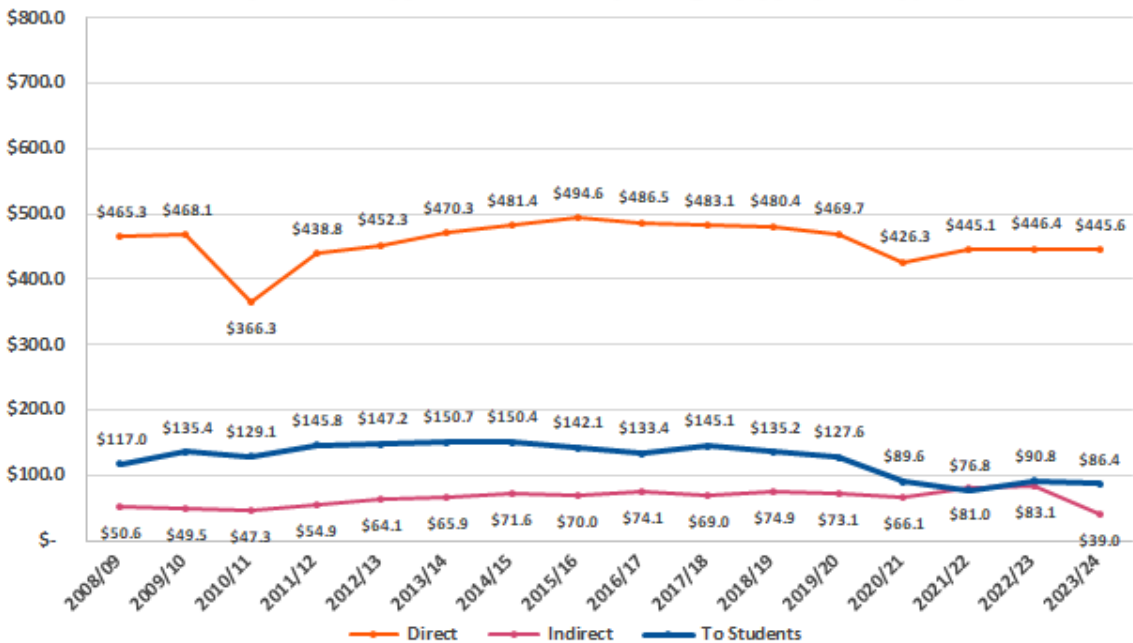
This essential support is just one component of the investment made by the State in postsecondary education. The State invests approximately 9% of its General Fund spending in higher education, ranging from both direct and indirect investment in SUNY and the City University of New York (CUNY), to direct investment in private not-for-profit institutions and in the students who attend any of the state's higher education institutions.

2020-21 Percentage of Select State General Fund Spending on Postsecondary Education -
NCES Data Reporting / NASBO State Spending Reports

State	Percentage
NC	19.6%
FL	16.0%
TX	13.5%
OH	10.5%
CA	9.6%
NH	9.5%
NY	9.1%
VT	7.3%
ME	7.3%
CT	7.2%
IL	6.3%
NJ	5.3%
PA	5.1%
RI	5.0%
MA	3.7%
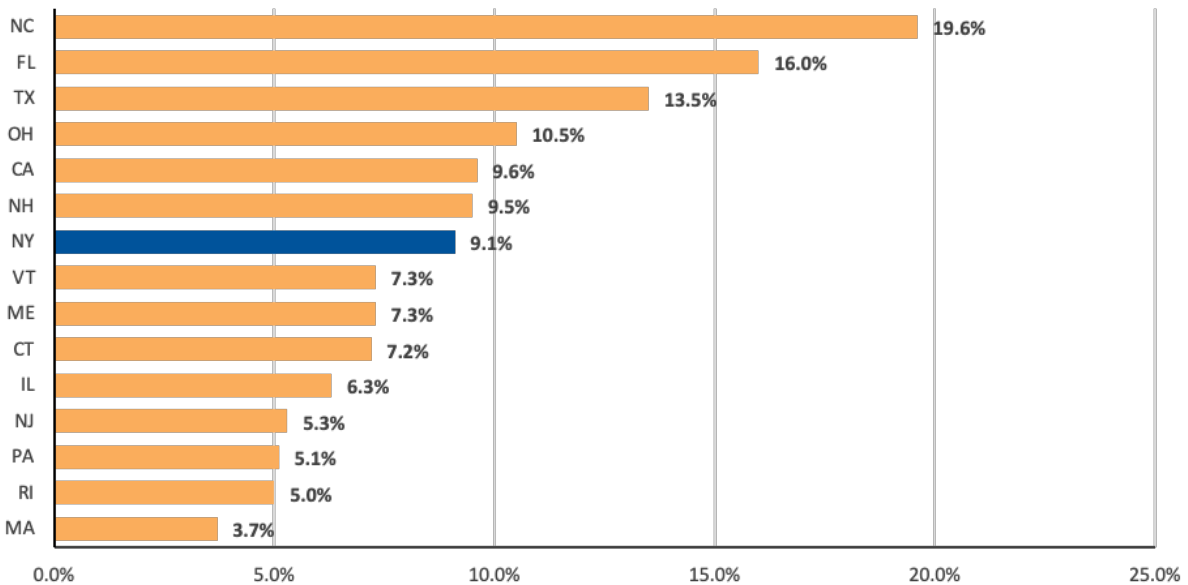
Finally, additional resources come to all our institutions via tuition paid by students attending SUNY institutions. Thanks to the generosity of the State, and as shown on the following charts, SUNY State-operated campuses have relatively low tuition and fees compared to other states. This reinforces SUNY's incredible value and creates space for SUNY to enact moderate increases in tuition while remaining extremely competitive with other states.

2023/24 Average Public Four-Year Resident Tuition & Fees SUNY vs. Peer States

State	Tuition & Fees
Pennsylvania	$16,150
Michigan	$15,425
Virginia	$15,162
Massachusetts	$14,839
Ohio	$13,016
Middle States	$12,110
Texas	$11,187
California	$10,641
SUNY	$9,413
CUNY	$7,570
Florida	$6,364

$11,260: US Average
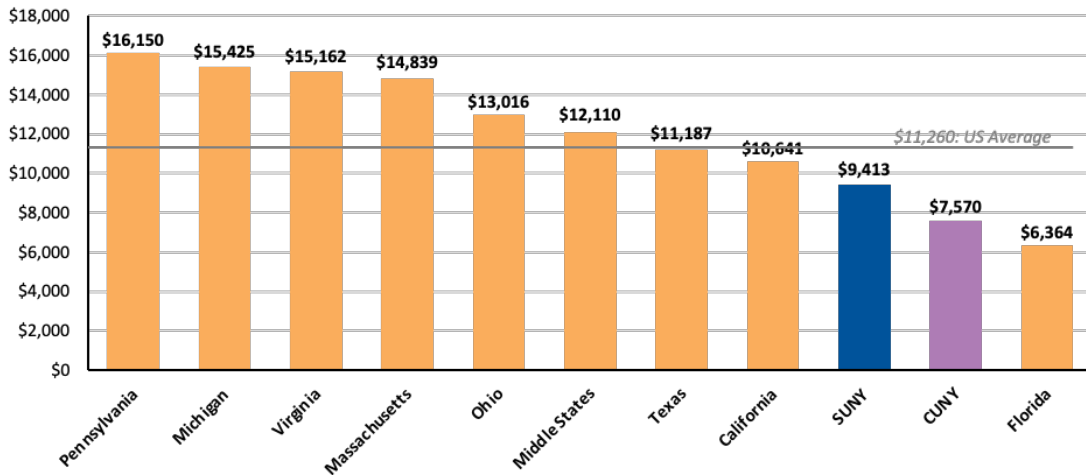
2023/24 Average Public Two-Year In-State Tuition & Fees SUNY vs. Peer States

State	Tuition & Fees
Massachusetts	$7,061
Pennsylvania	$6,016
Middle States	$5,770
SUNY	$5,699
Ohio	$5,459
CUNY	$5,440
Virginia	$5,409
Michigan	$4,424
Florida	$3,242
Texas	$3,157
California	$1,436
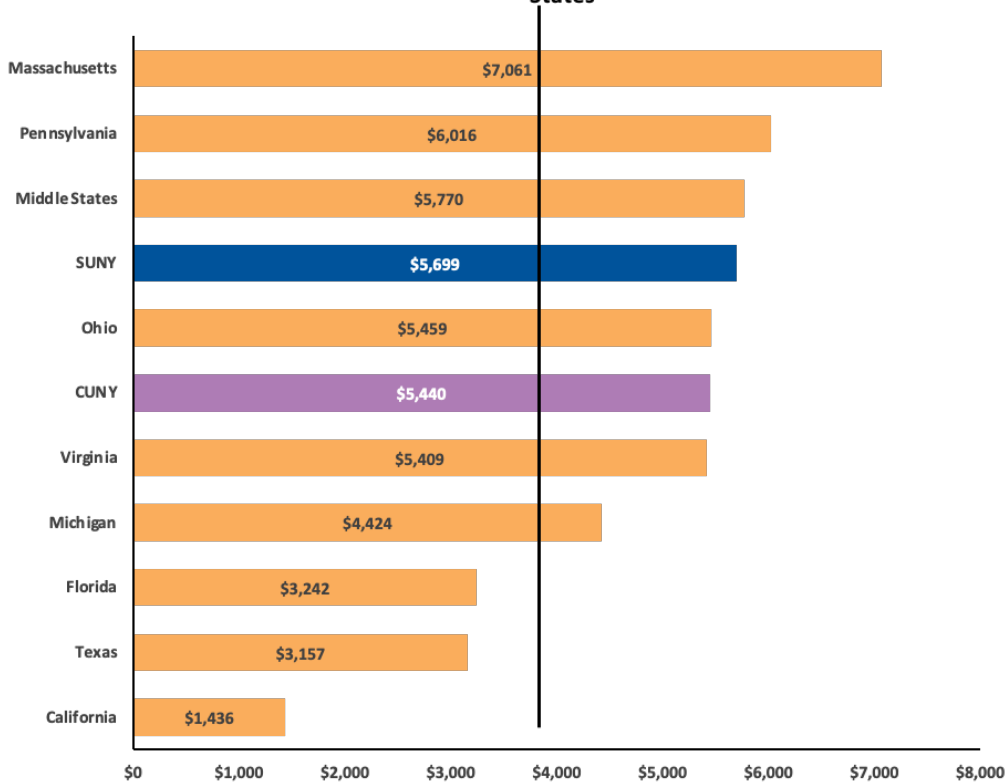
To provide further context on the impact of this State investment and SUNY's funding from all other sources, the following table shows SUNY's spending compared to a select group of other public university systems from across the nation, adjusted for the cost of living in each state.[6]

State University of New York (SUNY) Select Public System Educational Resources and Educational Spending: Regionally Adjusted (Total in $M)				
	Educational Resources[7]		Educational Spending[8]	
Sector	Total	Per FTE	Total	Per FTE
CA Community College System	$6,042.7	$10,726	$6,680.7	$11,858
CA State System	6,401.4	14,557	6,745.3	15,339
CUNY	3,065.3	15,340	3,922.8	19,688
PA State System	1,569.6	18,434	1,697.9	19,941
SUNY	5,742.4	18,464	6,437.7	20,700
State System of FL	6,726.2	20,244	6,495.5	19,549
TX A & M	3,128.4	23,391	3,104.2	23,210
TX State Technical Colleges	170.0	22,612	201.8	26,847
TX State University System	1,247.5	17,122	1,133.3	15,554
TX Tech University System	1,392.8	24,318	1,414.5	24,697
University of CA	8,132.3	27,308	14,372.5	48,262
University of MA	1,892.4	27,517	1,848.0	26,872
University System of NH	574.1	23,643	530.4	21,842
VT State Colleges	140.7	20,021	136.8	19,464

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[6] Cost of living adjustments utilize the Implicit Modifier from the Regional Price Parities by State and Metro Area report from the U.S. Bureau of Economic Analysis which, while allowing for some level of equalizing of cost, should be noted to not fully adjust for the specific areas within each state wherein the institutions are situated.

[7] Educational Resources includes gross tuition and fees, State support, and local support.

[8] Educational Spending includes instruction, academic support, student services, scholarships/waivers, and institutional support.

Long-Term Fiscal and Operational Sustainability

The basic fiscal health of any organization relies on sufficient resources to offset core expenditures related to its operations.

At SUNY, longer-term projections of fiscal status and operational stability provide a window into what would occur if the current status quo—adjusted and not adjusted for potential revenue actions—remained in place.

As the following chart shows, System-wide expenditures are projected to grow to $6.9 billion by 2033-34, accounting for both collective bargaining agreements and cost controls intended to promote efficiency.[9] With no investment in resources beyond the committed increases in the State's current financial plan, SUNY would face a $1.1 billion annual shortfall at the end of this period. *With* reasonable, predictable, ongoing increases in resources, SUNY would instead face an $89.1 million annual shortfall by the end of this period.

**Top-Level Long-Term Fiscal Stability Forecast:
State-operated Campuses and Community Colleges
($M)**

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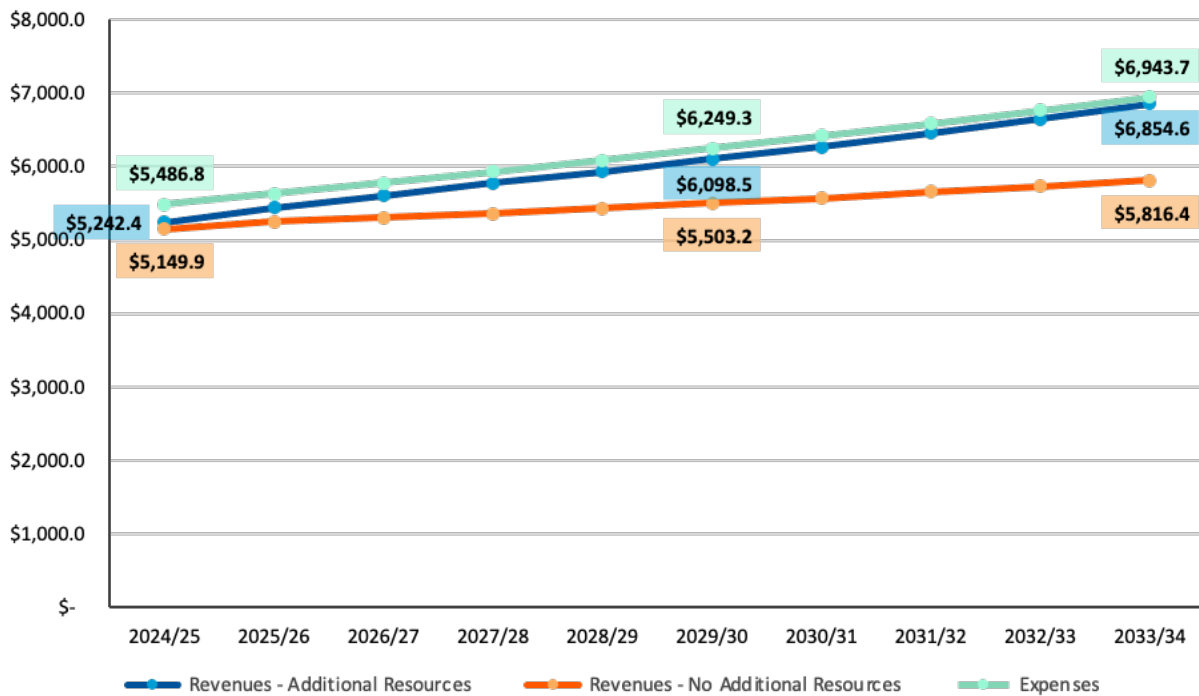
[9] Please note that these numbers reflect the Academic Activity of the institutions alone, and do not reflect any dormitory, hospital, foundation, or other related entity activity.

| Assumptions	
Global Assumptions	$54.0M in 2024/25 and 2025/26 for State-operated Campuses State Maintains 100% Funding Floor for Community Colleges State Maintains Support for Indirect Costs as Applicable 1.0 Percent Sponsor Support Per Annum increase for Community Colleges 2.0 / +2.5 Percent Chargeback Revenue increase for Community Colleges
Revenue Activity: ***With Additional Resources***	Additional revenues equivalent to the following per annum: - *+3.0 Percent Resident UG with 1.2X University Centers* - *+2.0 Percent Non-Resident UG* - *+2.0 Percent Resident Graduate & Professional* - *+1.5 Percent Non-Resident Graduate & Professional* - *+1.0-~2.0 Percent Fee Increases*
Revenue Activity: ***No Additional Resources***	No additional revenues equivalent to the following per annum: - *+3.0 Percent Resident UG with 1.2X University Centers* - *+2.0 Percent Non-Resident UG* - *+2.0 Percent Resident Graduate & Professional* - *+1.5 Percent Non-Resident Graduate & Professional* - *+1.0-~2.0 Percent Fee Increases*
Expense Items	- +3.5 Percent Per Annum Salary Increases - +2.0 Percent Per Annum Non-Salary Increases - +4.0 Percent Per Anum Benefits Increases (Community Colleges Only)
Cost Controls[10]	- -0.5 Percent Per Annum Active Workforce Management - -1.0 Percent Per Annum Non-Salary Controls - -0.3 Percent Per Annum Benefits Controls
Enrollment	- Fall 22 to Fall 23 FTE percent change per annum[11]

Without reasonable, predictable, and reliable increases in resources over the next decade, SUNY will fail to achieve operational sustainability and be unable to meet the needs of New York State's students, families, and employers. While the above model uses tuition increases to create projections, there are effectively two revenue sources that can serve this vital role: One is sustained and predictable tuition and fee increases, and the other is continued increases in Direct State Tax Support.

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[10] Could also reflect an equivalent additional revenue figure
[11] Average = University Centers: +0.5%, Other Doctorals: -0.3%, Comprehensives: -0.1%, Technology: +2.0%, CCs: +2.1%

SUNY Strategy for Fiscal Sustainability

SUNY's strategy for long-term fiscal sustainability includes:
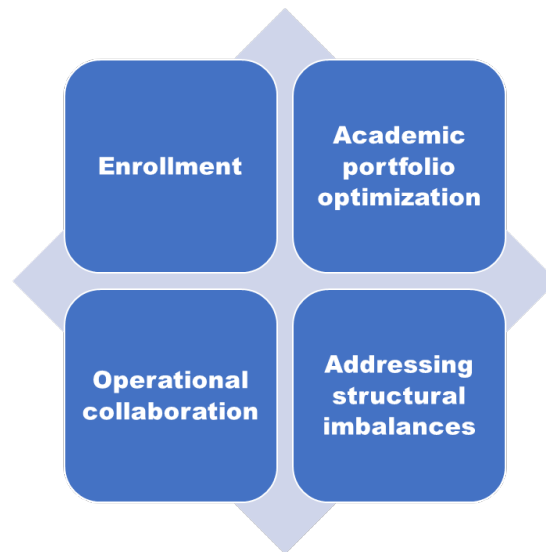
Please see the *Enrollment* and *Academic Portfolio Optimization* sections of this report for detailed summaries of SUNY's strategies in those areas.

Operational collaboration

SUNY is committed to using its size, geographic reach, campus proximity, and unique assets to identify opportunities for collaboration, operational efficiencies, and improved services. This is true at both the System level—where opportunities for System-wide efficiency in areas like back-office operations are high priority—and between and among individual campuses.

The SUNY System boasts a robust array of collaborative initiatives spanning academic excellence, operational effectiveness, and student success. These collaborations highlight a concerted effort to enhance the quality of education and operational efficiency System-wide. Successful examples, in addition to those described in earlier sections of this report, include shared activity related to procurement and travel between Binghamton University and SUNY Delhi, shared grant writers between Adirondack Community College and Fulton-Montgomery Community College, and partnerships between ESF and SUNY Onondaga.

At least 30 campuses have identified additional operational collaboration opportunities already underway or prioritized for the near-term, including:

- **SUNY Genesee** is collaborating on the Information Technology Exchange Center (ITEC) Banner Hosting and Security Operations Center transition with SUNY Buffalo State and SUNY System to enhance operational efficiency and security.
- **SUNY North Country** is developing a streamlined registration process for incoming students. North Country Community College is spearheading a case-management program developed to assist new students to understand, learn, and successfully navigate the requirements associated with college attendance and success. This includes orientation and support, along with other non-academic items.

- **SUNY Adirondack** is furthering operational collaboration in health care services for students. Partnering with Glens Falls Hospital and Hudson Headwaters Health Network, SUNY Adirondack is working to have a registered nurse from Glens Falls Hospital on-site five days a week to assist students who need health care. Additionally, Hudson Headwaters Health Network (a regional health care provider) brings a mobile health van to campus twice a month to provide acute care at no cost to the college.
- Partnering with **SUNY Potsdam**, Clarkson University, and St. Lawrence University, **SUNY Canton** is finding opportunities to leverage purchasing power and share professional and staff development with neighboring institutions, including entering into a joint bus contract for athletics.

SUNY will continue to prioritize, support, and accelerate these efforts System-wide.

Increasing fiscal sustainability

SUNY recognizes that campus financial and operational health are essential prerequisites to achieving SUNY's four priority pillars and being a good steward of public funds. That is why SUNY is ensuring campuses have the resources to succeed and the support needed to make the tough decisions fiscal sustainability requires.

SUNY System Administration is committed to providing campuses with intensive, individualized support to address fiscal challenges. Campuses can count on support from SUNY System's finance and administration team, as well as all SUNY System component offices. SUNY partners with our campuses to analyze the source of fiscal challenges; develop and implement campus-led solutions that support students, faculty, and staff; and identify opportunities for revenue growth and strategies for operational efficiency.

Campus Spotlights: SUNY Potsdam and SUNY Fredonia

Since the beginning of the academic year, two SUNY campuses have released blueprints developed by campus leadership to ensure a stronger future:

- **SUNY Potsdam:** SUNY Potsdam lost 38% of its total enrollment over the past decade. The campus has faced operational deficits since 2013-14, and exhausted all its cash reserves years ago. After ending the 2022-23 academic year with a $10.4 million deficit, new President Suzanne Smith developed an operational stability plan envisioning a healthy campus of 2,500 students by aligning academic programming with student enrollment needs, investing in strengths and growth areas, and establishing a stronger fiscal health framework. Following campus consultation, President Smith advanced a proposal to discontinue nine undersubscribed programs, which was approved by SUNY and the New York State Education Department. Following the historic investment in SUNY by the State of New York in 2023-24, SUNY provided SUNY Potsdam with a $2.5-million increase in ongoing annual operating funding, representing a 23% increase in direct State tax support in a single year.

- **SUNY Fredonia:** SUNY Fredonia lost 40% of its total enrollment over the past decade, during a period that saw only a 15% reduction in staff. In December, President Stephen Kolison outlined a blueprint to balance Fredonia's budget within five years and make investments in growth areas including a new master's degree program in mental health counseling, a proposed MBA in

accounting for Fall 2024, and developing an RN-to-BS program to provide opportunities for registered nurses interested in completing a bachelor's degree. The campus plan also includes the proposed discontinuation of 13 programs that together enroll 74 students, or less than 2% of the campus population. Many of these programs were identified as undersubscribed in 2018, but no action was taken to discontinue or modernize these offerings at that time. Other recent steps include addressing enrollment declines by strengthening the campus's enrollment management division, such as by hiring a vice president for enrollment management. SUNY allocated the State's operating aid investment to provide SUNY Fredonia with a $2.8-million increase in ongoing annual direct State tax support, representing a 25% increase in State operating aid in a single year.

Campus Spotlights: Buffalo State University, SUNY Delhi, and SUNY Maritime

Other SUNY campuses are continuing along their paths to fiscal sustainability and strong futures:

- **Buffalo State University:** Buffalo State University lost 42% of its enrollment over the past decade. Under the leadership of Interim President Bonita Durand, Buffalo State is taking important steps towards financial sustainability, including instituting a hiring freeze and reviewing academic offerings to ensure they meet student demand. The campus is also focused on enrollment strategies, and this year saw a promising 16% increase in first-time undergraduate enrollment. SUNY provided Buffalo State with a $5.3-million increase in ongoing annual operating funding in 2023-24, representing a 26% increase in direct State tax support in a single year.

- **SUNY Delhi:** Starting in 2022, SUNY Delhi embraced a multi-pronged approach toward fiscal sustainability. The college demonstrated successful efforts to grow enrollment and expand industry partnerships. While SUNY Delhi has seen a 19% decline in total enrollment over the past decade, Fall 2023 brought a 5.3% enrollment gain. First-time undergraduate enrollment is up even more, with a 16% increase from Fall 2022 and the largest first-year class in six years. Through collaboration with shared governance, the college is diligently addressing a nine-year structural deficit via numerous budget reduction strategies including optimizing administrative costs, leveraging shared services, streamlining programs, and refining the organizational structure through attrition. The campus is also prioritizing revenue generation in partnership with employers and donors. SUNY provided SUNY Delhi with a $1.9-million increase in ongoing annual operating funding in 2023-24, representing a 35% increase in direct State tax support in a single year.

- **SUNY Maritime:** SUNY Maritime's enrollment has declined 23% over the past decade. Maritime provides a unique and extraordinary value by preparing students for careers in the global marine transportation industry, the business of shipping, engineering, energy, facilities management, finance, the armed forces, and public service. As part of a targeted enrollment initiative, the campus is increasing marketing and outreach to increase the share of accepted students who choose to enroll. The campus is also implementing a more comprehensive approach to increasing retention through student advising and support. Maritime faces a specific challenge due to the cost of the hallmark Summer Sea Term program, which can be approximately $15,000 and is borne primarily by students. SUNY provided SUNY Maritime with a $1.4-million increase in ongoing operating funding in 2023-24, representing a 19% increase in direct State tax support in a single year.

National Context: Closures and Mergers Among Private Colleges

As a result of national enrollment trends and financial management decisions, private colleges and universities across the country have increasingly faced crisis points that threaten their future. Recent closures and mergers are listed below, and unfortunately the list of impacted New York State institutions is growing with the addition of the College of Saint Rose, Medaille University, and Cazenovia College.

Year Announced	Closure	Merger / Other
2019	NA	Claremont School of Theology (CA)
2020	Concordia U. (OR) MacMurray College (IL) Nebraska Christian College (IL) Urbana U. (OH)	Watkins College of Art (TN) Robert Morris U (IL) Pine Manor College (MA) Wesley College (DE) Marlboro College (VT) Ancilla College (IN) Martin Methodist College (TN)
2021	Concordia College (NY) Becker College (MA) Judson College (AL) Ohio Valley U. (WV)	University of the Sciences (PA) Sierra Nevada U. (NV) St. Louis Christian College (MO) Mills College (CA)
2022	Lincoln College (IL) Wave Leadership College (VA) St. John's U. -Staten Island (NY) Chatfield College (OH) Cazenovia College (NY) Holy Names U. (CA)	Marymount CA U. (CA) San Francisco Art Inst. (CA) Indiana U-Purdue U. (IN) Bloomfield College (NJ) Presidio Graduate School (CA)
2023	Presentation College (SD) Finlandia U. (MI) Iowa Wesleyan U. (IA) Cardinal Stritch U. (WI) Medaille University (NY) Cabrini University (PA) Alliance University (NY) Hodges University (FL) Alderson Broaddus University (WV) Lincoln Christian University (IL) Magdalen College of the Liberal Arts (NH)	PA College of Health Sciences (PA) BH Carroll Theological Inst. (TX) St. Augustine College (IL) Salus University (PA) Compass College of Film & Media (MI) Cox College (MO) Maryland University of Integrative Health (MD) Multnomah University (OR)

Source: https://www.highereddive.com/news/how-many-colleges-and-universities-have-closed-since-2016/539379/

Accelerating SUNY's Progress

SUNY is deeply grateful to Governor Hochul and our champions in the state legislature and Congress for their support and their confidence in our trajectory. Our progress to date reflects an enduring commitment to enhancing educational opportunities, driving economic development, and elevating New York's stature as a hub of innovation and academic excellence. In this section, we outline strategic investments and policy reforms that can further catalyze SUNY's success, ensuring that we continue to serve as a cornerstone for New Yorkers' educational aspirations and the state's economic prosperity.

2024-25 SUNY Budget and Legislative Requests

The SUNY Board of Trustees adopted a 2024-25 operating and capital request that includes:

Direct operating aid and investment in the SUNY capital program

- **Maintain Investment in Four-Year Campus Operating Aid Increases: $54.0M**
  The 2023-24 Enacted State Budget Financial Plan, as well as its Mid-Year Update, includes additional incremental direct operating aid to SUNY's State-operated campuses and statutory colleges of $54.0M in each of both 2024-25 and 2025-26, a total incremental add of $108.0M from 2023-24 Enacted levels. These monies will serve to advance student success and support vital investments in support of student completion and high-demand program offerings. It is anticipated that funds would be allocated consistent with the Executive's 2023-24 initial proposal for differentiated tuition increases supporting all State-operated campuses as well as continued mitigation of the cost of student fees to compensated graduate student workers.

- **Provide Support for State-Negotiated Collective Bargaining Agreement Implementation: $86.5M**
  In recognition of the vital work of faculty and professional staff across SUNY's State-operated campuses, SUNY has requested support from the State to financially aid in the implementation of the new contract. In 2024-25, the agreed-upon 3% across-the-board salary increase and increase in adjunct minimum compensation together total approximately $86.5M.

- **Maintain the 100% Community College Funding Floor: Avoidance of $85 Million in Lost Direct State Tax Support**
  The 2023-24 Enacted State Budget continued the maintenance of a 100% "Funding Floor" for the 30 community colleges operating under the program of the State University of New York, putting these unique local/state entities on the same financial footing as all institutions of postsecondary education in New York State. The floor, if included in the 2024-25 Executive Budget as reflected in the Mid-Year State Financial Plan, will ensure that these essential institutions avoid nearly $85M in lost direct State tax support.

- **Maintain 2023-24 Investment Levels: ~$7.5M**
  The current State Financial Plan posits several reductions to existing programs that support distinct areas of the SUNY System, including the Educational Opportunity Program (EOP), investments in nursing programs, and the Maritime Scholarship Program. SUNY requests that

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these programs be maintained at 2023-24 levels, ensuring that there will not be any interruption in their offerings and support to the constituent base.

- **Investment in Critical Maintenance Capital Needs: $1.0B**
  Necessitated by immediate asset renewal needs and a deferred maintenance backlog totaling $8.6B, increased construction costs, and planned demolitions at select campuses to reduce SUNY's physical footprint, which will achieve operational savings and permanently reduce the deferred maintenance backlog, this request item seeks an increase from the current $550.0M in the State Financial Plan to $1.0B per annum, a $450.0M per-year increase.

- **Clean Energy Implementation Fund: $100.0M**
  To aid in SUNY's contributions to New York State's Climate Leadership and Community Protection Act (CLPCA) goals, SUNY is proposing the creation of a "SUNY Clean Energy Implementation Fund." These funds, seeded by bonded State capital and supplemented by existing funds such as the Clean Energy Bond Act, state, local, and federal grants, and ultimately reimbursed to the State through the Inflation Reduction Act (IRA) Direct Pay benefits, would accelerate the implementation of the Clean Energy Master Plans developed at the SUNY State-operated Campuses. Funds would support through the design and construction of geothermal networks, energy efficiency retrofits, full campus electrification, and other clean energy projects.

- **Community College Capital Program[12]: ~$53.0-$196.0M**
  Community College sponsors must first support and provide documentation for 50% of project cost (Local Share), which then drives a 50% State match. Documentation of the local funding commitment must be provided to the Division of the Budget by mid-December each year. The current range reflects the State share driven by community college projects that have secured local sponsor support ($53.0M) as of October 12th, as well as potential projects identified but that have not yet secured local sponsor support. The likely requested State match will likely be ~$100.0M.

Investments in student success and upward mobility

- **Empire State Community College Workforce Guarantee**
  The New York Community College Association of Presidents has developed a proposal to expand workforce development to prepare up to 20,000 career-ready students annually. The Empire State Community College Workforce Guarantee would prepare New Yorkers with the skills and credentials necessary to make them well-prepared for careers in high-demand sectors including health care, advanced manufacturing, IT/cybersecurity, skilled trades, and green jobs.

- **Healthcare Workforce Innovation Fund: $47.0M Operating and $75.0M One-Time Capital**
  In her 2022 State of the State Address, Governor Hochul set an ambitious goal of increasing the health care workforce by 20% to support a stable, strong, and equitable health care system. In response, SUNY established the SUNY Future of Healthcare Workforce Task Force to leverage

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[12] Will vary dependent on Sponsor approvals.

SUNY's role in ensuring the availability of a highly trained, diverse, and sustainable health care workforce. To strengthen SUNY's role in addressing the statewide shortage, four short-term, immediate-priority areas have been identified: invest in simulation to train more nurses; create a SUNY health care educator pipeline; increase diversity and student support; and support critical partnerships and pathway generation. In addition, supplemental one-time capital funds would help support the infrastructure changes needed to leverage simulation in SUNY's nursing schools. Simulation projects will be prioritized based on readiness, increase in nursing enrollment, quality of programs, and collaboration. This combined operating and capital investment will make it possible to enroll over 3,000 more students in SUNY nursing programs and produce over 1,000 more nurses per year; support over 1,000 more adult learners newly entering allied health professions; and support over 100 more Educational Opportunity Program (EOP) students pursuing health care.

- **Pre-Professional Educational Opportunity Program (EOP) Expansion: $5.0M**
  Building upon recent successes through the development of the Pre-Med EOP Program, SUNY requests that the State further invest in this path via the creation of five new program cohorts. These expansion areas could include disciplines such as mental health, law, engineering, nursing, and education, providing students with opportunities for career acceleration and hands-on experiential learning.

- **Empire State Service Corps: $7.5M**
  SUNY is requesting that the State partner with the State University to create the Empire State Service Corps. This statewide service program will build on the work done directly by AmeriCorps or the AmeriCorps-related Excelsior Conservation Corps to allow SUNY students access to opportunities to not only learn in the classroom but also have experiential learning opportunities through directly serving the State. Funds requested would provide for up to 1,000 scholarships towards the full cost of attendance, along with limited funds for ancillary costs related to the prospective program itself.

- **Family-Friendly Campuses: $3.0M**
  Building on proven investments such as the Family Empowerment Act, SUNY seeks to receive isolated funding to support nontraditional students, particularly those students returning to school after stopping out due to family commitments. These funds would be provided through a request for proposal (RFP) process managed by System Administration, and a select group of campuses would be chosen to implement their plans, which would include comprehensive family-friendly initiatives such as guaranteed child care slots, hybrid class policies, language access, and wraparound supports over a multi-year period.

Research excellence

- **Doubling SUNY Research Through Capital Investment: $745.0M – Year One**
  Through investments in research-intensive SUNY institutions, the State could aid in meeting the Governor's challenge for SUNY to double our research activity. This funding would support an earth and climate studies research building at Stony Brook; smart technologies building at

Binghamton University; health, science, and innovation building at the University at Albany; and the AI Center for the Public Good at the University at Buffalo.

Legislative enhancements

- **Make FAFSA Completion Universal**
  Completing the Free Application for Federal Student Aid (FAFSA) opens the door to Tuition Assistance Program (TAP) eligibility as well as federal Pell grants. Studies show that 90% of high school seniors who complete the FAFSA attend college immediately after their senior year, while just 55 percent of seniors who do not complete the FAFSA do so. For high school seniors in the bottom 20% of household wealth, completing the FAFSA meant it was more than twice as likely they would be in college the following fall. In addition, failing to complete the FAFSA meant that the nation's high school graduating class of 2022 left $3.6B in Pell grants on the table, and $200M of that should have gone to New Yorkers. States including California, Illinois, Alabama, New Hampshire, Rhode Island, Nebraska, Oklahoma, Kansas, Texas, and Louisiana already require FAFSA completion of those receiving a diploma. In Louisiana, FAFSA completion increased by 26% the first year the requirement was in place. New York should follow suit and make completing the FAFSA and DREAM Act application universal for all high school seniors.

- **Expansion of Veterans Benefits**
  The current New York State Veteran Tuition Award is limited to eligibility for combat veterans only. By extending the award's eligibility to include non-combat veterans, all forms of service would be recognized. This change could also be bolstered by adding provisions that would allow for, after 10 years of New York State residency, the ability to transfer unused tuition benefits to their children, encouraging family retention in the state and optimizing the utilization of these educational resources for our military families.

- **Expansion of Tuition Assistance Program (TAP) Income Thresholds and Award Levels**
  SUNY is an extraordinary value proposition, and thanks to Governor Hochul's leadership, 53% of full-time resident undergraduate students attend SUNY tuition-free. In addition, fewer SUNY students take on debt—and for those who do borrow, their debt is lower than their peers. Nevertheless, affordability remains a challenge for many students. The income thresholds for TAP have not been updated since the year 2000, which has significantly limited access to affordable degrees for New York State students.

Longer-Term Legislative Agenda

In order for SUNY to fulfill its long-term plan for enrollment and financial sustainability, other important measures include:

- **Sustainable funding for ASAP/ACE:** The 2023-24 enacted budget included $75 million for the SUNY Transformation Fund as a one-year allocation. Currently, 25 SUNY campuses have elected to use their Transformation Funds to support the ASAP and ACE college completion initiatives described in the *Student Success* section. There is a robust body of research that supports ASAP/ACE as an evidence-based strategy validated by randomized controlled trials to increase retention and completion for students. An external evaluation led by MDRC found that

involvement in the ASAP program nearly doubled graduation rates, both at CUNY and when it was replicated in Ohio. For CUNY, 22% of students not in the program earned a degree within three years, compared to 40% of the students participating in ASAP.[25] Similarly, in Ohio, 19% of non-ASAP students earned a degree compared to 35% of ASAP students.[26] Results from CUNY's ongoing quasi-experimental evaluation of ASAP find participating students graduate at more than double the rate of non-ASAP students: 53% vs. 25%.[27] SUNY has made it clear that one of the best enrollment strategies that SUNY will engage in for long-term success is increasing retention. ASAP/ACE has been demonstrated to have a strong effect on retention, and that is why to support SUNY's long-term success, the ASAP/ACE program should be funded at a sustainable level to support student success.

- **Continued TAP modernization**: As noted above, expanding college affordability in New York State is important for students, families, and SUNY. The current maximum income threshold for a dependent student to receive TAP is $80,000—while the state median income for a family of four is $116,765. If TAP had kept pace with inflation since it was last updated in 2000, the current threshold would be $145,000 instead of $80,000. In addition, the situation for independent students—essentially including working adults—is even more dire: the $10,000 threshold for single independent students without dependents has never been updated since it was created in 1986, and independent students who are married with no dependents have an income threshold of $40,000. A person who makes the New York minimum wage of $15 per hour would likely have too high an income to qualify for TAP as an independent student, including the new part-time TAP for workforce credential expansion. SUNY supports the strategic, and much-needed, adjustments to these thresholds as well as increases in award levels as a pivotal tool to aid New York State students succeed in their higher education journey.

- **Predictable and sustained operating support for SUNY campuses:** As described in the *Financial Sustainability* section, SUNY's fiscal health depends in part on additional revenue following completion of the three-year increase for State-operated campuses included in the current State Financial Plan. Two potential sources of revenue are 1) implementation of differentiated tuition increases that would maintain SUNY's competitiveness, provide additional support to all State-operated campuses, and recognize the unique mission and costs of the University Centers; and/or 2) additional annual recurring increases in State operating funds.

Federal Agenda

Federal investment and policy change can also play a catalytic role in SUNY's success:

- **Major increases in federal research funding:** In 2022-23, SUNY campuses generated $349.7M from the Department of Health and Human Services (including the National Institutes of Health), $106.5M in research expenditures from the National Science Foundation, $70.6M from the Department of Defense, and $133.1M from other federal agencies. Building on the extraordinary investment represented by the CHIPS and Science Act, SUNY hopes for continued federal investment in cutting-edge academic research.

- **Establishing short-term Pell:** The New York State Department of Labor, which releases [long-term occupational projections](#), identified 259 occupations for the 2030 long-term outlook that have "very favorable or favorable" outlooks where the median salary is more than $57,000. Of these, 74% require some education beyond a high school diploma. However, not all of these require bachelor's degrees or higher. SUNY currently offers non-degree workforce programs and 500+ microcredentials at 32 campuses in 60+ disciplinary areas that will serve an estimated 7,000 students in Fall 2023. However, the federal Pell grant requires that eligible programs be at least 600 hours—excluding short-term career readiness and workforce development programs. SUNY is encouraged by recent bipartisan Congressional support for short-term Pell and hopes the federal government enacts legislation authorizing Pell grants to be used for short-term workforce development programs, without penalizing Pell-eligible students who attend highly competitive colleges and universities as is the case in the current legislation.

- **Doubling Pell grants:** Pell grants help nearly 7 million low- and moderate-income students attend and complete college annually. Systemwide, about one-third of SUNY students receive a Pell grant to attend college. In the mid-1970s, the Pell grant maximum covered 75% of the cost of attending a four-year public college. Today, the maximum grant covers 28% of the same costs.[28] Increasing the maximum Pell award to $13,000 would help more students afford college, earn a degree, get a good-paying job, and achieve a brighter future.

[1] See: What We Know About Transfer. Community College Research Center at Teachers College, Columbia University. January 2015. Available at: https://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-transfer.pdf

[2] See: Strategies for States and Colleges to Reduce Food Insecurity Among Students. The Hope Center for College, Community, and Justice. January 2023. Available at https://hope.temple.edu/policy-advocacy/closing-college-snap-gap

[3] See: Risk of food and housing insecurity among college students during the COVID-19 pandemic. Glantsman O, McGarity-Palmer R, Swanson HL, Carroll JT, Zinter KE, Lancaster KM, Berardi L. Journal of Community Psychology. 2022 Aug;50(6):2726-2745. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9088266/

[4] See: The Healthy Minds Study 2022-2023 Data Report. University of Michigan School of Public Health available at: https://healthymindsnetwork.org/wp-content/uploads/2023/08/HMS_National-Report-2022-2023_full.pdf and College Students' Anxiety, Depression Higher Than Ever, but So Are Efforts to Receive Care. March 2023. https://sph.umich.edu/news/2023posts/college-students-anxiety-depression-higher-than-ever-but-so-are-efforts-to-receive-care.html#:~:text=It%20found%20that%2044%25%20of,15%2Dyear%2Dold%20survey.

[5] See: The Effects of Community-Based and Civic Engagement in Higher Education: What We Know and Questions that Remain. 2023. The American Association of College and Universities. https://dgmg81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/Effects-of-Community-based-and-Civic-Engagement.pdf

[6] See: The Laws of the State of New York. Education Law §351. Available at https://www.suny.edu/about/mission/#:~:text=The%20mission%20of%20the%20state,and%20vocational%20postsecondary%20programs%20including

[7] See: New York State Education Department Data. Students with Disabilities. Available at https://data.nysed.gov/highered-swd.php?year=2022&state=yes#suny.

[8] See: Use of Supports Among Students with Disabilities and Special Needs in College. National Center for Education Statistics, 2022-071. https://nces.ed.gov/pubs2022/2022071.pdf.

[9] See: "Sparking Early Experiential Learning." National Association of Colleges and Employers. 2013. Available at: https://www.naceweb.org/career-development/internships/sparking-early-experiential-learning/

[10] Ibid

[11] See: The PLA Boost: Results from a 72-Institution Targeted Study of Prior Learning Assessment and Adult Student Outcomes. WICHE/CAEL. 2020. Available at: https://www.cael.org/hubfs/PLA%20Boost%20Paper%20ExecSummary%20-%20Oct%202020.pdf

[12] See: Office of the New York State Comptroller, Green and Growing: Employment Opportunities in New York's Sustainable Economy (Feb. 2022), available at https://www.osc.state.ny.us/files/reports/pdf/green-jobs-in-new-york.pdf. NYSERDA, New York Clean Energy Report (2022), available at https://www.nyserda.ny.gov/-/media/Project/Nyserda/Files/Publications/Clean-energy-industry/2022-CEI-Gen-Report.pdf.

Climate Action Council, Just Transition Working Group Jobs Report (2021), available at
https://www.nyserda.ny.gov/-/media/Project/Climate2022/Files/JTWG-Jobs-Report.pdf.

[13] See: "Moving Beyond Access – College Success for Low-Income, First-Generation Students." The Pell Institute. Available at: https://www.pellinstitute.org/resources/moving-beyond-access-college-success-for-low-income-first-generation-students/

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