

### ***Thoughts on the Commission on Higher Education Preliminary Report***

The Commission on Higher Education's preliminary report focuses powerfully on the supply side of higher education (SUNY/ CUNY) but places much less attention on the demand side (adult students).

#### **What's Not in the CHE Preliminary Report**

While the CHE report calls for lessening the need for remediation, improving financial aid availability for part-time students, and assisting the large non-English speaking population, it does not make specific recommendations for these issues. Here are some fundamental questions we believe the Commission should ask and answer with bold recommendations:

1. How will students get from adult basic education and English for Speakers of Other Languages to credit-bearing college?
2. How will the state work with local employers to make colleges as market-responsive as possible?
3. How will the state assist out-of-school youth in getting to college?
4. How can the state improve the effectiveness of remedial and developmental coursework?
5. How will the state improve the educational attainment of its rising immigrant population?
6. How will the state make college affordable for part-time students?
7. What will the state do about high community college tuition and fees?
8. How will the state hold colleges accountable for achieving positive outcomes?

#### **What is in the CHE Preliminary Report**

Meaningful solutions to help adult students attain postsecondary education are largely confined to the five areas below. These are generally good ideas.

1. Identifying regional training needs and capacities of training providers.
2. Assigning responsibility for statewide workforce planning to a single entity.
3. Aligning higher education policies, curricula, and resources with workforce needs.
4. Providing funding to community colleges for non-credit training as well as enhancing funding for high cost/ high demand occupations.
5. Helping community colleges to adapt to changing needs with start-up course funding and deregulation of course approval procedures.