

STANDARD I: MISSION AND GOALS

MSCHE CRITERIA	LIST OF REQUIRED EVIDENCE	EVIDENCE PROVIDED BY CUNY SYSTEM
1. Clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. Guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. Include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. Are publicized and widely known by the institution's internal stakeholders;	• Mission statement ○ date of last revision ○ list of mission review committee members and evidence of their involvement in mission review and revision ○ evidence of participation and approval by governing body • Sample communications or publications of the mission statement and/or notification of changes to the mission to the institution's internal and external constituencies (select a sample from across a four-year period) • Evidence of alignment between elements of mission and institutional goals and unit-and institution-level planning, resource allocation, program and curriculum development and the definition of institutional and educational outcomes • Sample budget requests or other documentation demonstrating alignment between budget allocations and mission and institutional goals (select a sample from across a four-year period)	The Mission of The City University of New York is embodied in state Education Law, Article 125, as the finding and intent of the New York State Legislature. The University's historic mission continues to this day: Provide a first-rate public education to all students, regardless of means or background. New York State Senate Legislature, Title 7, Article 125 • Section 6201 • Section 6203 • Section 6206
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission	• Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or goal-setting ○ Date of last update ○ Goals with evidence of their relationship to mission (e.g., crosswalk, etc.)	CUNY 2023-2030 Strategic Roadmap CUNY Master Plan

3. Goals that focus on student learning outcomes and student achievement that: a. include retention, graduation, transfer, and placement rates; b. consider diversity, equity, and inclusion principles; c. are supported by administrative, educational, and student support programs and services; and d. prioritize institutional improvement	• Evidence that the institution has set goals that address student learning outcomes, and attainment can be measured using student achievement data including Graduation rates, Retention rates, Transfer rates, Job placement rates • Evidence and trend analysis of the institution’s progress at meeting the established student achievement goals using at least four years of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations: ○ Retention Rates (Available in IPEDS and collected in the AIU) ○ Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU) ○ Transfer Rates (Available in IPEDS and collected in the AIU) ○ Placement rates, and/or • Alternative completion measures including but not limited to: ○ Student Achievement Measure (SAM) ○ Outcomes Measures (OM) (Available in IPEDS) ○ Degrees Awarded, by credential level annually (Available in IPEDS) ○ Pass Rates on standardized examinations ○ Data on Earnings (e.g. College Scorecard) • Evidence that the institution has set goals that consider diversity, equity and inclusion principles • Evidence of alignment between mission, strategic goals, and diversity, equity, and inclusion principles • Student Headcount Data, disaggregated by relevant populations (Available in IPEDS and collected in the AIU) ○ Fall Enrollment ○ 12 Month Enrollment ○ Graduate enrollment if applicable • Human Resources Data, disaggregated by relevant populations (Available in IPEDS) ○ Faculty headcount	Retention Rates, Graduation Rates, Transfer Rates • Most OAREDA dashboards use different methodology from that submitted to IPEDS for computing graduation, retention, and transfer rates. • Use IPEDS Institutional Profiles for all data points that are reported in the AIU, as those are all sourced from IPEDS. Institutional Profiles: https://nces.ed.gov/ipeds/institution-profile/ Institution can be selected, or by adding 6 digit IPEDS code after the slash in the URL. • For alternative metrics using methodology in Strategic Roadmap KPIs, view public version of CUNY Student Data Book. But note there can be methodological differences between the Data Book and IPEDS metrics. • CUNY Student Data Book: View the Retention and Graduation 2 dashboard in the set. Use “1 Year” column and select the following under Table Selections: 1. relevant years from the slider filter, 2. use the <i>institution</i> rate, 3. select “Retention” as the rate type, 4. limit to full time students, 5. produce rates for both FTF and transfer entrants, and 6. select the appropriate degree pursued. Use the Filters to select college and to report on subgroups. Note that ethnicity in this report is OAREDA’s imputed ethnicity which is not the same race/ethnicity reporting required for IPEDS. College IR offices can help match IPEDS figures. • Graduation Rates: Again, IPEDS
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	○ Administrative and staff headcount • Evidence of budgetary support, allocation of resources, and implementation of programs to support student learning outcomes and student achievement • Expense Analysis of related expenses (four-years), as applicable	Institutional Profile is best source. But if want to explore further, use CUNY Student Databook as above but choose “Graduation” for the rate type. For bachelor’s students, 4 Years = 100%, 6 years = 150% and 8 years = 200%. For associate students, 2 years = 100%, 3 years = 150%, and 4 years = 200%. These are also all reported to IPEDS and included in the AIU. Filter by college. • Transfer Rates: Use the IPEDS Institutional Profile. OAREDA does not have a dashboard that presents transfer rates the same way reported to IPEDS. Degrees Awarded • Student Data Book section on Degrees Granted matches what was reported to IPEDS, so either can be used. Data on Earnings • CUNY Wage Dashboard: Select college from college filter. Limit to a degree level if desired. Users can filter by student dimensions of Age, Gender, Race/Ethnicity and Pell. Human Resources Data • OAREDA provides these data to IPEDS but has limited access to the underlying data shared with each college’s IR office. Work with IR to access reports that match what OAREDA reports to IPEDS.
4. Periodic assessment of mission and goals to ensure they are relevant and achievable	• Evidence of strategic plan and mission development processes • Evidence of regular evaluation of mission statement and institutional goals	

