

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

MSCHE CRITERIA	LIST OF REQUIRED EVIDENCE	EVIDENCE PROVIDED BY CUNY SYSTEM
1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential: a. designed to foster a coherent student learning experience and to promote synthesis of learning; b. assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student; and include sufficient course content and program length appropriate to the objectives of the degree or other credential;	- Policy, procedures, and/or methodologies employed for assignment of credit hour for all types of courses, disciplines, programs, credential levels, formats, and modalities (<i>Credit Hour Policy and Procedures</i>) - Course or program review procedures and sample approval documentation (including but not limited to syllabi or course content), as they relate to the credit hour - Documentation of the evaluation process the institution utilizes to verify length of academic period and compliance with credit hour requirements - Evidence and analyses demonstrating that these policies and procedures are consistently applied across programs, course locations, regardless of delivery mode or teaching/learning format - Documentation including the URL and any other source of information where students and the public can access the policy and procedures with evidence that such information is regularly evaluated to ensure accuracy (<i>Verification of Compliance – Assignment of Credit Hours and federal regulation 34 CFR 668.8(k) and (l)</i>)	CUNY Manual of General Policy Article 1 Academic Policy, Programs and Research - Policy 1.05 Academic Program Planning (PDF / Text) - Policy 1.06 Academic Program Review (PDF / Text) - Policy 1.21 Credit for Prior Learning (PDF / Text) - Policy 1.25 Research and Scholarship (PDF / Text) - Policy 1.28 Transfers – General Education (PDF / Text) - Policy 1.29 Transfers – Other (PDF / Text) USED and NYSED Guidelines regarding credit hour
2. Student learning experiences that are designed, delivered, and assessed by faculty (full- time or part-time) and/or other appropriate a. professionals who are: rigorous and effective in teaching, assessment of student learning,	- Faculty/Staff Handbook(s) - Policies and procedures related to faculty qualifications - Human Resources Data, disaggregated by relevant populations (Available in IPEDS)	CUNY Bylaws Article VI Instructional Staff Article VIII Organization and Duties of the Faculty Article IX Organization and Duties of the Faculty Departments

scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. qualified for the positions they hold and the work they do; c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs; d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;	○ Faculty or Instructional Staff headcount ○ Administrative and staff headcount ● Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: ○ Titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter, and in hours per week) of full-time instructional staff ○ Percentage of faculty with terminal degrees ○ Other ● Data related to faculty/instructor workload such as: ○ Enrollment data by class /class size ○ Average academic credit hours taught per faculty member ○ Other ● Student to staff ratio ● Student to faculty ratio ● Policies and procedures for evaluating the teaching of students ● Evidence of the regular assessment and evaluation of the effectiveness of these policies and procedures, consideration of results and follow-up on any findings ● Sample instrument(s) for course evaluations, teaching observations, etc. and four-year trend analysis of collected data ● Evidence of the regular review of academic programs (representative sample of program and unit reviews conducted during the four-year timeframe) ○ Specialized accreditation reports ○ Annual reports and other approaches ○ Analysis of results and follow-up on any findings ● Expense Analysis of related expenses (four-years), as applicable	● Article XI Duties and Qualifications of Titles in the Instructional Staff ● Article XII Salary Schedule Conditions ● Article XIII Instructional Staff–Miscellaneous Provisions CUNY Manual of General Policy ● Article V Faculty, Staff and Administration Agendas and minutes of CUNY Board Committee on Finance & Administration CUNY Faculty Affairs PSC CUNY Constitution CUNY UFS Charter Enrollment data by class /class size ● This display is probably most relevant, but there are others in this set that may be useful. Requires CUNY log in: https://insights.cuny.edu/#/site/OARED/vi/ews/ClassMetrics/CourseMetricsTrends) Student to faculty ratio ● IPEDS Institutional Profile is best source. Also, colleges may have their own formulas, but OARED produces student faculty ratio report with the methodology used for many years in PMP: https://insights.cuny.edu/#/site/OARED/vi/ews/MM-Student-Faculty_Ratio/Student-FacultyRatios Expense Analysis of related expenses ● OARED reports this to IPEDS for the Finance survey (on behalf of the colleges).
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	○ \$ / % core expenditure for instruction ○ \$ / % core expenditure for research ○ \$ / % core expenditure for public service • Instructional expense per student FTE • Promotion and tenure guidelines • Evidence of faculty training in curriculum development, instruction, and course design; course and programmatic assessment	A workbook of these data points is shared with each college each year. OAREDA does not have a separate report displaying this information. It can be downloaded from the IPEDS Data Center for prior years. Instructional expense per student FTE • This metric (as well as almost all other IPEDS-reported metrics) can be easily accessed from the IPEDS Institutional profile: https://nces.ed.gov/ipeds/institution-profile/ (include the IPEDS institution ID (6-digit code) after the slash to go directly to your college's profile, otherwise, use the search bar to find the profile of any college.
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion	• Academic catalog including URL with description of degree requirements and expected time to completion • List of all educational programs with enrollments (enrollment is greater than twenty students), undergraduate or graduate • Trend analysis of data on the academic progress of all student populations, by credential level at both institution and program levels, such as: ○ Average time to degree (time elapsed from enrollment to completion and/or time actively enrolled by semester) ○ Average number of credits per program ○ Average credits upon graduation (all credits completed or credits toward degree) ○ Other • Description of other educational offerings and trend analysis of data on participation, disaggregated by relevant populations as applicable ○ Dual Enrollment ○ Prison Education Programs (PEP) ○ Career and Technical Education ○ Non-credit programs	<u>CUNY Pathways</u> List of all educational programs with enrollments • This dashboard from our Interactive Program Inventory can be filtered on institution and downloaded. https://insights.cuny.edu/#/site/OAREDA/vi-ews/CUNYRegisteredProgramsInventory/Enr-DegTrends Average time to degree • OAREDA does not have a published report for Time to Degree but has developed these reports in the past. Colleges may have their own version that starts with a cohort of graduates, tracks them back to the term of entry, computes the time to degree for each individual, and then averages that (by degree level).

	○ English as a Second Language (ESL) programs ○ Other	
4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations	• Advising or degree program sheets for all programs • Sample syllabi • Master syllabus • Description of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats • Total library FTE staff (Available in IPEDS) • Data on Library Holdings ○ Total physical library collections (Available in IPEDS-Academic Libraries Survey) ○ Total electronic library collections • Policies and procedures for how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty • Evidence of regular assessment of the implementation of policies and procedures, with consideration of results and appropriate follow-up • Description of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources • Copies of formal agreements with other institutions for	CUNY Manual of General Policy Article VII Student Affairs and Special Programs • Policy 7.12 Retention and Graduation (PDF / Text) CUNY ASAP CUNY Open Educational Resources (OER) CUNY Online Total library FTE staff • Available from IPEDS institutional profile. Data on Library Holdings • IPEDS institutional profile includes a chart showing collection by material type. Distance Education – Student Headcount • Available from IPEDS institutional profile.

	the use of their information resources and/or reference services • Distance Education - Policies and Procedures related to: ○ Faculty qualification requirements for teaching distance education courses or programs ○ Ensuring student identify verification in distance or correspondence education courses ○ Ensuring quality in online programs ○ Ensuring comparability of distance education programs to programs in other modalities ○ Ensuring student access to faculty and regular and substantive interaction between instructional staff and students ○ Ensuring student access to academic and technology support services • Distance Education - Faculty Qualifications ○ Number and percentage of faculty qualified to teach online ○ Number of instructional design staff • Distance Education – Student Headcount (Available in IPEDS) ○ Number of distance education courses and programs ○ Number and % students enrolled in distance education courses • Distance Education – Description of Support Services ○ Description of courses and programs offered online ○ Description of delivery of programs or courses (Learning Management System, etc.) ○ Description of support services that are being provided for students, including academic and technology support ○ Description about how students will access educational resources • Distance Education – Data on Support Services Provided to Students • Distance Education - Evidence of the assessment of	
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	effectiveness of instructional design and information technology support - Expense Analysis of related expenses (four-years), as applicable: \$ / % core expenditure, instruction \$ / % core expenditure, research \$ / % core expenditure, public service	
5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; - offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; - in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	- Documentation of curriculum maps, catalog descriptions of coherence of courses with general education learning outcomes Documentation of the evaluation of institution or general education student learning outcomes with evidence of appropriate levels of rigor and coherence and the regular consideration of results and follow-up on any findings - Description of the process for assigning educational experiences to the general education curriculum - Description and date of last revision of general education program - List of new courses taught within the general education program during the most recent four-year period	CUNY Pathways
6. institutions that offer graduate professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula	- If applicable, graduate-level student learning outcomes relating to research/scholarship/creative activity and independent thinking - Policy and procedures related to independent research, thesis, master's paper, dissertation, fieldwork or internship - Policies and procedures on Graduate Assistantships	CUNY Office of Research Faculty/Instructional Staff Qualifications Should be available from Staff Facts or other OHRM reports.

	• Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: ○ (%) faculty with terminal degrees, appropriate to discipline (for faculty teaching graduate courses) • Expense Analysis of related expenses (four-years), as applicable ○ \$ / % core expenditures in research	
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers	• Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs. • Complete list of current third-party providers delivering education-related services and/or a portion of an educational program, including name of program, percent of program, and list of services offered by the third-party, as applicable (<i>Substantive Change Policy and Procedures and federal regulation 34 CFR § 602.22(a)(3)(J)</i>) Sample of current written agreements and/or contracts with third-party providers for the delivery of education-related services and/or portions of an educational program, as applicable (<i>Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines</i>) • Documentation including the URL of required disclosure of educational programs when a portion is delivered by a third-party provider, as applicable (<i>Public Disclosures Policy and Procedures and federal regulation 34 CFR § 668.43(a)(12)(i-iv)</i>) • Evidence of evaluation of third-party providers, the consideration of results, and follow-up when warranted	

8. periodic assessment of the effectiveness of student learning experiences for all student populations.	• Evidence of the regular evaluation and assessment of student learning experiences (assessment instrument and collected data), the consideration of results, and follow-up when warranted	Pathways Annual Updates and Reviews Reports
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