

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

MSCHE CRITERIA	LIST OF REQUIRED EVIDENCE	EVIDENCE PROVIDED BY CUNY SYSTEM
1. clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:	- Admissions Philosophy and Practices: Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practice - Admissions Profile using multiple data points such as: Number of inquiries, applications, admits, yield rates, deposit-payers, and newly enrolled degree-seeking students, disaggregated by relevant populations, as appropriate to mission - Admissions and Test Scores survey (Available in IPEDS) - Policies and procedures which ensure ethical recruiting practices - Policies and procedures which ensure ethical marketing practices - Evidence of regular evaluation of admissions practices, and the effectiveness of policies, and procedures, consideration of results by key stakeholders, and corrective action when warranted - Sample enrollment agreements, as applicable - Sample marketing materials - Student Handbook - Enrollment projections including clear parameters and assumptions on which they are based - Retention Rates (Available in IPEDS and collected in the AIU)	CUNY Manual of General Policy Article V Faculty, Staff and Administration - Policy 1.01 Academic Eligibility (PDF / Text) - Policy 1.07 Admission to the Baccalaureate Degree Programs (PDF / Text) - Policy 1.26 Retention and Progress (PDF / Text) Article VII Student Affairs and Special Programs - Policy 7.05 Financial Aid and Support (PDF / Text) - Policy 7.12 Retention and Graduation (PDF / Text) CUNY Enrollment Management CUNY Admissions Admissions Profile - This dashboard and others in this set address the number of applications, admits, yield and rates: https://insights.cuny.edu/#/site/OARED/Views/CUNYYear-Over-YearAdmissions/ApplicationtoRegistrationFunnel/ Other dashboards in this set may be relevant as well. Due to a change in Admissions Testing policy, we no longer report on Average SAT

	Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)	scores but some colleges will have these reports from their own data or from central resources. Retention/Graduation rates See Standard X
a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;	- Financial Aid Profile - Undergraduate (Available in IPEDS Student Financial Aid survey) - Graduate students, as applicable - Brochures and other publications on financial aid (<i>Public Disclosures Policy and Procedures</i>) - Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data, such as: - Cost of attendance, including tuition, fees, and expenses - Net price - Net price Calculator (URL) (%) students with loans (undergraduate) - Discount rate - Other - Data on debt and repayment such as: - Student loan cohort default rates, 3 year (e.g. College Scorecard) - Tuition and fees per student FTE (Available in IPEDS Student Financial Aid survey (undergraduate)) - Average student loan indebtedness (undergraduate) - Students with Pell grants (Available in IPEDS- Student Financial Aid survey) - Average Pell grant (Available in IPEDS – Student Financial Aid survey) - Trend analysis of attendance and completion of financial aid counseling sessions or other services designed to educate students	CUNY Financial Aid Financial Aid Profile - An example of the Financial Aid section of the IPEDS Institutional Profile (this is for Baruch: https://nces.ed.gov/ipeds/institution-profile/190512#student-financial-aid) - other colleges can use this link and replace the 6-digit IPEDS institution code here with their own. Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data - See Standard X

b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;institutional improvement	• Policies and procedures for placement for incoming or current students into: ○ Preparation programs or courses ○ Basic Skills ○ Developmental Education ○ Other • Basic Skills/ Developmental Education Data, as applicable, including the following: ○ (%) of first-time students enrolled in DevEd during the Fall ○ (%) Basic skills placement ○ (%) Basic skills mathematics and writing course pass rates; ○ (%) first-year retention for students placed in one or more basic skills courses	CUNY Manual of General Policy Article I Academic Policy, Programs and Research • Policy 1.12 College Discovery (PDF / Text) • Policy 1.13 Cooperative Programs with the Department of Education (PDF / Text) • Policy 1.27 SEEK (PDF / Text) Policy for Use of CUNY’s Proficiency Index in Developmental Education Assignments
c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	• Policies and procedures for orientation, advisement, and counseling programs and services • Trend analysis of data on attendance, participation, and completion of orientation and/or other services • Expense analysis of related expenses (four years), as applicable ○ \$ / % Core expenditures, student support ○ \$ / % Core expenditures, academic support ○ \$ / % Core expenditures, institutional support	CUNY Academic Advisement
d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;	• Evidence of processes, programs, and services designed to enhance student achievement • Completions by program when enrollment is over ten students (to protect student identity) ○ (Available in IPEDS-Completions survey)	Completions by program when enrollment is over ten students (to protect student identity) • Also available in the Student Data Book (degrees granted) and the IPEDS Institutional Profile: https://nces.ed.gov/ipeds/institution-profile/XXXXXX#completions - where XXXXXX in the URL should be replaced by the college’s IPEDS institution code.

e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;	• Current Student Enrollment Profile, disaggregated by relevant populations • International Student Enrollment Data, disaggregated by relevant populations, as applicable ○ Number of foreign/international students enrolled in degree programs ○ Number of foreign/international students enrolled in non-degree programs • Trend analysis of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations, such as the following: ○ 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) ○ Post-Completion Placement rates, as applicable 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 for some institutions) ○ Other	Current Student Enrollment Profile • Student Data Book or IPEDS institutional Profile, Enrollment section. https://nces.ed.gov/ipeds/institution-profile/XXXXXX#enrollment where XXXXXX is the IPEDS institution ID Retention/Graduation/Transfer Rates • See Standard X Data on earnings • Wage Dashboard might be useful: https://insights.cuny.edu/t/CUNYGuest/views/CUNYWageDashboard/Wage
2. fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency- based assessment, and other alternative learning approaches;	• Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) (<i>Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR § 602.24(e) and 668.43(a)(11)</i>)	CUNY Manual of General Policy Article I Academic Policy, Programs and Research • Policy 1.071 Advanced Placement (PDF / Text)

	• Policies and procedures for awarding credits for experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches • Documentation, including URL, catalog, or other public location of public disclosure of transfer of credit policies and procedures (<i>Verification of Compliance-Transfer of Credit Policies and Articulation Agreements and federal regulation § 602.24(e)</i>) • Transfer data (Available in IPEDS) • Documentation of public disclosure including URL and other public locations of the list of institutions with which the institution has established an articulation agreement (e.g. high schools, other colleges), with evidence of regular updates (<i>Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR 668.43(a)(11)(ii)</i>) • Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students (<i>Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures</i>)	• Policy 1.14 Coursework Completed on Permit (PDF / Text) • Policy 1.192 International Baccalaureate Transfer Credit Award (PDF / Text) • Policy 1.201 Military Service (PDF / Text) • Policy 1.21 Credit for Prior Learning (PDF / Text) • Policy 1.28 Transfers–General Education (PDF / Text) • Policy 1.29 Transfers–Other (PDF / Text) Adult Learners at CUNY Credit for Prior Learning CUNY Pathways • Board Resolution • Campus Guidelines • How Credits Transfer CUNY Transfer Appeals CUNY Transfer Initiative CUNY Transfer Portal CUNY Transfer Explorer (T-REX) Transfer Data • Depending upon what is meant by Transfer Data the links below may be helpful. CUNY has a lot of varied information about transfer students, transfer of credit, outcomes for students who entered CUNY via a transfer pathway, etc. Two dashboards may be useful for this: Transfer Credit Dashboard: https://insights.cuny.edu/#/site/OAREDAdirect_to_workbook/965
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3. Policy and procedures for the safe and secure maintenance and appropriate release of student information and records	• Policies and procedures for the maintenance and retention of student records • Policies and procedures regarding the protection of privacy for students (i.e. FERPA; data privacy; data security) (<i>Verification of Compliance-Student Identity Verification in Distance and Correspondence Education</i>)	CUNY Manual of General Policy Article VI Legal • Policy 6.07 Records Retention and Disposition (PDF / Text) Article VII Student Affairs and Special Programs • Policy 7.11 Records Access Policy (PDF / Text) CUNY Records Retention Schedule CUNY Registrar • FERPA Guidelines • FERPA Notification • FERPA Release Form
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs	• Policies and Procedures for athletics, such as: ○ Mission Statement ○ Guiding Principles ○ Statement of Purpose ○ Branding and Marketing ○ Academic Standards ○ Sportsmanship and Ethical Content ○ Other • Student-Athlete Handbook • Student Headcount by sport or activity, disaggregated by relevant populations	CUNY Manual of General Policy Article VII Student Affairs and Special Programs • Policy 7.07 Intercollegiate Athletics (PDF / Text) Student Headcount by sport or activity • Available from IPEDS and/or NCAA reporting system for the Div II schools at CUNY that are required to provide this information because they provide athletically related aid (Queens and CSI).

	• Data on student-athlete scholarships • Average GPA of students by sport or activity	
5. If applicable, adequate and appropriate institutional review and approval student support services 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 student support services (<i>Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines</i>) • Sample of current agreements and/or contracts with third party providers of student support services, where appropriate. (<i>Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines</i>) • Analysis of Services offered by Online Program Managers (OPMs) ○ List of educational programs delivered by OPM(s) ○ (%) of educational program offered by OPM(s) ○ Agreements and/or contracts with OPM(s), noting any new contracts or changes to terms and conditions of existing contracts ○ Description of services offered by OPM (e.g. delivery of instruction, recruiting and marketing services, support services, faculty training /qualifications/ compensation, instructional design) • Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted	Agendas and minutes of CUNY Board Committee on: • Finance & Administration • Technology Planning
6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation	• Documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow- up when warranted	Agendas and minutes of CUNY Board Committee on Student Life

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