



Middle States Commission on Higher Education

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Verification of Compliance with Accreditation-Relevant Federal Regulations Institutional Report Template

The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with the accreditation-relevant federal regulations developed by the U.S. Department of Education in the Higher Education Opportunity Act of 2008. Further, the Commission is required to review candidate and member institutions' continued compliance with Title IV program responsibilities. Commission policy regarding federal compliance requirements for institutions was revised and enacted in January 2013, indicating that institutions must meet these federal regulations to be accredited by the Commission.

In response to this, it is assumed that the institution will provide documentation of policies and procedures that are (1) in writing, (2) approved and administered through applicable institutional processes, and (3) published and accessible to those affected.

In the event that one or more of these regulations do not apply to an institution, that institution shall indicate that fact in the compliance document. Otherwise, all accredited and candidate institutions must respond with regard to each of the areas.

These areas will be reviewed as part of the accreditation process, especially as they relate to the MSCHE Standards and applicable Requirements of Affiliation. Failure to comply with the areas of verification listed above will result in follow-up.

Reports must be filed in the Commission office according to the dates below:

<i>Self-Study Visit falls between. . .</i>	<i>Report on federal compliance is due no later than. . .</i>	<i>Reviewer's Report is due. . .</i>
September – January	July 1	August 15
February – March	December 1	January 15
April – May	January 15	March 1
<i>PRR review begins . . .</i>	<i>Report on federal compliance is due no later than. . .</i>	<i>Reviewer's Report is due. . .</i>
June 1	June 1	August 1

Please note that as additional guidance is received from the U.S. Department of Education, these guidelines may be modified without prior notice.

Institution: Queens College

Report completed by: Antonio Gonzalez, Chair, Art Department and Middle States Self-Study Co-chair

Date: January 13, 2017

1. Student Identity Verification in Distance and Correspondence Education

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
<p>1. Policies and procedures used to ensure student identity verification in distance or correspondence education courses.</p>	<p>Statement on procedures for verifying student identity: http://ctl.qc.cuny.edu/online/guidance/</p> <p>This guidance statement stresses that online courses must use a CUNY or QC platform that verifies student identity through an authentication system controlled by CUNY or QC. (Available platforms are listed below.)</p> <p>A newly formed faculty committee on online policy and practices has been charged with reviewing these procedures and making recommendations for improvement. Currently, departments monitor compliance.</p> <p>Faculty training for teaching online by our Center for Teaching & Learning regularly includes discussion of student identity verification.</p> <p>Special procedures for final examinations: http://www.qc.cuny.edu/about/administration/Provost/Policies/Pages/GuidelinesFinalExams.aspx (see also http://ctl.qc.cuny.edu/online/final-exams/)</p> <p>All courses at QC include final examinations, unless the instructor has filed a waiver with the department offering the course: these waivers apply to fully online courses. Chairs submit lists of exempted courses to their Divisional Dean, for review. (The form for complying with this process is here: http://www.qc.cuny.edu/about/administration/Provost/Policies/Documents/Examination%20Exemption%20Request%20Form.pdf)</p> <p>Available platforms:</p> <p><i>Blackboard</i> (~90% of online, hybrid, and web-enhanced courses at QC use Blackboard as their LMS) Access: https://bbhosted.cuny.edu/webapps/login/noportal Authentication method: CUNY Portal ID User guides: https://ctl.qc.cuny.edu/blackboard-user-guides/ More information: CUNY Computing & Information Services, http://www2.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/</p> <p><i>Google Classroom</i> Access: https://classroom.google.com Authentication method: QC Google Apps for Education (requires QC user ID) User guides: https://support.google.com/edu/classroom</p> <p><i>QWriting</i> Access: http://qwriting.qc.cuny.edu/wp-login.php</p>

	<p>Authentication method: QC user ID User guides: http://help.qwriting.qc.cuny.edu/getting-started/ More information: https://ctl.qc.cuny.edu/learn/qwriting/</p> <p>Information for students: Mode of instruction (informing students whether a course will have an online component) is listed in course listings made available through the Office of the Registrar (https://apps.qc.cuny.edu/courses/default.aspx), and this page provides definitions of the different modes of instruction.</p> <p>The University’s schedule of classes (https://home.cunyfirst.cuny.edu/psp/cnyepprd/GUEST/HRMS/c/COMMUNITY_ACCESS.CLASS_SEARCH.GBL?FolderPath=PORTAL_ROOT_OBJECT.HC_CLASS_SEARCH_GBL&IsFolder=false&IgnoreParamTempl=FolderPath%2cIsFolder) also specifies the mode of instruction for a course.</p>
<p>2. Procedure(s) regarding the protection of privacy for students enrolled in distance and correspondence courses or programs.</p>	<p>All of the processes regarding the verification of student identity as described in (1) also serve to help protect the privacy of students enrolled in online, hybrid, and web-enhanced courses at QC. Courses that require online submission of student work must use one of the platforms listed in (1), since these are platforms that comply with the Family Educational Rights and Privacy Act (FERPA).</p> <p>Faculty are provided with guidance on FERPA through various channels: their departments, the Office of the Provost , and the Center for Teaching & Learning (http://ctl.qc.cuny.edu/online/policies/).</p> <p>Faculty are further provided with guidance and have a chance to discuss best practices when they participate in training offered by the Center for Teaching & Learning.</p> <p>Students are informed about their rights regarding student records and other information maintained by the college through the Office of the Registrar (http://www.qc.cuny.edu/registrar/transcripts/Pages/FERPA.aspx), where they may further request non-disclosure of their records. The New Student Guide (given on paper to all new students, and also available online: http://www.qc.cuny.edu/Academics/SupportPrograms/advising/Documents/New%20Student%20Guide%202016-2017.pdf) also provides information to students detailing their and their parents’ rights regarding student records.</p>
<p>3. Procedure(s) for notifying students about any projected additional charges associated with student identity verification. Provide URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.</p>	<p>Neither QC nor CUNY charges students any fees related to student identity verification, as stated on the online guidance website described in (1): http://ctl.qc.cuny.edu/online/guidance/: “Neither QC nor CUNY charges students any fees related to student identity verification”)</p> <p>All fees associated with matriculation and attendance are itemized on the Bursar’s website, where they are updated regularly: http://www.qc.cuny.edu/admissions/bursar/Pages/OCTuitionCosts.aspx</p>

	<p>These fees are also itemized in the undergraduate and graduate bulletins: http://www.qc.cuny.edu/Academics/Pages/CollegeBulletins.aspx</p>
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2. Transfer of Credit Policies and Articulation Agreements

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
<p>1. Policies and procedures for making decisions about the transfer of credits earned at other institutions (including all modes of delivery, if applicable). Include public disclosure (URL, catalog, or other public locations for information) of policy.</p>	<p>Policies and procedures are described in the Transfer Credit Evaluation guide posted on the QC website: http://www.qc.cuny.edu/StudentLife/services/NewStudent/Documents/Transfer%20Credit%20Evaluation%20Guide.pdf</p> <p>Queens College utilizes the American Council on Education (ACE) guidelines in evaluating transfer credit for military courses and experience, and has established course equivalencies for eligible military courses. College credit may be awarded up to maximum of forty-five credits in specific subject matter area or general electives for the satisfactory completion of Military Service, Experience and Military Training Courses</p>
<p>2. URL and other publication locations, if applicable, of institutions with which the institution has established an articulation agreement.</p>	<p>http://transfer.qc.cuny.edu/apply-to-queens/course-equivalencies/</p>

3. Title IV Program Responsibilities

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. Student loan default rates for the most recent three years. If applicable, submit reports on compliance from the U.S. Department of Education in regard to the cohort default rate, including any default reduction plans.	2013: 3.4 2012: 4.5 2011: 6.5 See Appendix A. Less than 7% of students are in loan repayment. The Cohort Default Report should be available through the link below from the NSLDS search site (https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=002690), but the link does not work faithfully so the report is also provided in Appendix A.
2. Three most recent years of composite ratios (private and proprietary institutions only).	NA
3. Date of most recent Title IV program review.	NA There has not been a program review in 30 years. For OMB Circular A-133 audit report for FY 2015, see Appendix B, for FY 2014, see Appendix C, and for FY 2013, see Appendix D.
4. Relevant correspondence from the U.S. Department of Education, such as program reviews and any actions to limit, suspend, or terminate the institution's eligibility to participate in Title IV, including institutional responses, if applicable.	NA

4. Institutional Records of Student Complaints

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
<p>1. Policy and methods used in handling and tracking student grievances and complaints. Include public disclosure(s) of the policy/policies for student grievances and complaints (URLs, catalog, handbook, or other public location of this information).</p>	<p><u>Student Complaints:</u> Queens College provides procedures for student complaints or accommodations, depending on the nature of the concerns and circumstances. Information can be found in the Queens College Undergraduate Bulletin University Policies (pp 350-356) http://www.qc.cuny.edu/Academics/Documents/Adm_UndergradBulletin_2016-2017rev.pdf</p> <p>The City University of New York (CUNY) maintains clear policies regarding student complaints as documented in the CUNY Manual of General Policy http://policy.cuny.edu/manual_of_general_policy/article_vii/#Navigation_Location and also on the CUNY Student Affairs web page: http://www2.cuny.edu/about/administration/offices/ovsa/policies/</p> <p>The specific policy for handling students complaints about faculty conduct in academic settings can be viewed here: http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-affairs/policies/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf).</p> <p><u>Grade Appeals:</u> The grade appeal process is described on page 68 of the 2016-17 Undergraduate Bulletin (http://www.qc.cuny.edu/Academics/Documents/Adm_UndergradBulletin_2016-2017rev.pdf) and on page 30 of the 2016-17 Graduate Bulletin (http://www.qc.cuny.edu/Academics/Documents/Adm_GradBulletin_2016-2017.pdf). The Undergraduate Scholastic Standards Committee (USSC) - http://www.qc.cuny.edu/Academics/AcademicSenate/USSC/Pages/Default.aspx considers appeals relating to grades, withdrawals, and probationary status. Statistics are available at</p> <p>The Graduate Scholastic Standards Committee performs a similar function for graduate students, as described in the Graduate Handbook at http://www.qc.cuny.edu/Academics/GradStudies/documents/Grad-Handbook.pdf.</p>

<p>2. Procedures for making modifications and improvements to the institution as a result of information obtained in handling student complaints.</p>	<p><u>Student Complaints:</u> The process for making institutional modifications related to student complaints depends upon the type of complaint and whether the complaint warrants institutional modification. Complaints are reviewed by the Office of Student Affairs, which may be able to resolve the issue directly. If not, the Office of Student Affairs advises the student of the procedure and connects the student to the office or department that can help to resolve the complaint. For larger institutional issues, the VP for Student Affairs brings the issue to the attention of the cabinet or appropriate offices on the campus for resolution.</p> <p><u>Grade Appeals:</u> The USSC and GSSC report to the Academic Senate, and make recommendations. In 2015, for example, the USSC proposed a change to the grade appeal process that was adopted and is reflected in the most recent Bulletin</p>
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5. Required Information for Students and the Public

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
<p>1. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures as required by Student Right to Know, as well as policies on SAP, withdrawal, leave of absence, and attendance.</p>	<p>In addition to the bulletins and the USSC and GSSC websites above (4.1), http://www.qc.cuny.edu/about/Glance/Pages/Consumer_Information.aspx http://www.qc.cuny.edu/Academics/Degrees/Education/Pages/TitleII.aspx http://www.qc.cuny.edu/about/security/Pages/CleryActCompliance.aspx</p>
<p>2. Methods used to collect and review information on student outcomes and licensure pass rates.</p>	<p>The college collects and manages institutional data with support from the University (CUNY) to produce reports on student outcomes such as course performance, retention, graduation and other academic success measures through the University Performance Management Process (www.cuny.edu/pmp). The college also administers surveys to collect data on outcomes of current students and alumni. Various reports reflecting institutional data, including data reported to IPEDS and survey data are reviewed as part of annual planning and assessment at cabinet meetings. Other assessment activities are described throughout the college’s self-study report for Middle States accreditation, which includes numerous examples of both institutional and student learning outcomes assessment.</p>

	<p>Institutional data reported to IPEDS and NYS Ed Dept are reviewed annually.</p> <p>Licensure pass rate data reports are provided by New York State (NYSTCE pass rate reports) and reviewed by the Dean and department chairs in the Division of Education, and used to inform program improvement.</p>
<p>3. Documents and URLs for advertising and recruitment materials that are available to current and prospective students that show the accreditation status with the Commission and any other U.S. Department of Education approved agencies.</p>	<p>http://www.qc.cuny.edu/about/Glance/Pages/default.aspx#Accreditation</p>

6. Standing with State and Other Accrediting Agencies

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
<p>1. Documentation of the relationships with any specialized, programmatic, or institutional accrediting agencies recognized by the U.S. Department of Education and all governing or coordinating bodies in the state(s) and countries in which the institution has a presence.</p> <p>If, in the last five years, the institution has had a review resulting in non-compliance, include the report from the state or other accreditor as well as the institutional response.</p>	<p>Programs in the <u>Division of Education</u> are accredited by NCATE and CAEP, as documented here:</p> <p>http://www.ncate.org/tabid/178/Default.aspx?ch=106&CO_ID=21168&state=NY</p> <p>http://www.caepnet.org/provider-search?state=NY&program=&tab=program#progresults</p> <p>Links to Agency sites for Accreditation:</p> <p>Council on Academic Accreditation in Audiology and Speech-Language Pathology http://caa.asha.org/wp-content/uploads/CAA-Accredited-Programs.pdf</p> <p>Accreditation Council for Education in Nutrition and Dietetics (ACEND): http://www.nutritioned.org/registered-dietitian-schools.html#new-york</p> <p>American Dietetic Association (ADA): Academy of Nutrition and Dietetics, Didactic Programs in Dietetics (DPD): http://www.eatrightacend.org/ACEND/content.aspx?id=6442485422</p> <p>American Association of Family and Consumer Sciences (AAFCS): http://www.aafcs.org/CredentialingCenter/acc_programs.asp</p> <p>American Psychological Association (APA): http://apps.apa.org/accredsearch/?_ga=1.267088846.1959259261.1483977331</p> <p>American Speech-Language-Hearing Association (ASHA): http://asha.org/edfind/details.aspx?id=3kdPD+Kv0RH3XKiOse6vpA= ≡</p> <p>American Library Association: http://www.ala.org/accreditedprograms/directory/alphalist</p>
<p>2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.</p>	<p>NA</p>

7. Contractual Relationships

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
1. List of contractual arrangements for education services, including name of third-party and applicable programs and the date the arrangement was approved by the Commission.	NA
2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	NA

8. Assignment of Credit Hour

Institutions must provide the follow information and evidence:

	<u>Documents, Policies, and Procedures</u>
<p>1. Policy and procedures for credit hour assignment covering for all types of courses (including studio, internships, laboratory, practica, etc.), disciplines, programs, degree levels, formats, and modalities of instruction (including hybrid and online). Include each policy that documents the assignment of credit hours specific to the types noted above. The following should be clearly indicated:</p> <ul style="list-style-type: none"> o Academic period (e.g., 15 weeks plus one week 	<p>The New York State Education Department definition of a credit hour is provided by the Office of the Provost in the background section of their materials regarding online final examinations (http://www.qc.cuny.edu/about/administration/Provost/Policies/Pages/GuidelinesFinalExams.aspx) This same information also can be found on the website of the Center for Teaching & Learning (http://ctl.qc.cuny.edu/online/final-exams/).</p>

<p>exam over two semesters);</p> <ul style="list-style-type: none"> ○ Recommended instructional time (e.g., three 50-minute sessions or two 75-minute sessions per week); ○ Recommended out-of-class time requirements (e.g., twice in-class time). 	
<p>2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.</p>	<p>The undergraduate bulletin specifies the maximum number of credit hours per semester, the correspondence between accumulated credits and class standing, and requirements regarding attendance. The current bulletin provides this information on p. 64: http://www.qc.cuny.edu/Academics/Documents/Adm_UndergradBulletin_2015_2016.pdf</p> <p>This information is also disseminated to students at in-person orientations offered by the Academic Advising Center, and is provided in the New Student Guide given on paper to all students. The current year’s guide is available online: http://www.qc.cuny.edu/Academics/SupportPrograms/advising/Documents/New%20Student%20Guide_2016-2017.pdf (see p. 21 for information on credits and credit load).</p>
<p>3. Evidence that the institution’s credit hour policies and procedures applied consistently across the full range of institutional offerings. If the institution is required to obtain approval from the relevant State Department of Education, compliance with this requirement should be documented.</p>	<p>Detailed course schedule information dating back to 2010 is publicly available at https://apps.qc.cuny.edu/courses/ and verifies that the assignment of contact hours is consistent with the policies described above. The course schedule information available (“Schedule” tab) shows the course meeting times that correspond with contact hours.</p>
<p>4. Processes used by the institution to review periodically the application of its policies</p>	<p>The college’s course approval process for both new and modified courses includes a review of course contact hours by the UCC and GCC before approval by the Academic Senate.</p> <p>The Academic Senate also approves any exceptions to the standard credit hour assignment. For example, for some course in our music</p>

<p>and procedures for credit hour assignment.</p>	<p>performance program, students receive credit beyond the standard contact hours for their individual lesson because performance students are accountable for significant outside of class work (e.g., MUSIC 152, 1 hour for 3 credits).</p> <p>A small number of graduate courses, such as ECON 715 and 721, have 3 credits but meet for 2 hours because students are also required to meet with the instructor for a conference hour each week for instruction tailored to the graduate student's specific interests.</p>
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