



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: York College CUNY

Report completed by: Richard Stuckhardt, Assistant Director, Office of Institutional Research

Date: November 10, 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>Students who access online courses must use a CUNY or York College platform that verifies student identity through an authentication system controlled by CUNY and York. Instructors also verify course rosters through the Registrar's verification of attendance system, and through BlackBoard, which is used for face-to-face, fully online and hybrid courses.</p> <p>Web-based Online Learning: The Center for Teaching, Learning, and Educational Technologies provides technical support for faculty and students in utilizing Blackboard, a web based course management platform in teaching and learning, and WordPress, a blog platform that is integrated with plug-ins for courses and social networking among York students. York College offers two types of courses using technology: web (totally online) and hybrid (partially online and partially face-to-face).</p> <p><i>Students registering for web or hybrid courses have to comply with the security protocols and online policies of the College. They use secure login and will only be able to access the courses through a CUNY portal account. To ensure student identity and verification, students must create an account based on their affiliation with CUNY through the CUNYfirst log-in system.</i></p> <p>https://www.york.cuny.edu/produce-and-print/contents/bulletin/student-resources-2</p> <p>York College also has policies regarding integrity and accountability. https://www.york.cuny.edu/produce-and-print/contents/bulletin/mission-vision-and-values</p> <p>https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies</p> <p>Additionally, these policies and others that follow in the sections below are also provided to our students in the Student Handbook: https://www.york.cuny.edu/student-</p>

	development/counseling-center/student-handbook
2. Procedure(s) regarding the protection of privacy for students enrolled in distance and correspondence courses or programs.	<p>FERPA policy protects privacy for students enrolled in these courses:</p> <p>https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies</p> <p>http://www.cuny.edu/about/administration/offices/sa/advocacy-referral/ferpa_notification.pdf</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.	NA

2. Transfer of Credit Policies and Articulation Agreements

Institutions must provide the following information and evidence:

	<u>Documents, Policies, and Procedures</u>
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<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 2017-2018 York College Bulletin website: see transfer admissions section:</p> <p>https://www.york.cuny.edu/produce-and-print/contents/bulletin/admissions-admissions</p> <p>http://www2.cuny.edu/about/administration/offices/registrar/resources/evaluate-my-transfer-credit/</p>
<p>2. URL and other publication locations, if applicable, of institutions with which the institution has established an articulation agreement.</p>	<p>https://www.york.cuny.edu/registrar/articulation-agreements-1</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.	FY 2012 4.5 FY 2013 6.9 FY 2014 6.8 See Appendix
2. Three most recent years of composite ratios (private and proprietary institutions only).	NA
3. Date of most recent Title IV program review.	NA See Appendix for KPMG Uniform Guidance (formerly A-133) Audit Reports, which is complete CUNY report as it is not done separately for each college.
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>York College has a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. Information can be found in the York College 2016-2017 Undergraduate Bulletin (pp 64-65) https://www.york.cuny.edu/old-bulletin/2016-2017-bulletin ; the York College 2016-2017 Graduate Bulletin (pp 40-41) https://www.york.cuny.edu/old-bulletin/2016-2017-graduate-bulletin and the 2016-2018 York College Student Handbook (pp 32-34) https://www.york.cuny.edu/student-development</p> <p>The College also employs a web based self-service portal for students, faculty, and staff to file a complaint called Y-Connect: https://www.york.cuny.edu/it/service-delivery-unit/y-connect. The system is the College’s ‘311’ service for student support offices and front desk kiosks for signing-in recording and record keeping. Y-Connect has three strata of escalation each within 48 hour intervals from the time of entry, to the departmental notification, to manager, to division head, to Office of the President.</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/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/viii-filing-complaints/</p> <p><u>Grade Appeals:</u> The grade appeal process is described on page 22 of the 2016-2017 Undergraduate Bulletin https://www.york.cuny.edu/old-bulletin/2016-2017-bulletin and on page 40 of the York College 2016-2017 Graduate Bulletin https://www.york.cuny.edu/old-bulletin/2016-2017-graduate-bulletin</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>As an example, students complained about lack of adequate seating in the library and around the campus in general. Upon review, funds from a reserve account were released to purchase new furniture to resolve this issue.</p> <p><u>Grade Appeals:</u> Appeals of earned grades are determined by the Committee on Academic Standards and Policy</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>All "right to know" information and general policy information is in the hard copy and online versions of the York College Bulletin: https://www.york.cuny.edu/produce-and-print/contents/bulletin/academic-policies-academics https://www.york.cuny.edu/about/consumer-information https://www.york.cuny.edu/student-development/counseling-center/student-handbook</p> <p>All information related to financial aid and SAP is listed on the website under the Office of Financial Aid: https://www.york.cuny.edu/administrative/finaid/academic-progress</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</p> <p>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.</p> <p>All accredited programs are required to maintain licensure examination pass rates and this information is reported regularly to the appropriate accrediting agencies. These are reviewed by the School Dean and department chairs in the School of Health Sciences and Professional Programs, and used to inform program improvement. Program results from the National Board for Certification in Occupation Therapy (NBCOT) can be found at https://secure.nbcot.org/data/schoolstats.aspx Licensure pass rate data reports for Teacher Education are provided by New York State https://www.york.cuny.edu/academics/departments/teacher-education/student-resources/title-ii-reports/</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>MSCHE accreditation: https://www.york.cuny.edu/president/institutional-effectiveness/middle-states</p> <p>The information for individual programs that have accreditation is listed within the department information areas (OT, PA, Nursing, Social Work, Teacher Ed).</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. 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>Documentation for all accredited programs are provided by the accrediting bodies as follows:</p> <ul style="list-style-type: none"> • Clinical Lab Sciences is accredited by The National Accrediting Agency for Clinical Laboratory Sciences https://www.naacls.org/Find-a-Program.aspx?state=New+York • Nursing accreditation can be found at the New York State Office of the Professions http://www.op.nysed.gov/prof/nurse/nurseprogs-nclexrn2013-17.htm • The Occupational Therapy program is accredited by the American Occupational Therapy Association https://www.york.cuny.edu/academics/departments/occupational-therapy/accreditation-and-credentials • The Physician Assistant program received accreditation from the National Commission on Certification of Physician Assistants https://www.york.cuny.edu/academics/departments/health-professions/physician-assistant/nccpa-pass-rate_ssl-5yrs • The Social Work program is accredited through the Council on Social Work Education https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx • Teacher Education: Programs are accredited by NCATE http://www.ncate.org/tabid/178/Default.aspx?ch=106&CO_ID=20553&state=NY

2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.	NA
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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"> ○ Academic period (e.g., 15 weeks plus one week exam over two semesters); ○ 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>The New York State Education Department definition of a credit hour is provided by the Office of Academic Affairs.</p> <p>All information regarding academic policies are found in the York College Bulletin https://www.york.cuny.edu/produce-and-print/contents/bulletin/academic-policies-academics</p> <p>http://www.york.cuny.edu/registrar/faq-2</p> <p>(end of page)</p> <p>https://www.york.cuny.edu/file-repository/york-college-credit-hour-policy-and-procedures.pdf/view</p>
<p>2. URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.</p>	<p>NA</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 is available through CUNYfirst.</p>
<p>4. Processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment.</p>	<p>The college’s course approval process for both new and modified courses includes a review of course contact hours by the York College Curriculum Committee before approval by the College Senate. The College Senate also approves any exceptions to the standard credit hour assignment. For example, for some course in our accredited</p>

	programs have hours assigned based upon the requirements of the accrediting agency.
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