



## INSTITUTIONAL FEDERAL COMPLIANCE REPORT

- Please read *Verification of Compliance with Accreditation-Relevant Federal Regulations*.
- Institutions must use this *Institutional Federal Compliance Report* for submission, which is available at [www.msche.org](http://www.msche.org).
- Institutions should provide evidence that will best demonstrate the institution's compliance.
- Documentation of policies and/or procedures must be (1) in writing, (2) approved and administered through applicable institutional processes, (3) accessible to constituents, and (4) reflect current practice.
- In the event one or more of these regulations do not apply to an institution, the institution shall indicate that fact and provide an explanation in the space provided. Otherwise, all applicant, candidate, and accredited institutions are expected to provide documentation for each of the requirements.
- The *Institutional Federal Compliance Report* and supporting evidence should be combined into a single, bookmarked, PDF file. A hard copy of the report is not required and will not be accepted.
- Institutions must upload this *Institutional Federal Compliance Report* in conjunction with all other self-study materials, no later than six weeks prior to the scheduled On-Site Evaluation Visit.
- For technical support with this form or its submission, contact [support@msche.org](mailto:support@msche.org). For all other questions, contact [compliance@msche.org](mailto:compliance@msche.org).

Please type the following information.

**Institution:** Queensborough Community College

**Report completed by:** Antonella Ansani, Professor, Foreign Languages and Literature, and Self-study Executive Co-chair; Arthur Corradetti, Dean for Institutional Effectiveness, and Self-study Executive Co-chair; Kelly Ford, Associate Professor, Business, and Self-study Executive Co-chair

**Date:** February 1, 2019

## 1. Student Identity Verification in Distance and Correspondence Education

	<u>Evidence to Demonstrate Compliance:</u>
<p>1. Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses</p>	<p>The verification of student identity is essentially the confirmation of two conditions: 1) The right student has access to the correct course; and 2) that individual is indeed performing the work during the entire course duration. Fully online courses at Queensborough Community College (QCC) are set up and conducted to meet both conditions, and in ways that rival or surpass established practice in classroom-based courses.</p> <p>As with students at all college in the City University of New York (CUNY), students at QCC participating in online instruction must log in to their course sites using their <i>CUNYfirst</i> credentials. The <i>CUNYfirst</i> system employs IDs and passwords to invoke an authentication triangulated against name, date of birth, and social security number. To ensure FERPA compliance, these credentials are stored in a secure database and generate a unique ID linked to all three data points; it is this ID, invoked by the user's ID/password combination, that grants access to the system. This secure login is a student's only means of access to the learning management system (LMS). Students are registered in their online courses through <i>CUNYfirst</i>, which imports registration information directly into the LMS without any action on the part of students, faculty, or staff beyond the regular registration process. Only duly registered students and the instructor of record appear on the roster of any online course. In addition, every action within a course site registers on the extensive tracking features of the LMS, which track each user in terms of time and duration of the action and part of the site involved, even if there is no posting by the student.</p> <p>Supplementing these technical means of verifying student identity and activity are high degrees of student and faculty interaction that characterize online instruction at QCC. Students introduce themselves, often in terms of prior knowledge of and current interest in a course's subject, and may write multiple posts weekly, including responses to one another as well to the instructor's assignments and discussion questions. Students may also maintain journals, blogs and/or wikis individually or in group work. Such interactivity creates a high degree of familiarity within each course. Both student orientation and faculty development stress the importance of "social presence" through self-presentation and transactional interaction, including:</p> <ul style="list-style-type: none"> <li>• Use of e-portfolios</li> <li>• Use of student photos and videos, especially in self-introductions, and e-portfolios</li> <li>• Participation in learning communities</li> <li>• Work in groups and teams</li> <li>• Plagiarism checkers (to ensure work submitted by the student is the student's own)</li> <li>• Synchronous ("real-time") conferencing (by both voice and video)</li> <li>• Asynchronous conferencing (by both voice and video)</li> </ul>

	<p>Not all of these tools and practices are included in all online courses. For example, some courses may have students who are all local and, therefore, in the same time zone, making the use of synchronous communication practicable; other courses may reach across time zones and around the world, restricting communication to asynchronous modes. Most but not all online courses have just 20-25 students, while larger online courses may use other means of creating intimacy and familiarity (e.g., work in teams and group projects). In all cases, the means of ensuring the verifiability of student identity in online instruction meet or exceed those used in in-person instruction.</p> <p>Blackboard Learn is CUNY’s enterprise Learning Management System (LMS). The system is centrally supported and managed by the Office of Computing and Information Services (CIS) and staff and instructional leaders on the CUNY campuses. The main purpose of the system is to support the development and delivery of web-enhanced, hybrid, and online instructional opportunities. User accounts are created based on data in CUNYfirst and are subject to the same stringent security policies and procedures as in CUNYfirst. Faculty and student users are authenticated through CUNYfirst before they can log into Blackboard. It is a single sign-on integration.</p> <p>Faculty User Guides – <a href="#">Log-on Instructions</a>  Student User Guides – <a href="#">Log-on Instructions</a>  <a href="#">Blackboard support resources, governance, and user account information</a></p>
<p>2. Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance and correspondence courses or programs, including password verification</p>	<p><a href="#">FERPA Annual Notice</a></p> <p><a href="#">Registrar</a></p>
<p>3. Procedure(s) for notifying students about any projected additional charges associated with student identity verification. Evidence should include URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures</p>	<p>Not applicable – see below</p>

**Explanation if a compliance requirement is not relevant for your institution:**

There are no additional charges for students associated with student identity verification.

## 2. Transfer of Credit Policies and Articulation Agreements

	<u>Evidence to Demonstrate Compliance:</u>
<p>1. Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality). *Demonstrate public disclosure of policy by URL, catalog, or other public location</p>	<p>As a community college, QCC accepts students transferring from other institutions and prepares students for transfer to senior colleges and universities. Students wishing to transfer to QCC must meet certain criteria that include current good academic standing and a GPA of 2.0 or higher. Students may transfer up to a total of 30 credits. Full disclosure of all applicable policies and procedures for students transferring into QCC may be found on the following pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Applying as a Transfer student</a></li> <li>• <a href="#">Advanced Placement Exams and equivalent credit</a></li> <li>• <a href="#">2018-2019 College Catalog, p. 27</a></li> </ul> <p>The college uses Hobsons Connect to communicate directly with students:</p> <ol style="list-style-type: none"> <li>1. All accepted transfer students receive email communication regarding the processing of credit evaluations (submitting official transcripts, syllabi as needed, etc.).</li> <li>2. All accepted freshmen are sent an email outlining possible credit accumulation (e.g., precollege programs, non-degree courses and AP exams).</li> <li>3. Credit evaluations are conducted for all matriculated transfer students. Details of courses and credits may be seen in their CUNY<i>first</i> account. Students receive emails stating that the evaluation is complete and how to access it.</li> </ol> <p>The college adheres to transfer credit policies established by CUNY for the system-wide Pathways common core or general education requirements:</p> <p><a href="#">Transferring with Pathways</a> <a href="#">How Pathways Credits Transfer</a></p> <p>The Pathways Common Core is a 30-credit common set of general education requirements (three required areas and five flexible categories) that are transferable from any one CUNY college to any other CUNY college, easing transfer within the university. When a student has met a Common Core or College Option requirement at one CUNY school, that requirement is met at any other CUNY college. In Pathways, students in certain CUNY majors can easily transfer their major credits.</p> <p>The <a href="#">Evaluate My Transfer Credit</a> component of CUNY<i>first</i> allows students to see an unofficial transfer credit evaluation within CUNY after answering a few preliminary questions.</p>

2. Demonstrate public disclosure of the list of institutions with which the institution has established an articulation agreement by URL and other publication locations, if applicable	QCC has worked with other colleges and universities to provide a smooth transfer experience for students. Additional information on transfer agreements (articulations) may be found on the <a href="#">Transfer Resource Center</a> website and under <a href="#">Articulation (Transfer) Agreements</a> .
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**Explanation if a compliance requirement is not relevant for your institution:**

Not applicable

### **3. Title IV Program Responsibilities**

	<b><u>Evidence to Demonstrate Compliance:</u></b>
1. Title IV Student loan Cohort Default Rates for the most recent three years. If applicable, submit reports on compliance from the USDE in regard to the cohort default rate, including any default reduction plans	The most recent students default rates may be found at the <a href="#">Federal Student Aid</a> search site:  QCC Federal Cohort Default Rates:  FY 2013 – 11.5% FY 2014 – 11.5% FY 2015 – 9.2%
2. Composite ratios for the three most recent years ( <i>private and for-profit institutions only</i> )	Not applicable – see below
3. Notification from state or other governmental agency confirming status as public institution ( <i>public institutions only</i> )	Board of Higher Education – Board Resolution  See accompanying documentation.
4. Most recent USDE report on review of Title IV program, including institutional response	A U.S. Department of Education Federal Financial Aid Audit is currently underway; a final report has not yet been issued. This is the first federal financial aid audit ever conducted at the college.
5. OMB Circular A-133 audit on federal programs for the most recent three years	<a href="#">City University of New York FY 2017 A-133</a> <a href="#">City University of New York FY 2016 A-133</a> <a href="#">City University of New York FY 2015 A-133</a> <a href="#">CUNY Management Letter</a>
6. Relevant correspondence from the USDE such as any actions to limit, suspend, or terminate the institution’s eligibility to participate in Title IV, including institutional response, if applicable	Not applicable – see below

**Explanation if a compliance requirement is not relevant for your institution:**

Composite ratios are not available for QCC as it is a public institution.  
Correspondence from USDE is not applicable as QCC has not received any actions to limit, suspend, or terminate the institution’s eligibility.

## 4. Institutional Records of Student Complaints

	<b><u>Evidence to Demonstrate Compliance:</u></b>
<p>1. Policy and/or procedures for student complaints</p>	<p>Student complaints stem from a variety of issues. To address this variety, there are different appeal/complaint processes at the college, depending on the nature of the complaint. The objective of the Student Complaint Policy and Procedures is to ensure that the concerns and complaints of students are addressed fairly and are resolved promptly and that the college can determine if any patterns of complaints exist and address appropriately. Procedures for complaints about faculty and disciplinary procedures follow.</p> <p>A detailed explanation of these procedures may be found at <a href="#">Procedures for Students Complaints</a>.</p> <p>Student Bill of Rights: CUNY students who experience campus-related sexual or gender-based harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to certain <a href="#">rights</a>, including the right to report the incident.</p> <p>Title IX: Each college or unit of CUNY has a designated Title IX coordinator, responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including sexual harassment, gender-based harassment, and sexual violence, in education programs. The Title IX coordinator has overall responsibility for assisting with adherence to Title IX requirements. At QCC, this includes investigating complaints and carrying out other responsibilities as set forth in the college’s Sexual Misconduct Policy. All CUNY Title IX coordinators receive annual training on sexual harassment, gender-based harassment, and sexual violence as required by law. The <a href="#">name and contact information</a> for the Title IX coordinator may be accessed on the college website.</p> <p>Complainants have the right at any time to file complaints with the Office for Civil Rights of the US Department of Education, alleging violations of Title IX, and to file complaints with other appropriate agencies alleging violations of other federal, state, or local laws. Information is available on the <a href="#">CUNY Title IX web page</a>.</p>

2. Public location of contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint	<a href="#">Office of Student Conduct</a>
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**Explanation if a compliance requirement is not relevant for your institution:**

Not applicable



## 5. Required Information for Students and the Public

	<b><u>Evidence to Demonstrate Compliance:</u></b>
<p>1. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures of graduation, completion, licensure pass rate and other data required by <i>Student Right to Know</i>, as well as policies on Student Academic Progress (SAP), withdrawal, leave of absence, and attendance</p>	<p>To ensure that students have access to all information pertinent to their successful educational journey, QCC maintains a <a href="#">Consumer Information for Prospective &amp; Current Students</a> located on the “About” main information bar of the college homepage. The page is separated into categories with links to important information for students including:</p> <ul style="list-style-type: none"> <li>• <a href="#">Students Financial Aid Information</a></li> <li>• <a href="#">Accreditation, Approval, and Licensure of Institution and Programs</a></li> <li>• <a href="#">Privacy of Student Records – Family Educational Rights and Privacy Act (FERPA)</a></li> <li>• <a href="#">Programs of Study</a></li> <li>• <a href="#">Transfer of Credit Policies and Articulation Agreements</a></li> </ul> <p>The <a href="#">Office of Academic Affairs</a> also maintains a comprehensive webpage that to provides information to students, families, and the public regarding academic success, dean’s list, scholarships and grants, and transfer resource information.</p> <p>The <a href="#">College Catalogue</a> contains all information regarding the college profile, continuing education and workforce development, special learning opportunities, admission, testing and placement, academic advisement and registration, academic standing, honors and awards, tuition and fees, financial services, student life, the library, the Queensborough Academies and programs of study, academic departments and course descriptions, and policies and regulations.</p> <p>Complete disclosure information about the institution may be found on the <a href="#">Consumer Information for Prospective &amp; Current Students</a> webpage.</p>
<p>2. 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 USDE approved agencies</p>	<p>QCC’s accreditation status is available to current and prospective students in the <a href="#">Accreditation</a> section included in the <a href="#">Institutional Effectiveness</a> webpage.</p> <p>Complete disclosure information about the institution may be found on the <a href="#">Consumer Information for Prospective &amp; Current Students</a> webpage.</p>

<p>3. Provide an explanation for how the institution verifies that the posted student outcomes data are accurate.</p>	<p>Student outcomes, including grade distribution reports, surveys, enrollment trends, graduation rates, six-year graduation rates, and retention rates are collected and disseminated by the <a href="#">Office of Institutional Research and Assessment</a> (OIRA). The OIRA director attends an OIRA Council that meet regularly to discuss data and evolving data collection methods.</p> <p>OIRA provides for use by the entire campus, among other documents and reports:</p> <ul style="list-style-type: none"> <li>• Fact Books</li> <li>• Program Dashboards</li> <li>• Surveys</li> </ul> <p>Licensure pass rates are posted on the <a href="#">Consumer Information for Prospective &amp; Current Students</a> webpage.</p> <p>As part of the annual <a href="#">Performance Management Plan (PMP)</a>, CUNY collects and reports <a href="#">college data</a> on the following student outcomes, among others:</p> <ul style="list-style-type: none"> <li>• Percentage of associate full-time first-time freshmen who earn 30 credits in the first year</li> <li>• Percentage of associate full-time first-time freshmen who complete Gateway courses in the first year</li> <li>• Three-year graduation rates of associate full-time first-time freshmen</li> <li>• Four-year graduation rates of associate full-time first-time freshmen</li> <li>• Six-year graduation rates of associate full-time first-time freshmen</li> </ul> <p>This information is reviewed by administrators and discussed at cabinet and other meetings and is used in the strategic planning process. Both teaching departments and non-teaching departments use data in their year-end reports. These kinds of data also inform the academic program review process; OIRA provides a data packet specific to the academic program, showing outcomes of students in the program compared to all other students at the college. OIRA also collaborates with departments to respond to more specific data requests relative to courses or programs or special initiatives in the department.</p>
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**Explanation if a compliance requirement is not relevant for your institution:**

Not applicable

## **6. Standing with State and Other Accrediting Agencies**

	<b><u>List of Evidence to Demonstrate Compliance:</u></b>
1. Names of other accreditors, program(s) it accredits, and year of next review	<p><a href="#">ETAC of ABET</a> (Engineering Technology Accreditation Commission of ABET) 2019-20  A.A.S., Computer Engineering Technology  A.A.S., Electronic Engineering Technology  A.A.S., Mechanical Engineering Technology</p> <p><a href="#">Accreditation Commission for Education in Nursing, Inc.</a> 2020  A.A.S., Nursing</p> <p><a href="#">Middle States Commission on Higher Education</a> 2019  MSCHE Statement of Accreditation – see accompanying documentation.</p> <p><a href="#">Accreditation Council for Collegiate Business Schools and Programs</a>  report on removing note due 2/15/19; assurance report due 2/15/21; ten-year affirmation due 2027  A.S., Business Administration  A.S., Accounting for Forensic Accounting  A.A.S., Accounting  A.A.S., Computer Information Systems  A.A.S., Management (Marketing)  A.A.S., Office Administration and Technology</p> <p><a href="#">National Association of Schools of Theatre</a> (NAST) 2021  A.S., Theatre</p> <p><a href="#">National Association of Schools of Art and Design</a> (NASAD) 2021-22  A.S., Art and Design</p>
2. Documents and URLs available to current and prospective students that show the licensing or accreditation status with the state or other USDE approved agencies	<p><a href="#">New York State Department of Education – Inventory of Registered Programs – Search under Inventory of Registered Programs for QCC</a>  <a href="#">ETAC of ABET Accreditation Record</a>  <a href="#">ACEN Nursing Accreditation Record</a>  <a href="#">MSCHE Accreditation Record</a>  <a href="#">ACBSP Accreditation Record</a>  <a href="#">NAST Accreditation Record</a>  <a href="#">NASAD Accreditation Record</a></p>
3. Report from State or other accreditor if institution has been found noncompliant (including institutional response) within the last five years	Not applicable – see below

### **Explanation if a compliance requirement is not relevant for your institution:**

The college has received no reports concerning non-compliance with any of its accrediting agencies. ABET, ACBSP, and ACEN are longstanding accreditations at the college; NASAD and NAST are new accreditations.

## **7. Contractual Relationships**

	<b>Evidence to Demonstrate Compliance:</b>
1. List of current contractual agreements, including name of third-party and educational program(s) involved, and date of commission approval	Not applicable – see below
2. Documents and/or URLs available to current and prospective students that describe contractual arrangements/written arrangements	Not applicable – see below

### **Explanation if a compliance requirement is not relevant for your institution:**

The college has no third-party providers for any of its services or programs either for students or for faculty and staff.

## **8. Assignment of Credit Hour**

	<b><u>Evidence to Demonstrate Compliance:</u></b>
1. Policy and procedures for assignment of Credit Hour for all types of courses, disciplines, programs, credential levels, formats, regardless of modality)	<p><a href="#">Credit Hour Policy &amp; Procedures</a></p> <p>As a recognized higher education provider in the State of New York, QCC is bound by the New York Department of Education’s rules and regulations regarding assignment of credit hours. Referred to as semester hours and in compliance with federal guidelines, the statute, as listed in Chapter II of the Protocol for Opening a College in New York State, indicates (50.1.o): Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.</p>
2. Course or program review procedures and sample approval documentation, as they relate to credit hour	Not applicable – see below
3. Process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling	CUNY <i>first</i> , which is the university’s student information system, provides the platform for course scheduling at QCC. Using the criteria of term length and credit hours, class schedules are populated within the system to ensure that the semester hour regulations are upheld.

### **Explanation if a compliance requirement is not relevant for your institution:**

Course or program review procedures relative to the credit hour are not applicable as CUNY sets credit hour assignment in accordance with New York State guidelines.