New York COLLEGE OF HEALTH PROFESSIONS

February 5th 2007

INTRODUCTION

On October 4-5, 2006, a peer review team visited New York College of Health Professions, 6801 Jericho Turnpike, Syosset, Nassau County. The purpose of the self-study and the site visit was to determine the College's compliance with the institutional accreditation standards of the New York State Board of Regents and the Commissioner of Education.

The team was composed of:

Frank J. Nicchi, D.C., M.S., Team Chair
President and Professor
New York Chiropractic College

Theresa M. Maylone
University Librarian
St. John's University

Warren Rosenberg, Ph.D
Professor of Biology and Provost and Vice President for Academic Affairs
Iona College

Horace Huntington Smith, Ph.D
Associate Vice President,
Undergraduate Studies and Retention
Syracuse University

Byron P. Connell, M.A., Staff Coordinator
Associate in Higher Education
Office of College and University Evaluation
State Education Department

After reviewing all available materials, the peer review team ***recommended accreditation for a period of three years, with the following overall conditions***:

1. Strengthening the role of the faculty in governance;

2. Hiring faculty with both research experience and a research agenda that can be fulfilled at the College;

3. Addition of resources to support the research emphasis, especially establishment of an institutional research function;

4. Taking the other actions this report recommends for full compliance with all the standards for accreditation.

The College's faculty and administration fully accept all of the conditions, recommendations and suggestions of the peer review team.

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The body of the peer review team report includes the conditions, the 14 general recommendations and the suggestions for institutional improvement in eight major categories. The 14 general recommendations and the suggestions are in the following categories:

Categories	Number of Recommendations	Number of Suggestions for Institutional Improvement
1. Institutional Mission	1	1
2. Assessment of Student Achievement	1	0
3. Faculty	1	2
4. Resources	3	4
5. Administration	4	6
6. Support Services	3	1
7. Consumer Information	1	0
8. Student Complaints	0	1

Prior to offering a more detailed response to the team's conditions, recommendations and institutional suggestions, there are several items in the report that require further clarification.

On page 3 of the peer review team's report, the following statement appears:

"This success has come despite problems in the governance of the College. The dominance of the Chairman of the Board and the presence of the same individuals as senior administrators of the College and as principals in Innovation Fund, LLC are of concern in understanding how the College is to become independent of the Chairman's involvement. The absence of any apparent plan to accomplish the desired disengagement and the lack of participation of the broader faculty in the governance of the College were also areas of concern for the team."

The College's response:

Innovation Fund LLC. is a Holding Company that was put together to sell the assets of individuals who had businesses in various fields. Innovation Fund LLC. has no employees and it either receives payments or royalties from large, independent third party companies. The percentages of the Officers, Partners, Members and Investors were predetermined by stock positions and are unchangeable. Innovation Fund LLC. does no business with New York College of Health Professions.

Another item, in the Resources section of the report, relates to the Chairman of the Board of Trustees and his continued relationship with the College. The report stated that the College's Chairman desired to reduce his involvement with the College and thus it questioned how this action would affect the College's future financial stability.

The College's response:

During the meeting with the peer review team the Chairman stated that he would like to step down as the Chairman of the College once he felt the College was not only stabilized but fulfilling its vision. This has always been his position. He has always been concerned about the future of the College since his father was one of the co-founders of the institution and he strongly believes in the mission and vision of this institution. The fact that the College is now developing its own resources to fulfill its mission and vision without him necessarily being Chairman is something he welcomes.. It is his hope at this time, not to run for re election as Chair at the end of his term in two and one half years. The Chairman stated in that event he would like to be a liaison for the College and use his contacts to attract other donors and opportunities for the College as well as continue to be a patron to the College.

The findings also state that the College relies on patent royalties to sustain its fiscal capacity.

The College's response:

The intellectual property patent royalties were a donation to the College.

At this time, the College is not dependent on any contributions. It has been self-generating annual surplus for the past 4 years, through its current operations. Its research is also covered internally by the College's operations.

While the College is able to support itself without outside funding, it will continue to seek grants and donations from all possible resources.

CONDITIONS, RECOMMENDATIONS AND SUGGESTIONS FOR INSTITUTIONAL IMPROVEMENT

Listed below are the peer review team's recommendation for accreditation, along with its conditions, recommendations, and institutional suggestions followed by the College's acceptance of all conditions, recommendations, and institutional suggestions, as well as a description of how the College will address each item.

Team Recommendation: *Accreditation for a period of three years with conditions:*

- ***Condition 1: Strengthening the role of the faculty in governance;***

College Response*:*

The College accepts the peer review team's condition #1 to strengthen the role of faculty in governance, and the College welcomes more participation from and the strengthening the role of the faculty in governance. The College is aware that it must increase the role of its constituencies in the area of governance.

As a first step in meeting this condition, the College has established a Faculty Governance Committee (FGC), which will report to the President. It is intended that the Committee will periodically meet with members of the Board of Trustees of the College.

The (FGC) will select its own chair for each academic year. Faculty will be divided along program lines, insuring representation from both the School of Massage Therapy and the Graduate School of Oriental Medicine. Committee members will be expected to serve for a full academic year.

The Faculty Governance Committee (FGC) will review and revise the peer evaluation of the faculty process in order to make it stronger. The Committee's recommendation will be submitted to the President on or before July 1, 2007.

The Committee will also analyze the issue regarding student tuition and its fiscal impact upon the financial status of the College, including faculty salaries.

The FGC will seek input from the total faculty and other sources. It will ask stakeholders from outside the Committee to meet with them, from to time. The Committee's recommendations will be presented to the President and will be shared with the New York College community, as appropriate.

- ***Condition 2: hiring faculty with both research experience and a research agenda that can be fulfilled at the College;***

  College response:
  The College accepts the peer review team's condition #2 to hire additional faculty both with research experience and a research agenda that can be fulfilled at the College. This will be implemented by fall 2007.

- ***Condition 3: addition of resources to support the research emphasis, especially establishment of an institutional research function;***

  College response:
  The College accepts the peer review team's condition #3 and will provide adequate resources to fund research activities, and the establishment of a Research Committee, as well as an Office of Institutional Research.

  The College will establish the Office of Institutional Research by December 31, 2007.

- ***Condition 4: taking the other actions this report recommends for full compliance with all the standards for accreditation.***

College response:
The College accepts the peer review team's condition #4 and will take all the other actions this report recommends for full compliance with all the standards for accreditation.

Institutional Mission

Recommendation #1

Clarify the intended outcomes of the newly added mission focus on research and intellectual property development and demonstrate that these goals are openly communicated, clearly understood, and accepted by the College's stakeholders, particularly its faculty.

College Response:
The College accepts recommendation #1.

There seems to be some confusion as to the third component of the mission statement - Research. This is a newly included component. At this time it does not occupy the same importance as the other two mission components, Education and Service. The Research component clearly refers to testing the effectiveness of healthcare activities. This is being done through clinical surveys, such as the collection of data regarding the effectiveness of the modalities that are practiced in the student clinics. The Research component, at this time, does not refer to basic research which would require substantial funding and sophistication.

The Research component of the mission statement has been clarified as follows:

> To develop and implement research strategies to test the effectiveness of health care, wellness and quality of life interventions.

To ensure that goals are openly communicated, clearly understood, and accepted by the College's stakeholders, particularly the faculty, the College intends on having several public meetings, retreats and strategic sessions. The next Visions Meeting is scheduled for February 2007. At this time the new committees will be described and the preliminary agenda shared. This combined with the new Faculty Governance Committee (FGC), the new College Governance Committee (CGC) and an increasing membership on the Student Faculty Committee (SFC) will provide all stakeholders an opportunity to participate in the formation and ownership of the process.

The management of the College believes that this recommendation has been addressed. All stakeholders currently understand the newly added mission component on research.

Suggestion for Institutional Improvement

- ***In future mission review and revision processes, ensure that all stakeholders are given an opportunity to participate in the formation and ownership of the process.***

College Response for Institutional Improvement:
The College accepts the suggestion. As stated above the College intends to have more public meetings, retreats and strategic sessions. The next Visions Meeting is in February 2007. These sessions, combined with the new Faculty Governance Committee (FGC), the new College Governance Committee (CGC), and an increasing membership on the Student Faculty Committee (SFC) will provide all stakeholders an opportunity to participate in the formation and ownership of the process.

Assessment of Student Achievement

Recommendation #2:

Because the recent past history of student pass rates on licensing examinations has been mixed, document a continuing trend of improvement in this area for at least a period of three years.

The institution shall annually submit:

(i) ***timely and accurate statistical information as prescribed by the commissioner;***
(ii) ***additional specified reports, including data related to persistence and graduation rates, state licensing examination results, job placement rates, and other evidence of the quality of student achievement;***
(iii) ***record of compliance with its program responsibilities under HEA Title IV (including student default rate data, and the results of audits and program reviews);***
(iv) ***record of student complaints and their outcomes; and***
(v) ***other information pertaining to an institution's compliance with the standards prescribed in this Part, as determined by the department.***

College Response:
The College accepts recommendation #2 and will submit annually all of the materials requested.

The peer review team noted that the pass rates on the NCCAOM examination (acupuncture) were at or above the national average. However, the peer review team viewed the massage licensing examination results as “mixed”.

The College would like to provide more insight to these massage licensing exam results. A revised table included below that shows steady progress (improvement) over the last several exam periods in the area of massage therapy.

In August of 2004 the New York State Massage Therapy Exam was substantially changed and Statewide results dropped almost 20%. The College did not react quickly to its own drop since it never taught to the test and it believed that this particular test was an anomaly. When the College received the January 2005 results, it found that it was still slightly below the State average. The College reacted quickly by instituting a TMR class (Total Massage Therapy Review). Since then the College has scored significantly above the State average, with a 7% increase over the state average in its most recent exam in August 2006.

The College has an annual Academic Assessment plan which reviews licensing results, as well as other components of the assessment of student achievement such as graduation rates, job placement rates and student retention from trimester to trimester.

The following table shows the recent Massage Therapy Licensing exam results*:

New York State Massage Therapy Examination Summary Statistics			
	First-Time Takers New York College (Syosset)	First-Time Takers All Candidates	First Time Takers- New York College pass rate differential versus All First Time Candidates
Exam Date	Pass Rate	Pass Rate	Pass Rate
Jan-05	76%	84%	-8%
Aug-05	87%	81%	+6%
Jan-06	82%	78%	+4%
Aug-06	89%	82%	+7%

Table 1: New York State Exam Pass Rates (Syosset only)*

To facilitate this and other reviews of institutional effectiveness, the newly established Office of Institutional Research will have this activity, to document exam trends, as one area of responsibility.

Faculty

Recommendation #3:

To assure a sufficient number of faculty who serve full-time at the institution, and thereby foster and maintain stability in academic programs and policies, the College should reduce its reliance on adjunct faculty, particularly in the School of Massage Therapy.

College Response:
The College accepts recommendation #3.

The College is reviewing the components of faculty recruitment program— advertising and other outreach, salary, work expectations— with the goal of finding elements of the recruitment effort that can be modified to produce better results. Part of the problem is that the Massage Therapy field is practitioner based, and they have their own respective business practice. Finding the right people has been difficult. The goal of this review is to revise the recruitment process in order to add two full-time faculty in Massage Therapy by the fall of 2007.

The College will offer its full-time faculty at least one year contracts by the fall of 2007 in response to the recommendation of the peer review team.

Suggestions for Institutional Improvement

- Implement a stronger system of peer evaluation of faculty.
- Implement a more broadly participatory system of shared governance, expanding the role of the faculty in areas of institutional governance beyond the curriculum

College's Response:
The College accepts the suggestions for institutional improvement.

The Faculty Governance Committee (FFC) will review and revise the peer evaluation of faculty in order to make it stronger. Its recommendation will be submitted to the President on or before July 1, 2007.

The Faculty Governance Committee (FGC) will seek input from the total faculty and other sources and may, from time to time, ask stakeholders from outside the committee to speak to them. The FGC's recommendations will be presented to the President and will be shared with the New York College community, as appropriate.

The College is also establishing the College Governance Committee (CGC) to promote shared governance among the faculty, staff and students.

Resources

Recommendation #4:

Identify the specific resources needed to support the research and intellectual property dimension of the mission, with particular attention to the development of an information technology plan to support the research mission and to leverage such technologies in the classroom, reflect them in its budget, and have a written plan in place against which to measure the success of that dimension.

College Response:

The College accepts recommendation #4.

As referenced in the College's action to fulfill the peer review team's "condition 3" for the "addition of resources to support the research emphasis, especially the establishment of an institutional research function, the College has identified specific resources to support its research mission and an institutional research function." The College has established a Research Committee and will establish an Office of Institutional Research. As stated previously, "intellectual property dimension" is not part of the research component of College's mission statement. The research will be to test and/or determine the effectiveness of the modalities and treatments offered in the College's Academic Teaching Clinics.

The Office of Institutional Research will not only gather and report institutional data, but it will also offer IT support for the collection of clinical test data. The Office will do the latter using the guidance of the IT plan.

An information technology plan will be developed and implemented. Efforts will be made to determine how it can support the research mission, such as using the information from the patient surveys in the classrooms. It will include a projected budget to accomplish the proposal. The written plan to measure the success of the research component will be the subject of at least two reports to the New York College community—one preliminary report on or before Dec. 31 2007 and a final report by the end of April 2008. These reports will include recommendations for strengthening the research capabilities and the College.

In order to encourage and support research, the College has established a Research Committee, Chaired by Dr. Woodson Merrell, who has served as Chief Medical Advisor for the College since 2003. Dr. Merrell is on the Board of Directors of the New York Society for Acupuncture for Physicians and Dentists. His research has included studies of acupuncture as a therapy for lower back pain and asthma. Dr. Merrell is well published. In addition, Dr. Merrell has served on numerous boards of directors, such as the Scientific Advisory Board, National Foundation for Alternative Medicine, and has held the position of Assistant

Clinical Professor of Medicine, Faculty of Medicine, Columbia College of Physicians and Surgeons. Dr. Merrell is an internationally acclaimed expert in Complementary and Alternative Medicine, having served as an advisor to the White House Paper on Complementary Medicine, advised both houses of Congress and has also been Chairman of the New York State Commission of Acupuncture.

The Office of Institutional Research is planned to be established on or before Dec. 31. 2007.

Suggestion for Institutional Improvement

- ***Establish an office of institutional research.***

College Response:
The College accepts this suggestion and, as stated above it will establish an Office of Institutional Research by Dec. 31 2007.

Recommendation #5:

Develop a written library collection development policy that includes input from faculty — especially those who will be engaged in setting the direction for success of the research and intellectual property mission — and detail both de-acquisition of materials and planned growth in electronic resources. A detailed budget, developed by the Library Director, should be linked to the collection development policy.

College Response:
The College accepts recommendation #5.

Consistent with the peer review team's recommendation, the library director has been consulting with program deans and faculty since the fall of 2006 as part of preparing a collection development policy. The other input to the collection development policy will derive from the membership on the Research Committee. Since the committee also includes faculty and program deans, the collection development policy will have the benefit of their suggestions.

Similarly, the de-acquisition process is on-going and will reflect the needs of the research agenda once it has been established. This agenda will also drive the acquisition of electronic resources that supplement or replace hard copy materials.

The library budget will be completed once the Research Committee has established its agenda.

As previously stated, the mission statement's research component is now clarified and does not include intellectual property.

Recommendation #6:
Beyond providing information literacy training, the library should also be engaged with faculty, students and administration in the development and implementation of the College's research agenda, and partner with faculty in pedagogical development in the classroom. A library strategic plan, therefore, should be developed, including a five-year projection of personnel needs.

College Response:
The College accepts recommendation #6.

The peer review team recommends a five year strategic plan for the library that supports the College's research agenda. A key to preparing this plan is the library director's membership on the Research Committee.

The Director of Library Services has been working with faculty and program deans since the fall of 2006. As a member of the Research Committee, she will have access to and input into the research agenda.

The strategic plan will consider at least four factors:

- Strengths of the library collection, IT resources and services
- Weaknesses of the library resources in light of research and instructional needs
- Opportunities to strengthen the library and its resources through dual use or collaboration with other institutions
- Threats of technological obsolescence and rising costs

The library's strategic plan will include these factors as well as projections of personnel and training needs. Like the library budget, the strategic plan will reflect the research agenda once that has been established.

Suggestions for Institutional Improvement

- ***The library's catalog, especially given the unique nature of some of its holdings and the library's openness to the community, should be made web-accessible.***

College Response:
College accepts this suggestion. The Director of Library Services is already working on this, and will submit a proposal by July 31, 2007.

- ***A strategic operations and financial plan and budget, prepared with substantial input from faculty, and with clearly defined assessment milestones, is essential.***

  College Response:
  The College accepts this suggestion. This process is being instituted with the faculty. As stated previously, the College has established a Faculty Governance Committee (FGC) which, along with the College's other Committees, will provide faculty with substantial opportunities for input as the strategic operations and financial plan and budget are prepared. '

- ***Decentralize the budget process to include input in the initial budget preparation from various departmental managers and administrators to more efficiently assess individual departmental needs.***

  College Response:
  The College accepts this suggestion.
  The College's CFO will meet with the various departmental managers and administrators. They will prepare and agree to budgets in advance, with input from faculty.

Administration

Recommendation #7:
Review and revise the College's administrative structure, eliminating any administrative position from reporting to both the president and the board.

Recommendation #8:
Recognize the importance of separating board functions from management functions and not have an administrative position filled by a member of the governing board.

College Response:
The College accepts recommendations #7 and #8. The College has already taken action to comply with these recommendations, and offers clarification of some positions that previously reported to both the President and the Board.

The College has reviewed and revised the administrative structure, eliminating any administrative positions from both reporting to both the President and the Board.

The peer review team's findings stated that Dr. Harris Cohen, a Vice President of the College, "function more closely to the CAO than the Senior Academic

Advisor". The College has appointed Dr. Harris Cohen, as Vice President of Academic Affairs and only reports to the President.

Dr. Woodson Merrell, the Chief Medical Advisor, and the Chair of the newly formed Research Committee, reports only to the President.

The College would like to clarify the position of Visiting Professors. These distinguished individuals became involved with the College because they believe in the College's vision.

In order to avoid confusion in the future, and to clarify their relationship with the College, they are being renamed "Distinguished Associates," and they will only report to the President.

The College corrects the peer review team's findings which inaccurately stated that these individuals have "no academic credentials…and are paid". Listed below are the College's "Distinguished Associates" who provided pro bono services, with brief description of their respective backgrounds.

James Cheek, PhD
President Emeritus Howard University, recipient of the Presidential Medal of Freedom, serves/served as board member of Drew University, and Colgate University among others.

Bertram Spector, PhD
Vice President (Emeritus), Dean of Academic Affairs, New York Institute of Technology
Vice President of Research, Seversky Corp.
Co-Founder of New York College of Health Professions

Laurie Giandomenico, PhD
COO, Fahrenheit 212, a division of Saatchi & Saatchi

Michael Balboni, JD
Deputy Secretary of Law Enforcement and Homeland Security, New York State; adjunct professor of political science at Adelphi University.

Recommendation #9:

Develop a formal system of shared governance that provides for participation by the faculty, students, and staff.

College's Response:

The College accepts recommendation #9.

The College has established a College Governance Committee (CGC) to provide participation by the faculty, students, and staff in a system of shared governance.

Its membership will consist of five faculty members, five students, and five members of the academic staff, such as student services, admissions, etc. The President and the Vice President of Academic Affairs will serve *ex officio*.

The Committee will select its own chair for each academic year. Faculty and student members will be divided along program lines, insuring representation from both the School of Massage Therapy and the Graduate School of Oriental Medicine. Committee members will be selected randomly from the pool of volunteers.

As stated previously the College also established a Faculty Governance Committee (FGC), which is another forum in which faculty can participate in governance.

Suggestions for Institutional Improvement

- ***Review and adhere to the "Board of Regents Statement on the Governance Role of a Trustee or Board Member" (http://www.regents.nysed.gov/statement.html).***

College Response:

The College accepts this suggestion. This suggestion has already been addressed.

The Board has reviewed the "Board of Regents Statement on the Governance Role of a Trustee or a Board Member" At a recent Board meeting, it was unanimously approved that this document would be included in the College's By-laws.

- ***Rethink the position of Senior Academic Advisor and redraw the organization chart reporting lines***.

  College Response:
  The College accepts this suggestion.

  The organizational chart has been revised to reflect the new reporting lines.

- ***Seek the assistance of an external consultancy in assisting the governing board to better understand the nature of non-profit college and university boards, the benefit of board diversity in all of its manifestations (professional background, gender, geography, and so forth), board committee structure, board evaluation, board member selection, and the relationship between the board and the administration. The Association of Governing Boards would be a good resource.***

  College Response:
  The College accepts this suggestion.

  The College is in discussions with experts in this area and plans to retain a consultant(s) on or before May 15, 2007.

- ***Enlarging the board, seek more diversity in the members' backgrounds, and have the board step out of the day-to-day management of the College***.

  College Response:
  The College accepts this suggestion.

  The Board will establish a search committee at its next board meeting, and will also receive input from the College's Student Faculty Committee for potential members. The Board has expressed an interest in expanding its membership by 30%. The Board will also look to the "Distinguished Associates" as a source of potential members.

- ***An enlarged board should establish committees, among which might be a finance committee, audit committee, investment committee, and academic committee, as is customary at governing boards of not-for-profit corporations.***

College Response:
The College accepts this suggestion.

On December 12, 2006, the Board of Trustees established an Audit Committee. The College will establish other Committees, including the Search Committee as stated above, with the growth of the College and the size of the Board.

- ***Consider developing a board policy to change external auditors periodically, a step consistent with good practices in non-profit higher education.***

College Response:
The College accepts this suggestion.

The College will comply with what is customary good practice in non-profit higher education. The College is in the process of discussing this issue with the accounting firm of Loeb and Troper. The College has used Loeb and Troper, a large firm in non profits for the past few years. Prior to retaining Loeb and Troper, the College retained Delloite and Touche. The Board's audit committee will discuss with Loeb and Troper whether the College should change the actual accounting firm, or change the people in charge within the auditor's organization who are overseeing the audit. The audit committee will then make its recommendation to the Board.

Recommendation #10:
To foster and maintain continuity and stability in academic programs and policies, implement at least annual, and preferably multi-year, contracts for the members of the full-time faculty.

College's Response:
The College accepts recommendation #10.

The College will offer at least one year contracts to full time faculty starting in the fall of 2007.

Support Services

Recommendation #11:
Provide more advisement and guidance for students from full-time faculty in their programs of study.

College's Response:
The College accepts recommendation #11.

It is necessary to understand that there are three aspects of the advisement and guidance program at the College. First, all students are assigned an advisor at the time they enroll in the institution. Students cannot register for classes without an advisor's signature of approval on the student's registration form.

Second, the mid-term grade reports filed by faculty, identify students who are experiencing academic difficulty. These students are contacted by their faculty advisors and the Office of Student Services for the purposes of arranging tutoring or changing the student's schedule. By May 1, 2007 the Director of Student Services will complete an analysis of this process over the past two years. The review will identify any aspects of the process that may need to be revised.

Third, a student's assigned advisor may not be available at the time he/she needs advisement. This student then seeks advisement from the program Dean. Increasing full-time faculty positions, as recommended by the peer review team, will help this situation. In addition, offering full-time faculty members at least one year contracts that specify advising responsibilities is expected to improve this student advisement.

The College will administer a Survey of Student Engagement in the fall of 2007. The results of this survey will be reviewed as part of the annual academic assessment and will serve as the basis for improvements in the advisement and guidance system.

Recommendation #12:
Identify procedures to address the needs of students with special needs effectively, and implement them.

College Response:
The College accepts recommendation #12.

Based on discussions with a peer review team member during the site visit, the College formalized its policy and procedures in writing. This document is in compliance with Section 504 of the Rehabilitation Act of 1973 and with Title II of the American Disabilities Act of 1990. The College has been providing accommodations to Students with special needs who self-identify at the time of

the admissions interview. In 2005-2006 there were 37 such students. Based on appropriate documentation, these students are provided with accommodations matched to their special needs. The majority of these students are learning disabled. They are given, for example, extra time on examinations, seats in front of the classroom, readers and note takers.

All of these students are tracked by the Office of Student Services as they progress through his/her programs. Of the 12 students who self identified in the fall of 2005, 9 have graduated; 1 is still enrolled and 2 dropped out.

In order to improve upon these procedures, the College will supplement the Reasonable Accommodations statement in the Catalog, with a Special Needs Policy in the College's Student Handbook.

Recommendation #13:
Provide services for students in accordance with student learning needs, not managerial cost efficiency.

College Response:
The College accepts recommendation #13.

The College has always considered a student's needs first. The College has never denied or refused any student with access to materials, equipment, or supervision in order to help facilitate a student's learning needs. The following activities are available to all students without charge:

- peer tutorials
- faculty tutorials.
- note-takers for classes.
- books on tape.
- extra time for test taking.
- readers
- monitoring of mid-term grades. Students with a D grade or lower are contacted by the Director of Student Services to offer assistance, such as tutoring

The faculty and staff will continue to examine other ways in which services can be provided for students in with learning needs. The College will continue to make a concerted effort in informing all students of the various services currently available.

Consumer Information

Recommendation #14:
Include in the next edition of the catalog all required information.

College Response:
The College accepts recommendation #14.

The peer review team stated that the College Catalog did not list the degree, certificate and diploma programs, containing at least the official approved program title, degree, HEGIS code number, etc. The peer review team apparently overlooked this information which is included in its entirety in the New York College Catalog 2006-2008, on page 12.

Student Complaints

Suggestion for Institutional Improvement:

- ***Establish a means of listening and responding to concerns about matters other than grades and financial problems. The lack of faculty involvement in governance is referred to in other sections of this report; in this section the team adds the same concerns about communication with students. In the spirit of the research and data collection thrust of the mission, a reasonable start would be the administration of a normed survey such as the National Survey of Student Engagement (NSSE).***

College Response:
The College accepts this suggestion.

As stated previously, the College has established a new structure to promote student involvement in governance: College Governance Committee. The College is also establishing an Office of Institutional Research. The College will use student surveys as of fall 2007. The information and recommendations provided by such committees, departments, and the surveys will serve as a basis for modifications in the advisement and guidance system as well as student involvement in institutional affairs.