

MIDDLE STATES SELF-STUDY DESIGN AND PROCESS

Standards for Accreditation

I. Mission and Goals

The institution's mission defines its purpose within the context of higher education. The institution's goals indicate how the institution fulfills its mission.

II. Ethics and Integrity

In all activities, internal or external, an institution must be faithful to its mission, honor its commitments, adhere to its policies, and represent itself truthfully.

III. Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels.

IV. Support of the Student Experience

The institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through an effective support system.

V. Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission.

VI. Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are sufficient to fulfill its mission and goals, assess and improve its programs and services, and to respond to opportunities and challenges.

VII. Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves.

Intended Outcome of Self-Study

- demonstrate compliance with the seven accreditation standards and requirements for affiliation;
- determine the extent to which the college satisfies the mission, vision, and goals set forth in the Strategic Plan;
- identify ways to synergize program offerings and support-services among transfer, pre-professional, and workforce development programs;
- identify strategies that contribute to students' goals of persistence and completion, or guides them into productive alternatives;
- identify institutional strengths and opportunities for improvement;
- examine the effectiveness of assessment practices across all areas of the college;
- expand community awareness of and engagement with the college's personnel and resources, and
- inform the college's 2020-2025 Strategic Plan.

Purpose of the Self-Study

- advance institutional self-understanding and self-improvement
- demonstrate to external audiences, such as the Middle States Commission on Higher Education, government regulatory agencies, and the public, that the institution meets the standards for accreditation
- The MSCHE self-study process is required to maintain eligibility to receive federal financial aid.

SCCC Institutional Initiatives

- SCCC will expand access and increase student success by providing deliberate, diligent start-to-completion guidance for all students.
- SCCC will ensure a relevant and coherent curriculum.
- SCCC will strengthen community partnerships in order to bolster work force development, further expand educational pathways, and enrich the cultural life of the community.
- SCCC will enhance its commitment to campus diversity, inclusion, and equity.
- SCCC will invest in campus renewal, including physical facilities and technological capacities.

- Kick-off Meeting for Steering Committee; Steering Committee Charged

- Kick-off Meeting for Working Groups; Working Groups Charged
- Working Groups hone research questions for Self-Study

- Steering Committee Co-chairs & VP of Academic Affairs attend MSCHE Self-Study Institute
- Steering Committee identifies Institutional Initiatives & develops Initiatives/Standards Crosswalk

- Steering Committee coordinates open forum for community input on Institutional Initiatives
- WG Reports on Preliminary Plans for Research
- Steering Committee Approves WG Plans for Research

- MSCHE Liaison schedules preparation visit for Spring 2017

- Steering Committee Finalizes Self-Study Design
- Self-Study Design vetted by College Community
- Design Document sent to MS Staff Liaison

- MSCHE Liaison Visit and Reviews Self-Study Design
- Working Groups begin the work of research and reporting for each Standard
- Supporting documents continue to be identified and assembled

- Steering Committee discusses preliminary reports and identifies gaps in the research

- Working Groups continue research and reporting for each Standard
- Steering Committee discusses reports and identifies gaps in the research



Fall
2016

September
2016

December
2016

Spring
2017

February
2017

March
2017

April
2017

May
2017

Fall
2017

February
2018

May
2018

Summer
2018

September
2018

October
2018

November
2018

January
2019

March
2019

April
2019

Summer
2019

- Working Groups finish their final drafts of reports

- Co-chairs, with Steering Committee oversight, assemble complete first draft of Self-Study report

- Co-chairs edit first draft
- Edited first draft of Self-Study sent to Evaluation Chair

- Edited First draft to MSCHE Team Chairs and to SCCC campus community for comments
- Evaluation Chair review drafts of Self-Study Report

- Co-chairs, with Steering Committee oversight, assembles second draft of Self-Study report

- Evaluation Chair makes preliminary campus visit four months prior to Evaluation Team visit

- Steering Committee finalizes Self-Study report
- Final Self-Study report sent to Evaluation Team (six weeks prior to team visit)

- Evaluation Team visit

- Final documentation submitted to MSCHE
- College responds to Evaluation Team visit

- MSCHE action

For more information go to:

www.msche.org
www.sunysccc.edu/Middle-States



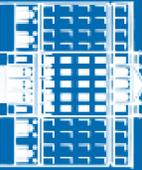
SCHENECTADY
COUNTY COMMUNITY COLLEGE
S • U • N • Y

Standard I: Mission and Goals

- Can you state SCCC's mission statement in your own words?
- To what extent does your understanding of the college's stated mission, vision, and goals inform your decision making?

Standard II: Ethics and Integrity

- What are some of the college's efforts to encourage an environment that fosters respect, inclusion, diversity, and civility among its diverse population?



Standard III: Design and Delivery of the Student Learning Experience

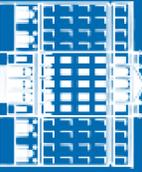
- Are you aware of S-Core? Can you identify the college's general education learning outcomes?
- What are some of the best ways that the college supports professional development?

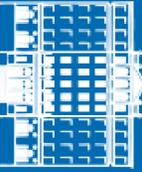
Standard IV: Support of the Student Experience

- The college has stated in the form of an institutional initiative that it will provide “deliberate, diligent start-to-completion guidance for all students.” In what areas does the college do particularly well? What areas need improvement?
- What are some examples of efforts to expand educational pathways both prior to acceptance and after graduation?
- How is the college working to enrich the cultural life of the community?

Standard V: Educational Effectiveness Assessment

- What are some specific examples of assessment efforts at SCCC that have enabled students to better achieve educational goals and/or led to improvements in curriculum?
- What are the best examples of assessment practices at SCCC that might be used as models for continued assessment development?





Standard VI: Planning, Resources, and Institutional Improvement

- What are the best examples of planning processes and resource allocation that have led to significant improvements in campus renewal?
- What are the best examples of planning processes and resource allocation that have led to expanded student access and/or increased student success?

Standard VII: Governance, Leadership, and Administration

- Would you describe the college governance structure as clearly articulated and transparent? Are there areas in which the responsibility and accountability for decision making is unclear?
- In what ways is the college governance structure (governing body, administration, faculty, staff and students) successful in ensuring a relevant and coherent curriculum?

