Middle States Commission on Higher Education Update for Faculty Assembly February 18, 2019

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Agenda

- Middle States Institution Directory
- Standards for Accreditation and Requirements of Affiliation
- Types of Substantive Change
- Off-Campus Site Approval Form
- Upcoming Self-Study Process
- Question and Answer
Middle States Institution Directory
SUNY COLLEGE AT OSWEGO

The Middle States Commission on Higher Education (MSCHE or the Commission) is one of seven regional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE is an institutional accreditor, therefore, it examines and reaffirms accreditation for each of its member institutions as a whole, rather than the specific programs within the institution. MSCHE does not approve individual programs. MSCHE accreditation does not expire but is reaffirmed at the time of the institution’s next review.

The Statement of Accreditation Status (SAS) is the Commission's official public statement about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

CEO: Dr. Deborah Stanley, President

Carnegie Classification: Master's Colleges & Universities: Larger Programs » Four-year, medium, highly residential

Control: Public

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**Accreditation Information**

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**Phase:** Accredited

**Status:** Accredited

**Initial Accreditation:** 1950

**Last Reaffirmation:** 2017

**Next Self-Study Evaluation:** 2021-2022

**Next Mid-Point Peer Review:** 2026

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VISIT: www.msche.org/institutions
Standards for Accreditation and Requirements of Affiliation
1. Mission and Goals

The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.
2. Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.
3. 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, regardless of instructional modality. All learning experiences, regardless of modality, program page/schedule, level, and setting are consistent with higher education expectations.
Across all educational experiences, settings, levels, and instructional modalities, 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 a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.
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, and appropriate expectations for institutions of higher education.
6. Planning, Resources and Institutional Improvement

The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.
7. 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 other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.
Types of Substantive Change
Types of Substantive Change

1. Mission or Objectives
2. Legal Status, Form of Control, or Ownership
3. Significant Departure from Existing Educational Program
4. Alternative Delivery Method
5. Direct Assessment/Competency Based Education (CBE) Programs
6. Different Credential Level
7. Clock Hours to Credit Hours
8. Number of Clock or Credit Hours
9. Contractual Agreements
10. Establishment of Additional Locations
11. Establishment of a Branch Campus
12. Site Closure, Relocation or Reclassification
13. Planned Institutional Closures
14. Experimental Sites Initiatives (ESI) as Required by the US Department of Education
Federal regulations require prior approval of the addition of courses or programs that are a significant departure from the methods of delivery that existed and were previously included within the scope of the institution’s accreditation.
Federal regulations require prior approval of the addition of programs of study at a degree or credential level that is different from those that existed and were previously included within the scope of the institution’s accreditation.
Federal regulations require prior approval of a substantial increase or decrease (a change of at least 20%) in the number of clock or credit hours awarded for successful completion of a program.
Federal regulations require prior approval for the establishment of an additional location at which the institution offers at least 50 percent of an educational program.
The Commission requires prior approval to close, relocate, or reclassify a site (change in category among branch campus, additional location, or other instructional sites).
Off-Campus Site Approval Form

Internal to SUNY Oswego
OFFICE OF THE PROVOST
OFF-CAMPUS SITE APPROVAL FORM

REPORTING UNIT AND PROGRAM DIRECTOR: ________________________________

LOCATION AND BRIEF DESCRIPTION OF OFF-CAMPUS SITE: ____________________________

PROGRAM TO BE OFFERED: ________________________________

DATE(S) PROGRAM WILL BE OFFERED: ________________________________

ESTIMATED ENROLLMENTS BY SEMESTER: ________________________________

ESTIMATED NUMBER OF COURSES EACH TERM: ________________________________

FACILITY FEE: ________________________________

JUSTIFICATION: ________________________________

APPROVALS

Signature: ________________________________ Date: __________

DEAN

Signature: ________________________________ Date: __________

REGISTRAR

Signature: ________________________________ Date: __________

DIRECTOR OF FINANCIAL AID

Signature: ________________________________ Date: __________

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT

Signature: ________________________________ Date: __________

PROVOST AND VP OF ACADEMIC AFFAIRS

REVIEWED BY:

Signature: ________________________________ Date: __________

NISHE ACCREDITATION LIAISON OFFICER AT SUNY OSWEGO

January 9, 2019
Upcoming Self-Study Process

Self-Study Evaluation
2021-2022
**Actions Ahead**

**Spring 2019**
- President and Provost identify Self-Study Co-Chairs
- Invite Self-Study steering committee and subcommittee members
- Co-Chairs convene committees to discuss tasks ahead

**Fall 2019**
- Reconvene steering and subcommittee members
- Committees begin reviewing relevant institutional data
- Co-Chairs and IRA Director attend Self-Study Institute
- Co-Chairs continue working with committees
Questions?

Thank you.