Atlantic Cape’s Middle States Self-Study Report
“Charting the Course for the Next 50 Years”

GENERAL INFORMATION

Atlantic Cape’s Self-Study Report
- Atlantic Cape’s Middle States Commission on Higher Education (MSCHE) 2018 reaccreditation began in 2016
- 75 volunteers directly involved in this collaborative process
- These volunteers examined the extent to which the college demonstrated or met the new seven Standards of Accreditation
- This concerted effort resulted in the creation of our Self-Study Report, *Charting the Course for the Next 50 Years*.

Atlantic Cape’s Evaluation Team Visit, April 8-11, 2018
The next phase of the accreditation process is an evaluation visit. A seven member evaluation team, consisting of faculty and administrators from peer institutions, will be led by Dr. Steady Moono, president of Schenectady County Community College. The team will be sent the final report on Feb. 26. They will read our Self-Study report and evaluate how accurately the report reflects our reality, ask questions for clarification, and/or request additional documentation.

Many campus members (students, faculty, staff, Board of Trustees) will be invited to formally participate in a group or an individual meeting with one or more of the evaluators. There may also be informal meetings or requests for additional meetings once they are on campus. They will make a recommendation to MSCHE regarding our re-accreditation status. See Atlantic Cape’s [Evaluation Team roster](#) for a list of the team members.

**Please note:** if you are included on the Evaluation Visit schedule, you will receive additional information to prepare you for the meeting.

Benefits and Value of Accreditation
- Every eight years (as of 2017), the college conducts a self-analysis and assessment and is provided collegial peer review and feedback
- The focus of MSCHE accreditation is on mission, the student learning experience, quality, and institutional effectiveness
- This visit is an opportunity for Atlantic Cape to reflect and demonstrate engagement in continuous improvement, commitment to excellence, and highlight the value of an Atlantic Cape degree
- The Self-Study Report supports Atlantic Cape’s Strategic Plan implementation
- Successful reaccreditation allows us to continue to provide Title IV financial aid for students
- This review provides an opportunity to celebrate Atlantic Cape’s successes and identify future opportunities for improvement
- If you would like more information, please visit Atlantic Cape’s [MSCHE Accreditation Website](#).

For any questions about our reaccreditation effort, please reach out to Dean Jean McAlister (x4901, mcaliste@atlantic.edu) or Dr. Augie Nigro (x5022, anigro@atlantic.edu).
The Seven Middle States Standards

Standard I: Mission and Goals
The institution's mission clearly 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.

Standard II: 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.

Standard 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, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Standard IV: Support of the Student Experience
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.

Standard 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, and appropriate expectations for institutions of higher education.

Standard VI: 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.

Standard 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. 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.

The Evaluation Team

Dr. Steady H. Moono — Chair
President
Schenectady County Community College, Schenectady NY

Ms. Kate Demarest
Lecturer, Accounting
University of Baltimore, Baltimore MD

Mr. William Thomas Emm
Executive Vice President for Planning & Institutional Effectiveness
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Mr. John E. Jablonski
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Dean of Educational Technology
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