

Berklee's 2023 New England Commission of Higher Education Reaccreditation

Sharon Kramer, PhD
Dean of Institutional Research, Assessment, and Accreditation



Agenda

1 Refresher on higher education accreditation

2 Update on where we are and what we need to do

3 Role of ALC and timeline until April

Accreditation is both a **status** and a **process**.



Quality Assurance

public-function

Evidence that the institution deserves the public's trust.



Quality Improvement

private-function

Opportunity for reflection and quality improvement, through self study and peer review

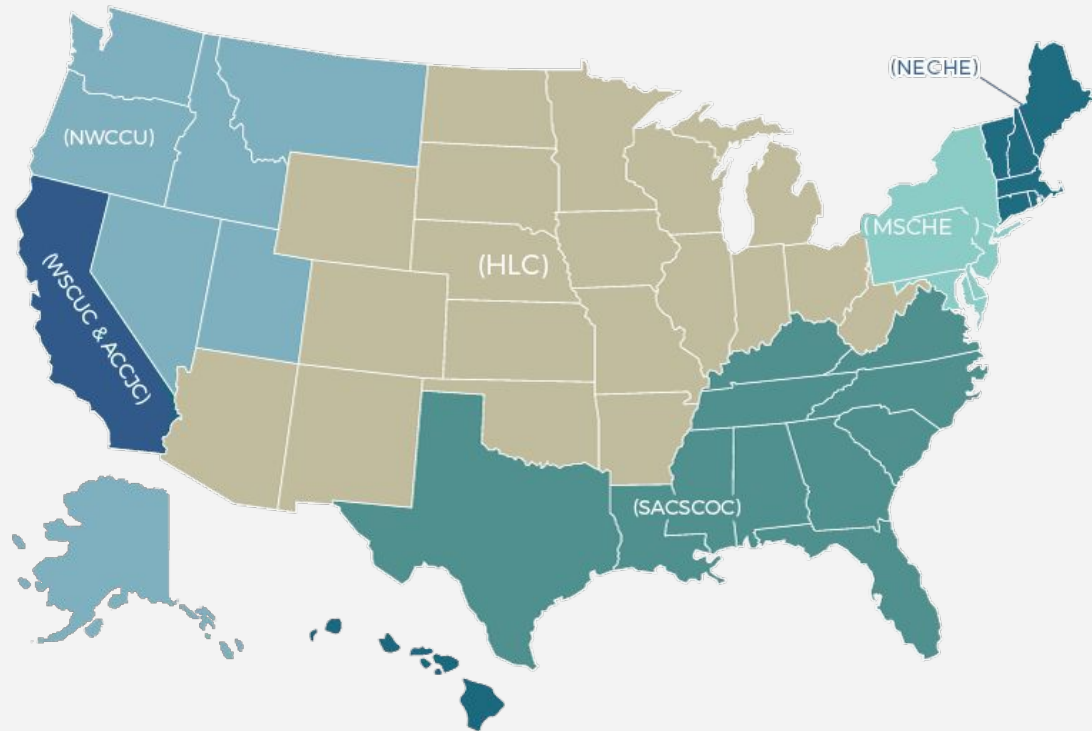
Accreditation is a system of **self-review and peer-review** in which an institution is found to **meet or exceed a set of standards**.

Accreditation ensures an institution:

- ✓ has clearly defined purposes
- ✓ has adequate governance structures
- ✓ has resources necessary to achieve its purposes
- ✓ is currently achieving its purposes
- ✓ has the ability to continue to achieve its purposes

There are 6 Regional Accreditation Organizations

Who Accredits Berklee?



- Northwest Commission on Colleges and Universities (NWCCU)
- Higher Learning Commission** (HLC)
- WASC Senior College and University Commission* (WSCUC) & Accrediting Commission For Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)

- Southern Association of Colleges and School Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education*** (MSCHE)
- New England Commission on Higher Education (NECHE)

Berklee is accredited by the New England Commission on Higher Education



Pronounced “Neh-Chee”

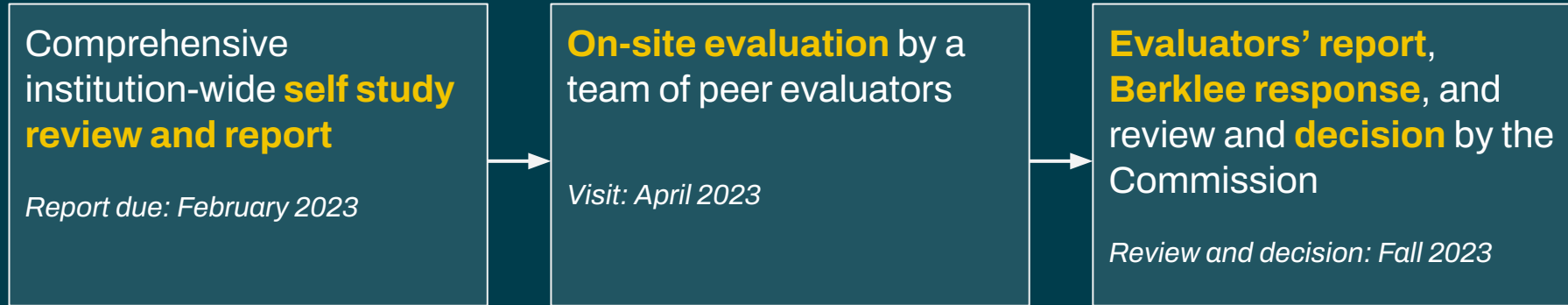
Established in 1885, formerly known as **NEASC**

Recognized by the U.S. Secretary of Education

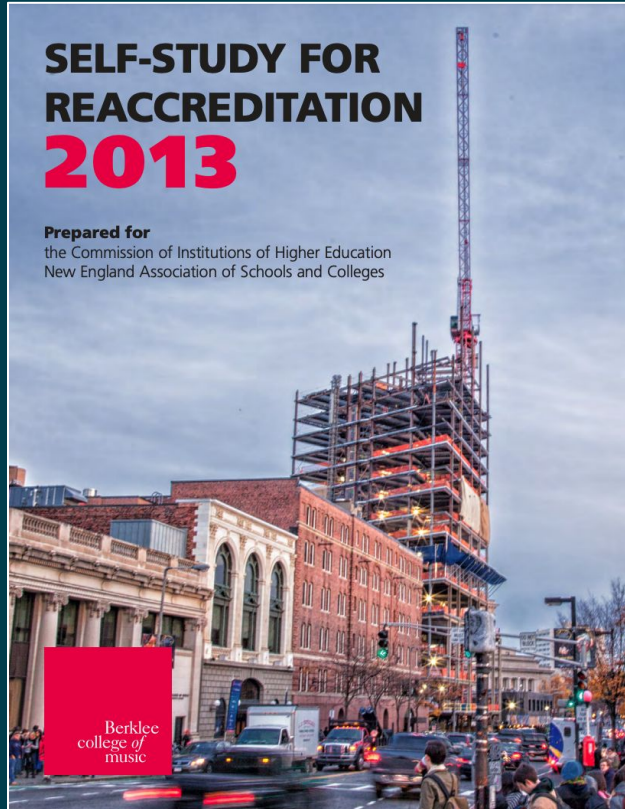
Accredits 200+ institutions in New England and globally

Reaccreditation occurs every 10 years

Reaccreditation Process and Timeline



Example: Our Self Study from 2013



The report presents “the institution as a dynamic entity with a sense of its history, an understanding of its present, and a vision of its future. By clearly identifying strengths and challenges, the institution demonstrates its ability to use analysis for improvement.”

Focus of the Self Study Report and the Evaluation Visit

9 Standards (“chapters”) Do we meet or exceed NECHE’s higher education standards?

NECHE Standards:

<https://www.neche.org/resources/standards-for-accreditation>

1. Mission and Purposes
2. Planning and Evaluation
3. Organization and Governance
4. The Academic Program
5. Students
6. Teaching, Learning, and Scholarship
7. Institutional Resources
8. Educational Effectiveness
9. Integrity, Transparency, and Public Disclosure

**“All Students
All Locations
All Modalities”**

Standard 1 : Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the New England Commission of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

Standard 2: Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its **planning** and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.

Standard 3: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient autonomy and control of its programs and operations consistent with its mission to be held directly accountable for meeting the Commission's Standards for Accreditation.

Standard 4: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Standard 5: Students

the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity, equity, and inclusion among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity and equity.

Standard 6: Teaching, Learning and Scholarship

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning.

Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

Standard 7: Institutional Resources

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

Standard 8: Educational Effectiveness

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

Standard 9: Integrity, Transparency, and Public Disclosure

The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information, including information about student success, that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

Each standard includes three parts:



Description

Presents current status



Appraisal

Critical and candid
self-judgment



Projection

Specific and realistic
commitments to enhance
strengths and address
concerns

Self study consists of **narrative** , **data forms** and **workroom documents**.

Timeline Self Study Report

Deliverable	Date
Committees Formed and finalized	March 15, 2022
Steering Committee Begins Meeting	March/April 2022
Committees Work on Drafts	Spring and Summer 2022
IR prepares/reviews Data Forms	Spring and Summer 2022
First drafts due	Sept. 1, 2022
Editing and revising	Sep.-Oct. 2022
Data forms, narrative updated with fall data	Oct/Nov. 2022
Draft sent to Team Chair for preliminary visit	Nov 1, 2022
Draft sent for review by NECHE and others	Nov.15, 2022
Final Revisions Made, posted for feedback	Jan. 15-Feb. 1, 2023
Deliver Report to NECHE, posted publicly	March 12, 2023
Evaluation Team Visit to Boston (Valencia TBD)	April 23-26, 2023

Overview of the On-Site Visits

When

New York

*(Completed)
November 2021*

Boston

*(Preliminary Team
Chair Visit)
Nov 9–10, 2022*

Valencia

Late March 2023

Boston

April 23–26, 2023

Who

Chair: Paul Hogle, President, Cleveland Institute of Music

Evaluation Team: 8 members from other institutions, TBD

What

- Campus interviews
- Open meetings for faculty, staff, students
- Exit report at the end of the visit

Why

- Write an evaluation report for NECHE

Timeline to Prepare for Visit | Building the Campaign

Community Engagement	Date
Berklee Teachers on Teaching Conference	January 2022
President's Cabinet	March 2022
Union Executive Committee	March 2022
Berklee Board of Trustees	May and October 2022
Academic Affairs Deans Meetings	August 2022
Opening Day	September 2022
Academic Leadership Committee	October 2022
Berklee Teachers on Teaching Conference	January 2023
Division meetings	Early 2023
Town hall presentations, F/S and Student News	Early 2023
Engage with SGA, town hall meetings, gather feedback	Winter 2022-23
Deliver Report to NECHE	March 12, 2023
Further Prep for Visit	March/April 2023
Evaluation Team Visits	Late March 2023 (Val) April 23-26, 2023 (Bos)

Questions?

Sharon Kramer, Steering Committee Chair

skramer1@berklee.edu

Judith Munoz, Accreditation project manager/analyst

mmunoz@berklee.edu

<https://www.berklee.edu/institutional-research-assessment/2023-neche-ac-creditation-self-study>