

BERKELEY COLLEGE, NEW JERSEY

BERKELEY COLLEGE, NEW YORK

SELF-STUDY DESIGN DOCUMENT

SUBMITTED: FEBRUARY 29, 2016

MICHAEL J. SMITH, PRESIDENT

Table of Contents

Table of Contents	2
<i>Berkeley College Overview</i>	3
<i>Brief History of Berkeley College</i>	3
<i>Berkeley College Mission, Vision and Values</i>	5
<i>Mission Statement</i>	5
<i>Vision</i>	5
<i>Values</i>	5
<i>Teaching and Learning</i>	5
<i>Integration of Assessment, Strategic Planning, and Resource Allocation</i>	6
<i>Strategic Planning</i>	6
<i>Assessment of Student Learning</i>	8
<i>Assessment of Student Development</i>	9
<i>Assessment of Institutional Effectiveness</i>	10
<i>Educational Offerings and Current Enrollment</i>	10
<i>Structure</i>	13
<i>Model for Self-Study</i>	14
<i>Intended Outcomes of the Self-Study</i>	14
<i>Organizational Structure for Conducting the Self-Study</i>	15
<i>Charges of the Working Groups for the Standards</i>	17
<i>Guidelines for Reporting</i>	25
<i>Organization of the Final Self-Study Report</i>	26
<i>Editorial Style and Format</i>	26
<i>Profile of the Evaluation Team</i>	27
<i>Timetable for the Self-Study</i>	28
<i>Document Roadmap</i>	29

Berkeley College Overview

Brief History of Berkeley College

Over the past 85 years Berkeley College has been true to its mission of empowering students to achieve lifelong success in dynamic careers. The world has evolved dramatically since the College's founding in 1931. Societal changes and technological advancements have altered the workplace from one that required female administrative support to one in which men and women pursue professional business careers. Throughout the years, by remaining true to its mission while adjusting to the ever-evolving demands of the workplace, Berkeley has built a legacy of educational leadership.

Berkeley College was established in 1931 in East Orange, New Jersey as a private institute dedicated to training women for executive secretarial careers. Just four years later, Berkeley established a two-year course, "Academic-Secretarial for College Credit." In 1936 a second location opened in New York City, next to Grand Central Station. During the 1940s, as men went off to war, when women were needed in the workplace in unprecedented numbers, Berkeley was there to help them succeed. The post-war years were ones of rapid transformation for our nation and the world. As computers and other technological advances entered the workplace, the pace of doing business increased dramatically. Society was responding just as rapidly, opening doors and increasing opportunities for women and minorities. As it has done throughout its history, Berkeley took action, too.

In 1946, recognizing the importance of external affirmation of its programs, the Berkeley Schools of Westchester and New York City were among the first in the metropolitan area to obtain registration (accreditation) from the Board of Regents of the State of New York. In 1966, the Berkeley Schools of Westchester, East Orange, and New York City were among the first to be accredited as two-year business schools by the Accrediting Commission for Business Schools.

Throughout the 1960s and 1970s, Berkeley pursued its educational mission, expanding its campuses and enriching its curriculum to reflect the needs of each new era. In 1968, the Berkeley School of East Orange became the first in the state of New Jersey to become a Junior College of Business. Berkeley took another historic step in 1977 by opening enrollment to men. In 1980, the Berkeley School in Garret Mountain became the first proprietary school in New Jersey to be licensed as a college and authorized to award the Associate in Applied Science Degree.

To affirm its new status as a college, Berkeley applied for Middle States accreditation for its New Jersey and then its New York campuses. On December 12, 1983, Middle States granted full accreditation to the Garret Mountain Campus in New Jersey. In 1988, Middle States extended accreditation to include the Bergen and Middlesex branches of the Garret Mountain campus. Also in 1988, Middle States extended accreditation to New York by accrediting the Westchester campus. Finally, in 1993, the New York City campus became accredited by the

Middle States Association and received approval from the Board of Regents to change its name to Berkeley College of New York City.

As a fully recognized college, Berkeley could confer higher level degrees that more fully prepared graduates for the work world. In 1995, the New York City, Westchester, and New Jersey campuses were authorized to award the Associate in Science degree. In 1998, Berkeley College of New York City and Berkeley College of Westchester received authorization from the New York State Board of Regents to award the Bachelor of Business Administration (B.B.A.) degree. And, in 2001, the New Jersey Commission on Higher Education approved the Bachelor of Science (B.S.) degree in Business Administration. By 2006, the New Jersey Commission on Higher Education approved a Change of Programmatic Mission that recognized Berkeley as a four-year college.

The application of computer technology to the world of higher education opened new means of delivering academic programs. Berkeley responded to this new modality by creating distance learning programs, which were implemented to accommodate degree seeking students who needed flexible schedules. Although the means of delivering the degree programs differs from those offered onsite, there is no distinction between online and onsite courses in terms of meeting learning outcomes or in faculty contribution to course development and implementation. The integrity of Berkeley's distance learning programs was recognized by Middle States, which included the New Jersey institution's B.S. degree in Business Administration offered via distance learning within the scope of its accreditation in 2003. The New York State Education Department then approved a proposal to offer the B.B.A. in General Business via distance learning in 2004. Also in 2004, Middle States included the New York institution's B.B.A. degree in General Business offered via distance within the scope of its accreditation and agreed that Berkeley would no longer be required to seek Commission approval for additional programs offered via distance learning. The excellence of Berkeley College's online programs was recognized when it was awarded USDLA Quality Standards certification - one of the first online college or university programs worldwide to be certified for excellence by the United States Distance Learning Association (USDLA) in 2013.

The College continues to grow as it seeks to fulfill its mission. In response to the critical need for educating and certifying health care professionals, on July 1, 2013, the School of Health Studies was established when Berkeley merged with Dover Business College. National Security is another new degree program that was established in response to a critical need for educated professionals. Moreover, in today's workplace a two-year or a four-year college degree is often no longer sufficient; so in 2015, Berkeley sought Middle States affirmation of inclusion of an M.B.A. degree in Management within the scope of the College's accreditation. Also in April 2015, the Larry L. Luing School of Business was awarded candidacy status by the International Assembly for Collegiate Business Education (IACBE), an outcomes-based accreditation agency devoted to ensuring excellence in teaching and learning for business and management programs.

Today, Berkeley College offers two- and four-year degrees, a graduate degree and certificate programs in areas of study that, in many cases, did not exist in 1931. Berkeley College is widely known for innovations in education that include internship and mentoring programs, distance learning, and community service partnerships.

Berkeley College Mission, Vision and Values

Mission Statement

Berkeley College empowers students to achieve lifelong success in dynamic careers.

Vision

Berkeley College will be the college of choice for students pursuing lifelong success in dynamic careers and employers seeking graduates prepared to meet the demands of the global marketplace.

Values

In achieving its mission, Berkeley College is guided by the values of:

- Students First
- Applied Learning
- Integrity
- Respect
- Renewal

Teaching and Learning

All aspects of the academic enterprise at Berkeley are guided by its mission to empower students through the education they receive at the College. Berkeley College is a teaching institution, not a research institution. All aspects of its organization are designed to increase Berkeley College's graduation rate by creating a culture that appreciates and rewards great teaching and student learning and preparation for meaningful careers.

Teaching

The College's Teaching and Learning Commons (TLC), was restructured in 2014 to better serve faculty needs. Its mission is to identify, implement, and evaluate effective teaching practices in order to help Berkeley College make decisions about best approaches in developing and supporting excellence in teaching and learning. In this role, the TLC supports new practices that enable Berkeley College to measure the impact of innovative approaches to teaching and

learning. The TLC advances the quality of education for a diverse student body at Berkeley College by fostering teaching methods that respect and support individual differences among learners and create learning environments that are consistent with the research on how people learn. TLC provides opportunities for individual Berkeley faculty, programs and communities to reflect on their work, to collaborate with campus partners, to share the knowledge of best practices, to review evidence-based research on teaching and learning, and to learn from the experience and expertise of their colleagues.

Learning

Berkeley College maintains a coherent, systematic, organized, and sustained institution-wide approach to the assessment of both student learning that ensures students attain college-wide learning objectives, program-level learning objectives, and student development objectives as part of their education. The institution's College Learning Objectives--reading and written communication, oral communication, critical analysis and reasoning, knowledge and skills for living in a diverse society, information literacy, and, integration of learning--are based on nationally recognized norms in higher education. These learning objectives are aligned with the College's mission statement and institutional goals. They are designed to strengthen a student's ability to achieve both disciplinary content knowledge and key 21st century workforce skills. Berkeley College's College Learning Objectives are an integral part of all degree program curricula and guide instruction in both the major (degree program) curriculum and the liberal arts and sciences (general education) curriculum.

Integration of Assessment, Strategic Planning, and Resource Allocation

Berkeley College takes a holistic and integrated approach to assessment, planning, and resource allocation, where objectives are assessed and used for planning and resource allocation, and where planning, resource allocation, and institutional renewal efforts are assessed, all in accordance with Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation (2015).

Strategic Planning

The Berkeley College Strategic Plan is the roadmap that provides direction for the college. The 2015-2020 Strategic Plan provides a framework meant to guide the organization and its associates toward attainment of five overarching institutional goals.

Goal 1: Retention and Graduation

Berkeley College will offer an environment that supports a student's path from enrollment to graduation.

Goal 2: Employment Outcomes

Berkeley College will prepare and provide students with opportunities for employment and advancement in dynamic careers.

Goal 3: Accessibility and Affordability

Berkeley College will be accessible and affordable for a diverse population of students while maintaining sound institutional finances.

Goal 4: Innovation and Competitiveness

Berkeley College will create a culture that embraces innovation and fosters the College's competitiveness.

Goal 5: Identity and Reputation

Berkeley College will develop a clear brand identity, educate both internal and external audiences on the benefits of a Berkeley experience, and strengthen its reputation.

Strategic planning is integrated with assessment and resource allocation at Berkeley College. During the annual budget cycle, all budget managers are required by the Office of Finance to explicitly link their budget requests to one of the five institutional (strategic) goals listed above. The Office of Institutional Effectiveness works with each department on assessment of their own operational plan implementation, and on assessment of implementation and effectiveness of the strategic plan. Results of assessment are then reported and discussed within each department in preparation for the next budget cycle.

Berkeley College has been engaging in strategic planning for several decades, most recently with the 2010-2015 plan from which the current 2015-2020 plan has evolved. The 2015-2020 strategic plan is managed by the Strategic Planning Committee, and implemented by the Implementation Committee.

The Strategic Planning Committee:

- provides overall leadership and direction throughout the planning process;
- approves revisions to the plan that do not require Board approval and prioritizes the plan accordingly; and,
- is responsible for identifying and approving recommendations that need to be presented to the Board of Trustees Long Range Planning Committee for approval.

The Implementation Committee:

- monitors the progress of the plan to ensure plan implementation, schedule, compliance, and assessment of goal attainment;

- identifies and recommends, for the Strategic Planning Committee’s approval, initiatives that should be modified, added, and/or eliminated from the strategic plan; and,
- brings together any necessary departments to provide clarity or staff support for plan initiatives.

Assessment of Student Learning

Assessment of student learning is the responsibility of faculty. Oversight is provided by Deans of Schools, and Chairs of Departments, with overall institutional leadership and support provided by the Office of Institutional Effectiveness.

The assessment of student learning is an ongoing activity at Berkeley College. In order to ensure that a reasonable amount of data is gathered for analysis to allow for informed decision-making without overwhelming faculty, assessment is scheduled in the following way:

- Course Evaluations - every term
- Curriculum Review - annually
- Assessment of College Learning Objectives - annually
- Assessment of Program Learning Objectives – a rotating schedule with a two-year cycle for each School, and throughout the year for various certificate and degree programs
- Academic Program Assessment - based on an established schedule
- Formal Program Review - every five years (established programs), and after two years (new programs)

College Learning Objectives (CLO) and Program Learning Objectives (PLO) are assessed by the faculty, through an annual process of reviewing a common, pre-identified course-embedded assignment, using a common CLO rubric, as well as within departments, a common PLO rubric. The Office of Institutional Effectiveness provides the rubrics, and trains faculty on use of these rubrics. The School Deans and Department Chairs are responsible for ensuring that assessment of student learning is done at least once a year, based on a schedule developed by the Provost and the Office of Institutional Effectiveness.

The purpose of the formal program review process is to improve student learning and the effectiveness and efficiency of the College’s degree programs. During program reviews, department members analyze the overall condition of the program to determine whether changes are required in any key areas, including the established goals, program faculty, admissions requirements, and resource allocation. Assessment outcomes data contribute substantial information to the formal program review process.

Assessment of Student Development

Berkeley College has institution-wide common Student Development Objectives. These objectives are complementary to the College Learning Objectives and are as follows:

Students at Berkeley College will

1. Express a feeling of connection to the Berkeley College community;
2. Identify the ways in which their uniqueness and differences are valued by the Berkeley College community;
3. Articulate the value of diversity and cross-cultural competence;
4. Articulate and apply self-advocacy skills;
5. Articulate behaviors which contribute to a healthy lifestyle;
6. Articulate the characteristics of healthy, mutually respectful interpersonal relationships;
7. Demonstrate behaviors or practices that show community engagement;
8. Articulate the value of professional development for career success;
9. Articulate the value of and take on leadership opportunities;
10. Identify and engage in the variety of co-curricular opportunities available which complement their academic programs; and
11. Identify, know how to utilize, and express having benefitted from use of campus resources such as Academic Advisement, Academic Support Center, Career Services, Financial Aid, Library, Registrar, Student Accounts, and Student Development and Campus Life.

Although primarily the responsibility of Student Development and Campus Life, every student-facing administrative unit as well as many academic departments identify one or more of the 11 common development objectives as part of their own objectives, and take responsibility for assessment of these objectives as part of their School or Department Improvement Plan. The Office of Institutional Effectiveness works with all Schools and administrative Departments on assessment of the Student Development Objectives, and on understanding results of these assessments.

The assessment of student development takes place throughout the year, primarily through the following instruments:

- Student Satisfaction Survey - annually
- Campus Climate Survey - annually
- Student Development & Campus Life Program Evaluations - monthly
- Internship Evaluations & Graduating Student Surveys - each term
- Formal Program Review - every five years

- Assessment of the Effectiveness of Student Development and Campus Life, Academic Advisement, Career Services, Library, Academic Support Center, Admissions, Registrar, Student Accounts, Financial Aid - each term

Assessment of Institutional Effectiveness

Like assessment of student learning and student development, assessment of institutional effectiveness takes place on an ongoing basis, throughout each academic year. Institutional leadership and oversight is provided by the Office of Institutional Effectiveness, which collaborates with administrative and academic department heads across the organization on assessing and recommending changes based on outcomes of institutional effectiveness.

Institutional effectiveness is assessed through the methods of the assessment of student learning and student development discussed above, as well as through the ongoing business analytics and institutional research work. Both direct and indirect methods of assessment are used. Direct methods of assessment include an annual financial audit conducted by an external accounting firm and the annual audit of Financial Aid. Indirect measures of assessment include an annual All Associates Survey, an annual Campus Climate Survey, and term-based needs and satisfaction evaluations of all operational units. Current assessment measures also include annual employee performance reviews and all regional and specialized accreditation review and compliance efforts. The organization of these assessment activities is achieved through the development and use of a master schedule of assessment.

Berkeley College's Assessment Plan allows for an organized, sustained approach to assessment that is integrated with strategic planning and resource allocation. It is a modular plan, based on several fundamental building blocks that allow for a common language of assessment, common approaches to assessment, and central supervision of assessment, while still providing flexibility and customization around curricula and/or programmatic objectives that are unique to disciplinary content or administrative department service areas. The Berkeley College Assessment Plan is grounded in the College's holistic approach to quality assurance and organizational commitment to the College's mission, vision, and values.

Educational Offerings and Current Enrollment

The MSCHE Statements of Accreditation Status for Berkeley College, New Jersey and Berkeley College, New York indicate the College's Carnegie Classification as being Special Focus - Schools of Business and Management. This institutional classification, developed by the Andrew W. Carnegie Foundation, is given to institutions awarding most of their degrees in business or business-related programs. Berkeley College, New York is approved to offer postsecondary Certificates, and Associate and Bachelor degrees; Berkeley College, New Jersey is approved to

offer postsecondary Certificates, Associate and Bachelor degrees, and a Master's degree in Business Administration.

Undergraduate students are admitted throughout the year. Berkeley College will be implementing a semester schedule in June 2016. The School of Graduate Studies already follows a semester schedule.

Enrollment

- More than 8,300 students (with more than 700 international students representing nearly 100 countries)
- <1% Master's degrees
- 63% Bachelor's degrees
- 28% Associate's degrees
- 9% Certificates
- <1% Non-matriculated
- Top programs of study: Justice Studies - Criminal Justice, Management, Fashion Merchandising and Management, Health Services Management, Accounting, General Business, International Business, Marketing Communications, and Information Technology Management

Diversity

- Ethnicity: 27% Hispanic, 23% African American, 11% Caucasian, 3% Asian, 36% other or unknown
- International: 12%
- Gender: 68% Female, 32% Male
- Age: 42% 22 and under, 58% 23 and above

Undergraduate Degree Programs

Accounting, Design Management; Fashion Merchandising and Management; Financial Services; General Business; Graphic Design; Health Sciences; Health Services Management; Information Technology Management; Interior Design; International Business; Justice Studies - Criminal Justice; Legal Studies; Management; Marketing Communications; Medical Assistant; Medical Insurance, Billing, and Coding; National Security; and Surgical Technology.

Graduate Degree Program

M.B.A., Management

Certificate Programs

Medical Assistant; Medical Insurance, Billing, and Coding; Patient Care Technician; Practical Nurse; and Surgical Processing Technician.

Schools

- Larry L. Luing School of Business®
- School of Health Studies
- School of Professional Studies
- School of Liberal Arts
- School of Graduate Studies

Degrees Offered

- Associate in Applied Science (A.A.S.)
- Associate in Science (A.S.)
- Bachelor of Business Administration (B.B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Fine Arts (B.F.A.)
- Master of Business Administration (M.B.A.)

Learning Online

- Recognized in the category *Best Online Bachelor's Programs*, 2014, 2015 and 2016 U.S. News & World Report, in the top 100 in 2015 and 2016
- Berkeley College Online® is one of the first college or university online programs worldwide to be certified for excellence by the United States Distance Learning Association
- More than 2,900 students enrolled in at least one online class in fall 2015
- Sixteen percent of students enrolled in fall 2015 are earning their undergraduate degrees entirely through Berkeley College Online

Student Services

Berkeley College students have access to a wide range of career-oriented academic programs, computer training, Library Services, Academic Support Centers, Academic Advisement, Career Services, and a Student Development and Campus Life Department.

Career Services

Berkeley College students benefit from the following:

- Faculty-monitored internships, practicums, or job-related assignments prior to graduation

- Career counselors for each major
- Assistance locating full-time or part-time employment and volunteer opportunities
- Resume reviews
- Interview coaching, including mock interviews, preparation, and scheduling
- Career fairs and campus recruitment days
- Lifetime career assistance

Structure

Berkeley College operates as one college across two states, New Jersey and New York. It holds two regional accreditations, one for Berkeley College, New Jersey and one for Berkeley College, New York. The main campus on the New York side is in New York City (3 East 43rd St.) between 5th and Madison Avenues. The main campus on the New Jersey side is in Woodland Park (44 Rifle Camp Road). The College currently operates three campuses in New York, six campuses in New Jersey, and an online division (Berkeley College Online). A Central College Administration (CCA) ensures that the College operates in a consistent manner across all campuses and online. Berkeley Educational Services (BES) provides centralized support services (e.g., Human Resources, Payroll, Accounting, and Information Systems) to the College and its associates.

New York Campuses	New Jersey Campuses
MIDTOWN MANHATTAN 3 East 43rd Street New York, NY 10017 212-986-4343	DOVER 1 West Blackwell Street Dover, NJ 07801 973-366-6700
BROOKLYN 255 Duffield Street Brooklyn, NY 11201 718-637-8600	NEWARK 536 Broad Street Newark, NJ 07102 973-642-3888
WHITE PLAINS 99 Church Street White Plains, NY 10601 914-694-1122	PARAMUS 64 East Midland Avenue Paramus, NJ 07652 201-967-9667
	WOODBIDGE 430 Rahway Avenue Woodbridge, NJ 07095 732-750-1800
	WOODLAND PARK 44 Rifle Camp Road

New York Campuses	New Jersey Campuses
	Woodland Park, NJ 07424 973-278-5400
	CLIFTON 600 Getty Avenue Clifton, NJ 07011 (973) 546-0123 (Note that a Substantive Change request for closure of the Clifton campus was submitted to the Middle States Commission in December 2015.)
Online	
BERKELEY COLLEGE ONLINE® BerkeleyCollege.edu/Online 973-405-2111	

Model for Self-Study

Berkeley College will use the comprehensive Self-Study model. Under the leadership of the College's president, the College has crafted a new 2015-2020 Strategic Plan. This new five-year Strategic Plan is comprehensive in that it addresses all aspects of Berkeley College and aligns with the standards for accreditation.

Intended Outcomes of the Self-Study

1. Reviewing the current organization, structure, processes, practices and outcomes of Berkeley College, and reflecting on progress attained since the Periodic Review Report as well as areas for improvement.
2. Documenting that Berkeley College is in compliance with the MSCHE's Standards for Accreditation and Requirements of Affiliation.
3. Assisting Berkeley College in the execution of its 2015-2020 Strategic Plan, intended outcomes of which are:
 - a. Improving Berkeley College's student retention and graduation rates,
 - b. Improving career success and gainful employment for Berkeley College graduates,
 - c. Improving access to and the ability to finance Berkeley College programs,
 - d. Creating a culture that embraces innovation and fosters the College's competitiveness, and
 - e. Developing a clear Berkeley College identity and strengthening the College's reputation.

Organizational Structure for Conducting the Self-Study

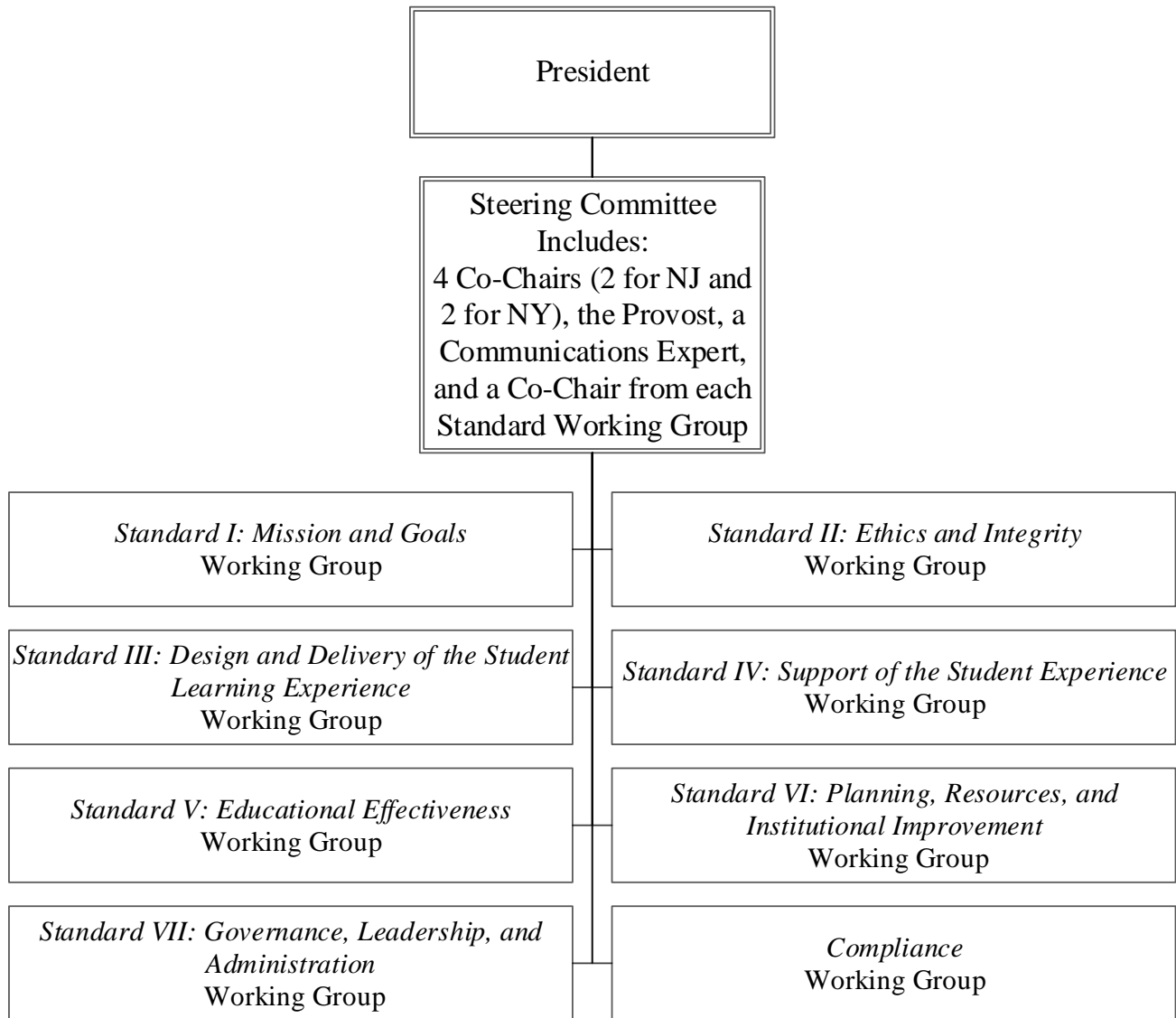
Berkeley College is perhaps unique in that it is one institution--with one leadership, organizational, and academic structure--but with two U.S. Department of Education's Office of Postsecondary Education Identification (OPEID) codes and two Middle States accreditations, one for New Jersey and one for New York. Thus, although all aspects of the academic enterprise are identical on either side of the Hudson River, the College compiles and reports data for each state that is submitted to the U.S. Department of Education, Middle States, New Jersey Higher Education, New York State Education Department and various disciplinary based accreditors. In addition, the College compiles system-wide data for analysis of adherence to its established metrics for success.

Given Berkeley's organizational structure, the Accreditation Liaison Officer (ALO) received permission from the College's MSCHE liaison to submit one self-study with supporting data as appropriate for each state and for the system. The organization for conducting the self-study reflects the College's organizational structure.

Reporting to the College's president, and guided by four co-chairs, two for New Jersey and two for New York, the Self-Study Steering Committee includes the chairs of the seven Standards Working Groups--one for each of the seven MSCHE standards--and the College's provost. A communications expert will also serve on the Steering Committee to ensure that the entire Berkeley College community is kept informed of progress in developing the self-study.

Membership in the working groups is diverse, including strong representation from faculty across the disciplines, academic and student development leadership, and college-wide administrators. A special effort has been made to invite alumni of the College's leadership program for faculty and staff--Leadership Berkeley--to be members of the working groups. One of the four self-study steering committee chairs is assigned to each group as a liaison, ensuring cross-fertilization of the self-study process while also ensuring that the charge to the working group is followed.

An additional working group, comprised of the College's ALO, the associate provost, and the College's director of compliance and counsel is charged with reviewing verification of compliance with accreditation-relevant federal regulations. The compliance working group has already met with relevant College administrators, charging them to ensure that current policies and procedures meet best practices requirements as established by the U.S. Department of Education.



Each Standard Working Group is composed of co-chairs and 6-8 members.

Steering Committee

- **Co-Chairs**
 - Marianne Vakalis, Dean, Strategic Initiatives and MSCHE ALO
 - Judith Kornberg, Associate Provost, Academic Affairs
 - Rachel Fester, Associate Vice President, Institutional Effectiveness
 - Joseph Scuralli, Dean, Online
- **Members**
 - Beth Castiglia, Provost

- Brian Maher, Vice President, Career Services and Leadership Berkeley Graduate
- Charlane Brown, FT Faculty, School of Professional Studies
- Darshan Desai, FT Faculty, Larry L. Luing School of Business
- Dallas Reed, Vice President, Student Development & Campus Life
- Andie DiMarco, Director of Assessment, Institutional Effectiveness and Leadership Berkeley Graduate
- Marlene Doty, Vice President, Library Services
- Gregory K. Hotchkiss, Department Chair and FT Faculty, School of Liberal Arts and President of Faculty Senate
- Angela Harrington, Assistant Vice President, Communications and External Relations

Charges of the Working Groups for the Standards

Standard I – Mission and Goals

The Standard for Accreditation:

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.

Working Group

- **Co-Chairs**
 - Brian Maher, Vice President, Career Services and Leadership Berkeley Graduate
 - Diane Recinos, Senior Vice President, Enrollment Management
- **Members**
 - Donald Kieffer, Dean, School of Liberal Arts
 - Liz Barrett, Vice President, Academic Advisement
 - Chris Christiansen, FT Faculty, Larry L. Luing School of Business
 - Jose Montalvo, Department Chair and FT Faculty, School of Health Studies
 - Cristina Guarneri, FT Faculty, School of Professional Studies
 - Heather Eaton-Dwyer, Assistant Dean, Student Development and Campus Life and Leadership Berkeley Graduate
 - Iessa Sutton, Campus Operating Officer, Brooklyn and Leadership Berkeley Graduate
- **Steering Committee Co-Chair Liaison**
 - Marianne Vakalis

The charge for the Standard I – Mission and Goals Working Group is as follows:

- To identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify relevant institutional processes and procedures to be reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify any Requirements of Affiliation pertaining to Standard I.
- Relative to Standard I, to identify what data is to be collected and assessed in support of the execution of the Strategic Plan.
- Relative to Standard I, to analyze the College's strengths, challenges and opportunities for improvement (recommendations).

The Standard I Working Group will develop three to five questions to guide the group's analysis of how the documents reviewed reflect compliance with the standard. The working group's questions will be reviewed and approved by the self-study steering committee.

Standard II – Ethics and Integrity

The Standard for Accreditation:

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.

Working Group

- **Co-Chairs**
 - Charlane Brown, FT Faculty, School of Professional Studies
 - William A. Brandt, Jr., Vice President, General Counsel & Chief Compliance Officer
- **Members**
 - Elizabeth Fitzgerald, Interim Dean, School of Health Studies
 - Clarissa B. Gilliam, Director of Talent Management, Human Resources
 - Julie Porter, FT Faculty, School of Liberal Arts
 - Joel Reichart, FT Faculty, Larry L. Luig School of Business
 - Charles Cheeseman, Director, Adult Admissions and Leadership Berkeley Graduate
 - Kelly Depsee, Associate Director, Communications and External Relations and Leadership Berkeley Graduate

- **Steering Committee Co-Chair Liaison**
 - Marianne Vakalis

The charge for the Standard II – Ethics and Integrity Working Group is as follows:

- To identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify relevant institutional processes and procedures to be reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify any Requirements of Affiliation pertaining to Standard II.
- Relative to Standard II, to identify what data is to be collected and assessed in support of the execution of the Strategic Plan.
- Relative to Standard II, to analyze the College's strengths, challenges and opportunities for improvement (recommendations).

The Standard II Working Group will develop three to five questions to guide the group's analysis of how the documents reviewed reflect compliance with the standard. The working group's questions will be reviewed and approved by the self-study steering committee.

Standard III – Design and Delivery of the Student learning Experience

The Standard for Accreditation:

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.

Working Group

- **Co-Chairs**
 - Darshan Desai, FT Faculty, Larry L. Luig School of Business
 - Roseann Torsiello, Online Chair, School of Liberal Arts and Leadership Berkeley Graduate
 - Jason Lee, FT Faculty, School of Professional Studies
 - Joan Zarra, Associate Chair, FT Faculty, School of Health Studies
- **Members**
 - Gerald Iacullo, Dean, Academic Support Center and Pre-college Programming and Leadership Berkeley Graduate
 - Dean Reoneri, Adjunct Faculty, Larry L. Luig School of Business

- Amanda Piekart, Information Literacy Instructional Designer
- Michael Samman, Director, Online Faculty Support and Instructional Designer
- Ayanna Sheppard, NY Desktop Services Manager, Information Systems and Leadership Berkeley Graduate
- Lance Erikson, FT Faculty, Larry L. Luig School of Business
- **Steering Committee Co-Chair Liaison**
 - Judith Kornberg

The charge for the Standard III – Design and Delivery of the Student learning Experience Working Group is as follows:

- To identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify relevant institutional processes and procedures to be reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify any Requirements of Affiliation pertaining to Standard III.
- Relative to Standard III, to identify what data is to be collected and assessed in support of the execution of the Strategic Plan.
- Relative to Standard III to analyze the College's strengths, challenges and opportunities for improvement (recommendations).

The Standard III Working Group will develop three to five questions to guide the group's analysis of how the documents reviewed reflect compliance with the standard. The working group's questions will be reviewed and approved by the self-study steering committee.

Standard IV – Support of the Student Experience

The Standard for Accreditation:

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.

Working Group

- **Co-Chairs**

- Dallas Reed, Vice President, Student Development & Campus Life
- Will Moya, Campus Operating Officer, New York City
- **Members**
 - Lenore Molee, Dean, School of Professional Studies
 - Ursula Bisconti, Senior Associate Vice President, Financial Aid and Leadership Berkeley Graduate
 - Salena Fehnel, FT Faculty, School of Liberal Arts
 - Corinna Zapata, FT Faculty, Developmental Education
 - Sherrica Taylor, Academic Advisor, Academic Advisement and Leadership Berkeley Graduate
 - Jairo Borja, Business Developer, Career Services and Leadership Berkeley Graduate
 - Susan Van Alstyne, Librarian
 - Lauren Linkowski, Assistant Dean, Academic Support Center and Leadership Berkeley Graduate
 - Candace Bottani, Associate Registrar
- **Steering Committee Co-Chair Liaison**
 - Joseph Scuralli

The charge for the Standard IV - Support of the Student Experience Working Group is as follows:

- To identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify relevant institutional processes and procedures to be reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify any Requirements of Affiliation pertaining to Standard IV.
- Relative to Standard IV, to identify what data is to be collected and assessed in support of the execution of the Strategic Plan.
- Relative to Standard IV, to analyze the College's strengths, challenges and opportunities for improvement (recommendations).

The Standard IV Working Group will develop three to five questions to guide the group's analysis of how the documents reviewed reflect compliance with the standard. The working group's questions will be reviewed and approved by the self-study steering committee.

Standard V – Educational Effectiveness

The Standard for Accreditation:

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.

Working Group

- **Co-Chairs**
 - Andie DiMarco, Director of Assessment and Leadership Berkeley Graduate
 - Judit Torok, Director, Teaching and Learning Commons
- **Members**
 - Beth Castiglia, Provost
 - Michael McAteer, Interim Dean, Larry L. Luing School of Business
 - Byron Hargrove, FT Faculty, School of Liberal Arts and Honors program
Director and Leadership Berkeley Graduate
 - Patti Greer, FT Faculty, School of Professional Studies and School
Assessment Coordinator
 - Adam Rosen, Counseling Director, Student Development and Campus Life
and Leadership Berkeley Graduate
 - Josiane Hickson, Department Chair and FT Faculty, School of Health Studies
- **Steering Committee Co-Chair Liaison**
 - Rachel Fester

The charge for the Standard V – Educational Effectiveness Working Group is as follows:

- To identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify relevant institutional processes and procedures to be reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify any Requirements of Affiliation pertaining to Standard V.
- Relative to Standard V, to identify what data is to be collected and assessed in support of the execution of the Strategic Plan.
- Relative to Standard V, to analyze the College's strengths, challenges and opportunities for improvement (recommendations).

The Standard V Working Group will develop three to five questions to guide the group's analysis of how the documents reviewed reflect compliance with the standard. The working group's questions will be reviewed and approved by the self-study steering committee.

Standard VI – Planning, Resources, and Institutional Improvement

The Standard for Accreditation:

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.

Working Group

- **Co-Chairs**
 - Marlene Doty, Vice-President, Library Services
 - Laura Altomonte, FT Faculty and Online Chair, Larry L. Luing School of Business
- **Members**
 - Steve Rutkowski, Vice President and Controller, Accounting
 - Denise Homeyer, Project Manager and Leadership Berkeley Graduate
 - Marisol Abuin, Department Chair, FT Faculty and Online Chair, School of Professional Studies
 - Patricia Gallagher, Interim Associate Chair and FT Faculty, School of Health Studies
 - Jennifer Litvak, Assistant Dean, Student Development and Campus Life, Online and Leadership Berkeley Graduate
 - Mary Farlie, Associate Vice President, Information Systems and Leadership Berkeley Graduate
 - Jennifer Porter, Manager of Assessment Technologies and Leadership Berkeley Graduate
- **Steering Committee Co-Chair Liaison**
 - Rachel Fester

The charge for the Standard VI – Planning, Resources, and Institutional Improvement Working Group is as follows:

- To identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify relevant institutional processes and procedures to be reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify any Requirements of Affiliation pertaining to Standard VI.

- Relative to Standard VI, to identify what data is to be collected and assessed in support of the execution of the Strategic Plan.
- Relative to Standard VI, to analyze the College's strengths, challenges and opportunities for improvement (recommendations).

The Standard VI Working Group will develop three to five questions to guide the group's analysis of how the documents reviewed reflect compliance with the standard. The working group's questions will be reviewed and approved by the self-study steering committee.

Standard VII – Governance, Leadership, and Administration

The Standard for Accreditation:

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.

Working Group

- **Co-Chairs**
 - Gregory Hotchkiss, Department Chair and FT Faculty, School of Liberal Arts and President of Faculty Senate
 - Karen Carpentieri, Vice President, Human Resources
- **Members**
 - Kevin Luing, Chairman, Board of Trustees
 - Tim Luing, Executive Vice President
 - Carol Smith, Assistant Provost, Online
 - Chris Grevesen, Dean, School of Graduate Studies
 - Melissa Baralt, FT Faculty, School of Liberal Arts
 - Maya Reddi, FT Faculty, Larry L. Luing School of Business
- **Steering Committee Co-Chair Liaison**
 - Judith Kornberg

The charge for the Standard VII – Governance, Leadership, and Administration Working Group is as follows:

- To identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.

- To identify relevant institutional processes and procedures to be reviewed, summarized, and used to support conclusions of the Self-Study. See Documentation Roadmap.
- To identify any Requirements of Affiliation pertaining to Standard VII.
- Relative to Standard VII, to identify what data is to be collected and assessed in support of the execution of the Strategic Plan.
- Relative to Standard VII, to analyze the College's strengths, challenges and opportunities for improvement (recommendations).

The Standard VII Working Group will develop three to five questions to guide the group's analysis of how the documents reviewed reflect compliance with the standard. The working group's questions will be reviewed and approved by the self-study steering committee.

Guidelines for Reporting

The Working Groups will be required to submit outlines and preliminary drafts at various points during the self-study process before they submit their final reports. All documents should follow the guidelines for editorial style and format contained in the self-study design. The steering committee will review the working groups' reports to ensure that all appropriate topics have been addressed. The steering committee then will determine if self-study questions have been appropriately answered and whether the working groups have developed and presented sufficient information and evidence to support the writing of the self-study report itself. If the steering committee finds insufficient topic coverage or inadequate demonstration of institutional compliance with Commission standards, relevant working groups will be asked to address these needs within specified time periods.

Organization of the Final Self-Study Report

- I. Executive Summary
 - a. A brief (1-5 pages) description of the major findings and recommendations of the study
- II. Introduction
 - a. A brief overview of the institution and description of the self-study process
- III. Working Group Reports (per Standard)
 - a. A heading indicating the standard or topic under consideration
 - b. A description of the topic(s) under review and analysis of the evidence considered, with appropriate reference to the standards
 - c. Cross-references to relevant materials in other parts of the report
 - d. Analysis of relevant strengths and challenges, with appropriate reference to standards and fundamental elements
 - e. Recommendations for improvement
- IV. Conclusion
 - a. A summary of the major conclusions reached and recommendations offered in the report

Editorial Style and Format

Word Processing Program:	Microsoft Word
Fonts/Style:	Times New Roman, 12 point
Headings:	Heading 1
Paragraphs:	Block Style, left-justified
Margins:	One inch
Spacing:	Single, 1.15
Pages:	Page numbers, bottom centered
Self-Study Report Length:	100 pages, excluding appendices
Documentation of Sources:	APA

Editing process: The working groups will save their documents to the self-study shared site for review by the steering committee. An editor will be appointed to seamlessly integrate all documents and ensure stylistic and formatting consistency.

Profile of the Evaluation Team

Berkeley College operates as one College across two states (New Jersey and New York) with nine campuses, an online division, and a system office providing centralized support services. Because the College is accredited as a separate college in each state, there is a main campus in New Jersey and a main campus in New York.

The College would benefit from evaluation team members who:

- have experience at a career-focused institution, especially a for-profit institution;
- have experience at a teaching-focused institution;
- have experience at an institution with multiple campuses which are not all in the same U.S. state;
- have experience with transitioning from a quarter based system (calendar and credits) to a semester based system (calendar and credits);
- have experience with a large and growing adult student population; and
- have long-term experience with distance education.

Some examples of institutions whose evaluators may provide experience-based guidance to Berkeley College include:

- Bryant and Stratton College
- Strayer University
- School of Visual Arts
- Central Penn College

Timetable for the Self-Study

TIMELINE		
Due By	Task	Assigned
November 9-10, 2015	Self-Study Institute	Steering Committee Co-Chairs
January 21, 2016	First Meeting of Steering Committee and Working Group Leaders	Steering Committee Members and Working Group Chairs
February 1, 2016	Prepare Draft Self-Study Design for Internal Approval	Steering Committee Co-Chairs
February 5, 2016	Prepare Draft Self-Study Design for Submittal to MSCHE	Steering Committee Co-Chairs
February 8, 2016	Submit Self-Study Design to MSCHE Liaison	ALO
February 15, 2016	Finalize Draft Documents Roadmap	Steering Committee Co-Chairs
February 22-23, 2016	MSCHE Liaison Visits Campus (NY and NJ) to Provide Feedback on Design	President, Provost, Steering Committee and Campus Community
June 1, 2016	Self-Study Design Revisions Complete (with approval from MSCHE)	Steering Committee Co-Chairs
August 1, 2016	Working Groups Review Data, Conduct Interviews, Meets with Steering Committee	Working Group Chairs
September -Nov. 2016	Working Groups Meet	Working Group Chairs
December 1, 2016	Progress Updates from Working Group Chairs	Working Group Chairs
February 1, 2017	First Draft of Chapters from Working Groups; Feedback Obtained	Working Group Chairs
January-May 2017	Team Chair Selected and Confirmed	MSCHE
April 1, 2017	Second Draft of Chapters from Working Groups Submitted to Steering Committee	Working Group Chairs
May-June 2017	Steering Committee Drafts Complete Self-Study Based on Drafts by Working Groups	Steering Committee
June-July 2017	Review and Community-wide Discussion of Self-Study; Revisions made as necessary based on feedback	All Campuses
June 1, 2017	Begin Preparation of Verification of Compliance Report	M. Vakalis; J. Kornberg; E. Wysocki
August 1, 2017	Second Draft of Self-Study generated	Steering Committee
September 15, 2017	Self-Study draft to team chair in advance of preliminary visit	ALO
October 15, 2017	Preliminary visit by Team Chair to NY and NJ; feedback on Self-Study draft	ALO
December 1, 2017	Verification of Compliance report due	M. Vakalis; J. Kornberg; E. Wysocki
December-January 2018	Edits/revisions to Self-Study based upon feedback from Team Chair	Steering Committee
February 1, 2018	Final Version of Self-Study produced and sent to visiting team (6 weeks prior to visit)	Steering Committee
March-April 2018	Visiting Team on campus	All Campuses
June 1, 2018	Commission meets to determine Accreditation Action	MSCHE

Document Roadmap

<p align="center">Standard I Mission and Goals</p>	<p align="center">Documentation</p>
<p>1. Clearly defined mission and goals that:</p>	
<p>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</p>	<ul style="list-style-type: none"> • Strategic Plan Planning Committee Meeting Minutes • Strategic Plan Steering Committee Minutes • Strategic Plan Joint Steering and Planning Committee Minutes • Board of Trustee Meeting Minutes • All Associate Survey • Student Satisfaction Survey
<p>b. address external as well as internal contexts and constituencies;</p>	<ul style="list-style-type: none"> • Advisory Board Minutes • Corporate Learning Partnership Brochures and Contracts • Community Service Day Marketing and Reports • Strategic Plan Mission Statement and Goals
<p>c. are approved and supported by the governing body;</p>	<ul style="list-style-type: none"> • Board of Trustee Meeting Minutes • Board of Trustees Resolution • Annual Budgets • President Meeting Minutes
<p>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;</p>	<ul style="list-style-type: none"> • Faculty handbook • Strategic Plan • Annual Budgets • IPEDS Reporting • Gainful Employment Reporting
<p>e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;</p>	<ul style="list-style-type: none"> • Faculty Professional Development Grant Inventory • Academic Affairs Status Report • Board of Trustees Academic Affairs Committee Meeting Minutes • Inside Berkeley Newsletter • Berkeley College Newsroom (Website) • Honors program Outcomes • Teaching and Learning Commons Status Reports • Annual Budgets • Faculty Handbook • Professional Development Grants • Sabbatical Policy
<p>f. are publicized and widely known by the institution's internal stakeholders; and</p>	<ul style="list-style-type: none"> • Berkeley College Website • Office of the President Communication

Standard I Mission and Goals	Documentation
	<ul style="list-style-type: none"> • Berkeley 365 • All Associate Day Agenda and Video
<p>g. are periodically evaluated.</p>	<ul style="list-style-type: none"> • Term Enrollment, Retention, and Graduation Monitoring Reports • Institutional Effectiveness Surveys • Annual Budgets • Evidence of changes from 2010-2015 Strategic Plan to 2015-2020 Strategic Plan
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<ul style="list-style-type: none"> • Strategic Plan
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<ul style="list-style-type: none"> • Berkeley College Website • School and Department Improvement Plans showing alignment with institutional goals • Institutional Effectiveness Surveys • Student Satisfaction Survey • Academic Support Center Progress Reports • Student Progress Reports • Honors Program Outcomes • Board of Trustee Student Success Committee Meeting Minutes • Board of Trustee Academic Affairs Committee Meeting Minutes
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<ul style="list-style-type: none"> • 2015-2020 Five Year Strategic Plan • VP Planning Status Document • Institutional Effectiveness Surveys • Term Enrollment, Retention, and Graduation Monitoring Reports

Standard II Ethics and Integrity	Documentation
<p>1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.</p>	<ul style="list-style-type: none"> • Faculty Handbook • Copyright Policy • Student Handbook • Disability Accommodations Policy and Procedures • Equal Employment Opportunity Policy Procedures • Social Media Policy
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.</p>	<ul style="list-style-type: none"> • Faculty Handbook • Job Postings • Undergraduate and Graduate Catalogs
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.</p>	<ul style="list-style-type: none"> • Undergraduate and Graduate Catalogs • Student Handbook • Faculty Handbook • Equal Opportunity Complaint Procedure (Students and Associates) • Disability Accommodation Grievance Procedures • Plagiarism Policy • Grade Appeal Process • Human Resources Policies
<p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<ul style="list-style-type: none"> • Code of Conflict and Conflict of Interest Policy • Code for Financial Aid Administrators
<p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<ul style="list-style-type: none"> • Human Resources Policies
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<ul style="list-style-type: none"> • Berkeley College Website • Compliance Review Process • Pledge of Public Accountability
<p>7. As appropriate to mission, services or programs in place:</p>	
<p>a. to promote affordability and accessibility, and,</p>	<ul style="list-style-type: none"> • Undergraduate and Graduate Catalogs • Admissions Policies • Scholarships and Grants • Financial Literacy Counseling
<p>b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</p>	<ul style="list-style-type: none"> • Undergraduate and Graduate Catalogs • Admissions Policies • Scholarships and Grants • Financial Literacy Counseling • Financial Aid Checklist • Financial Aid Posters

Standard II Ethics and Integrity	Documentation
	<ul style="list-style-type: none"> • Evidence of Webinars
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p>	
<p>a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</p>	<ul style="list-style-type: none"> • Berkeley College Website • Gainful Employment Disclosures • Undergraduate and Graduate Catalogs
<p>b. the institution's compliance with the Commission's Requirements of Affiliation;</p>	<ul style="list-style-type: none"> • <i>See Requirements of Affiliation section of Documentation Roadmap</i>
<p>c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; and</p>	<ul style="list-style-type: none"> • Evidence of recent state and MSCHE substantive change approvals
<p>d. the institution's compliance with the Commission's policies.</p>	<ul style="list-style-type: none"> • 2013 Periodic Review Report and 2015 Progress Report
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<ul style="list-style-type: none"> • Evidence of federal, state and accrediting body reviews • Audited Financial Statement • Credit Assignment Policy • Policy governing maintenance and storage of student records • Pledge of Public Accountability • Compliance Calendar reflecting Financial Aid completion of annual briefing on Code of Conduct • Annual Review Policy • Code of Conduct and Conflict of Interest Policy

<p align="center">Standard III Design and Delivery of the Student Learning Experience</p>	<p align="center">Documentation</p>
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher educational credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<ul style="list-style-type: none"> ● Undergraduate and Graduate Catalogs ● Program approvals ● Evidence of curriculum development and revision ● Syllabi
<p>2. Student learning experiences that are:</p>	
<p>a. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies.</p>	<ul style="list-style-type: none"> ● Strategic Plan ● Faculty CV's ● School Improvement Plans ● Assessment Reports documenting results of student learning assessment ● Student Evaluations of Faculty ● Peer Observations of Faculty ● Faculty Annual Performance Reviews ● Faculty Development Grant Inventory ● Faculty orientation and training policies and procedures
<p>b. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do;</p>	<ul style="list-style-type: none"> ● Master Schedules ● Faculty Transcript Database ● Faculty CV's ● Berkeley College website data on faculty credentials
<p>c. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number;</p>	<ul style="list-style-type: none"> ● Academic Affairs Reports of Full and Part Time Faculty by School and Department and by coverage of sections ● Undergraduate and Graduate Enrollment ● Student/Faculty ratios by School
<p>d. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; and</p>	<ul style="list-style-type: none"> ● TLC Blackboard Site ● TLC professional development calendar for the year ● Faculty Development Grant Inventory ● Faculty Awards ● Faculty support for professional development (Faculty Handbook) ● Associate/Faculty Tuition Reimbursement Policy (Faculty Handbook) ● Academic Service Learning Grant Inventory
<p>e. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair</p>	<ul style="list-style-type: none"> ● Position Descriptions ● Student Evaluations of Faculty ● Faculty Peer Review Policy and Observations ● Faculty Handbook

Standard III Design and Delivery of the Student Learning Experience	Documentation
criteria, expectations, policies, and procedures.	<ul style="list-style-type: none"> • Faculty Performance Review Process
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<ul style="list-style-type: none"> • Berkeley College Website • Undergraduate and Graduate Catalogs • Berkeley College brochure/flyer • Academic Advisement service offering list • Graduation Rates (Berkeley College website)
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<ul style="list-style-type: none"> • Syllabi • College wide and campus based operating budgets for instruction, libraries, academic support centers, technology, etc. • Academic Support Center program offering list • Career Services (Internship Database and list of other resources)
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p>	
<p>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</p>	<ul style="list-style-type: none"> • School of Liberal Arts listing in catalog • College Learning Objectives • Core Liberal Arts Requirements for Associate and Bachelor degree programs • Berkeley College Catalogs on website
<p>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and</p>	<ul style="list-style-type: none"> • School of Liberal Arts inventory of courses offered • Berkeley College Catalogs on website • Strategic Plan • Evidence of Curriculum Development and Revisions
<p>c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</p>	<ul style="list-style-type: none"> • Not applicable
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or professionals with</p>	<ul style="list-style-type: none"> • School of Graduate Studies Policies and Procedures • Faculty Handbook • Graduate Admissions Standards • Graduate Catalog

<p align="center">Standard III Design and Delivery of the Student Learning Experience</p>	<p align="center">Documentation</p>
<p>credentials appropriate to graduate-level curricula.</p>	<ul style="list-style-type: none"> • Graduate Faculty CV's • Graduate Faculty Scholarship
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<ul style="list-style-type: none"> • Not applicable
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<ul style="list-style-type: none"> • Institutional Assessment Plan • School Improvement Plans • Academic Program Review • Program Accreditation Requirements • Employer Surveys • Alumni Surveys • External program Review Data

<p align="center">Standard IV Support of the Student Experience</p>	<p align="center">Documentation</p>
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p>	<ul style="list-style-type: none"> • Undergraduate and Graduate Catalogs • Enrollment, Retention, and Graduation Reports • Student Handbook
<p>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p>	<ul style="list-style-type: none"> • Undergraduate and Graduate Catalogs • Admissions Policies • Scholarships and Grants • Financial Literacy Policy • Award Letter Sample/process • Loan Counseling (entrance and exit) reports/policy
<p>b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</p>	<ul style="list-style-type: none"> • ACCUPLACER Results • SAP Policies and Procedures • Analysis of outcomes for students by ACCUPLACER (intake) and SAP (ongoing) status • Pre-College Program Reports
<p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; and</p>	<ul style="list-style-type: none"> • New student orientation evaluation results • Student Satisfaction Survey Results • Academic Advisement report • Academic Mentor Reports • Student Success Reports
<p>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</p>	<ul style="list-style-type: none"> • Required internships • National Student Clearing house results of transfer-out students • Optional Practical Training (OPT) reports • Graduation Reports • Financial Literacy Reports • Honors Program Reports • Articulation Agreements and Policy
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<ul style="list-style-type: none"> • Transfer Credit Policy • Credit for Prior Learning Policy • Pre-College Program Policy • Accuplacer Policy
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<ul style="list-style-type: none"> • Office of the Registrar Policies and Procedures • Information Systems Data Stewardship Policies and Procedures • College Catalog
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and</p>	<ul style="list-style-type: none"> • EADA Survey Results • Athletics Department Policies and Procedures

<p align="center">Standard IV Support of the Student Experience</p>	<p align="center">Documentation</p>
<p>administrative principles and procedures that govern all other programs.</p>	<ul style="list-style-type: none"> • Student Handbook • Academic Clubs Overview • Athletic Listings and Standings
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<ul style="list-style-type: none"> • Departmental Improvement Plans
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<ul style="list-style-type: none"> • Student Development & Campus Life Improvement Plan • Student Satisfaction Survey • Retention and Graduation Plans • Campus Climate Survey • Internship Evaluations

Standard V Educational Effectiveness Assessment	Documentation
<p>1. Clearly stated student learning outcomes, at the institution and degree/programs levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p>	<ul style="list-style-type: none"> • College Learning Objectives • Undergraduate Catalog • Syllabi • School Improvement Plans
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p>	<ul style="list-style-type: none"> • Employer Surveys • Student Internship Surveys • Graduating Student Surveys • Alumni Surveys
<p>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</p>	<ul style="list-style-type: none"> • School Improvement Plans • College Learning Objectives
<p>b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and</p>	<ul style="list-style-type: none"> • School Improvement Plans • School Assessment Reports • Employment Surveys • Internship Surveys
<p>c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</p>	<ul style="list-style-type: none"> • Compliance reporting for the federal government (IPEDS) as well as NY and NJ State higher education departments • Annual reports to specialized accreditors • Middle States Annual Institutional Profile
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission such uses include some combination of the following:</p>	<ul style="list-style-type: none"> • School and Department Annual Reports based on results of their implemented Improvement Plans
<p>a. assisting students in improving their learning;</p>	<ul style="list-style-type: none"> • Analysis of longitudinal assessment of student learning data
<p>b. improving pedagogy and curriculum;</p>	<ul style="list-style-type: none"> • Faculty Observations • Student Evaluations of Faculty and Courses • Faculty Peer Review • Teaching and Learning Commons (TLC) and Online Faculty Support Team (OFST) professional development participation rates and faculty self-evaluation • Campus Labs IDEA Course Evaluation professional development resources for faculty
<p>c. reviewing and revising academic programs and support services;</p>	<ul style="list-style-type: none"> • Minutes from Deans' Council Meetings

Standard V Educational Effectiveness Assessment	Documentation
	<ul style="list-style-type: none"> • Minutes from Curriculum Committee Meetings
<p>d. planning, conducting, and supporting a range of professional development activities;</p>	<ul style="list-style-type: none"> • TLC and OFST Schedule of Events • Faculty Senate Minutes
<p>e. informing appropriate constituents about the institution and its programs;</p>	<ul style="list-style-type: none"> • Office of the Provost and President Communication • Faculty Senate Minutes
<p>f. planning and budgeting for the provision of academic programs and services;</p>	<ul style="list-style-type: none"> • Financial Plan • Institutional Effectiveness Plan • Annual approved budget
<p>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and</p>	<ul style="list-style-type: none"> • Quarterly and annual reports on enrollment, retention and graduation • Administrative Department Improvement Plans
<p>h. implementing other processes and procedures designed to improve educational programs and services.</p>	<ul style="list-style-type: none"> • Academic Advisement - Retention & Graduation Manager efforts • Mentoring Program outcomes analysis
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<ul style="list-style-type: none"> • Faculty technology Review Committee Meeting Minutes
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<ul style="list-style-type: none"> • Assessment of Assessment (IE)

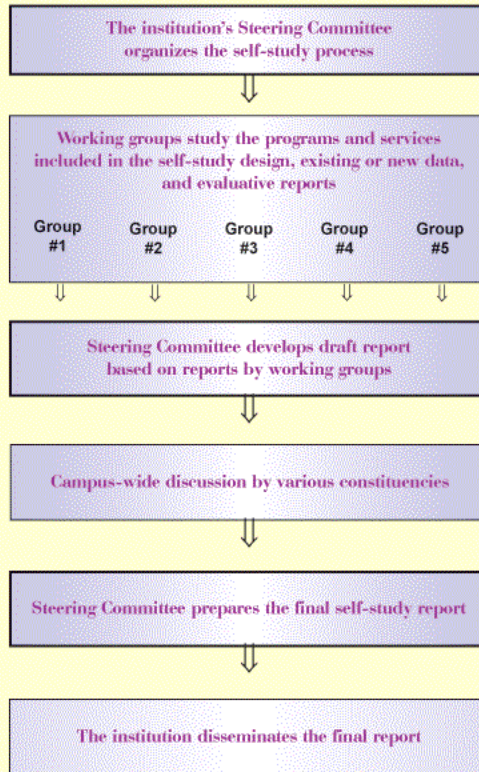
Standard VI Planning, Resources, and Institutional Improvements	Documentation
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<ul style="list-style-type: none"> • Strategic Plan • School and Department Improvement Plans demonstrating alignment with Strategic Plan
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results.</p>	<ul style="list-style-type: none"> • Strategic Planning and Assessment Process • School and Department Improvement Plans
<p>3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.</p>	<ul style="list-style-type: none"> • Financial Plan including Annual Budget and Capital Plan
<p>4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.</p>	<ul style="list-style-type: none"> • Financial Plan • Resource Allocation Plan • Organizational Charts • List of FT Faculty by Academic Department within School
<p>5. Well-defined decision-making processes and clear assignment of responsibility and accountability.</p>	<ul style="list-style-type: none"> • Strategic Plan • School and Department Improvement Plans • Organizational Charts and Position Descriptions
<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<ul style="list-style-type: none"> • Master Plan • Fixed Asset Management Reports • Budgets for Capital Asset Additions and Improvements
<p>7. A annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in that audit's accompanying management letter.</p>	<ul style="list-style-type: none"> • Financial Audit • Title IV Audit • Management Letter
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<ul style="list-style-type: none"> • Audited Financial Statements • CFO Analyses
<p>9. Periodic assessment of the effectiveness of planning, resources allocation, institutional renewal processes, and availability of resources.</p>	<ul style="list-style-type: none"> • Institutional Assessment Plan • School and Department Improvement Plans

Standard VII Governance, Leadership, and Administration	Documentation
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<ul style="list-style-type: none"> • Board of Trustees Bylaws • Faculty Senate Bylaws • Organizational Charts • Executive Leadership
<p>2. A legally constituted governing body that:</p>	
<p>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</p>	<ul style="list-style-type: none"> • Board of Trustees Constitution and Bylaws
<p>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</p>	<ul style="list-style-type: none"> • Board of Trustees Constitution and Bylaws • Board of Trustee Membership List
<p>c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</p>	<ul style="list-style-type: none"> • Board of Trustees Constitution and Bylaws • Board of Trustees Membership List
<p>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;</p>	<ul style="list-style-type: none"> • Board of Trustee approval of the Strategic Plan • Board of Trustee Meeting Minutes • Board of Trustee, Academic Affairs Committee Meeting Minutes • Executive Leadership
<p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</p>	<ul style="list-style-type: none"> • Board approval of yearly budgets • Board of Trustee, Finance Committee Meeting Minutes • Approval of annual Financial Audit
<p>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</p>	<ul style="list-style-type: none"> • Approval and quarterly evaluation of the president's goals • Associate and Faculty Survey
<p>g. is informed in all its operations by principles of good practice in board governance;</p>	<ul style="list-style-type: none"> • Board of Trustees Bylaws • Board of Trustees Meeting Minutes
<p>h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as</p>	<ul style="list-style-type: none"> • Conflict of Interest Policy

Standard VII Governance, Leadership, and Administration	Documentation
payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and	
i. supports the Chief Executive officer in maintaining the autonomy of the institution.	<ul style="list-style-type: none"> • Board of Trustees Bylaws
3. A Chief Executive Officer who:	
a. is appointed by, evaluated by, and reports to the governing board and shall no chair the governing body;	<ul style="list-style-type: none"> • Board of Trustee Meeting Minutes
b. has appropriate credentials and professional experience consistent with the mission of the organization;	<ul style="list-style-type: none"> • President's CV
c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; and	<ul style="list-style-type: none"> • President Position Description
d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.	<ul style="list-style-type: none"> • Berkeley College Organizational Charts • Senior Leadership Position Descriptions and CVs • Strategic Plan
4. A administration possessing or demonstrating:	
a. an organizational structure that is clearly documented and that clearly defines reporting relationships;	<ul style="list-style-type: none"> • Berkeley College Organizational Charts
b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;	<ul style="list-style-type: none"> • Berkeley College Organizational Charts • Senior leadership CVs
c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;	<ul style="list-style-type: none"> • Senior Leadership CVs
d. skills, time, assistance, technology, and information systems expertise required to perform their duties;	<ul style="list-style-type: none"> • Senior Leadership CVs • Data Security Policy

Standard VII Governance, Leadership, and Administration	Documentation
<p>e. regular engagement with faculty and students in advancing the institution's goals and objectives; and</p>	<ul style="list-style-type: none"> • All Associates Days • Convocations • President's One Minute Messages • President's visit's to classes - 52 in 52 • Chat and Chews with Students • Student Evaluations • Berkeley College Newsletters - Inside Berkeley • Department Kick-offs
<p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	<ul style="list-style-type: none"> • Performance Management Process in UltiPro • Faculty Annual Performance Reviews • Strategic Plan Reviews
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<ul style="list-style-type: none"> • Institutional Assessment Plan • All Associate Survey

The Self-Study Report



© 2006 Middle States Commission on Higher Education