March 6, 2015

Ms. Becca Bracy Knight
Executive Director
The Broad Center for the Management of School Systems
2121 Avenue of the Stars, 30th Floor
Los Angeles, CA 90067

Dear Executive Director Knight:

At its meeting February 18-20, 2015, the WASC Senior College and University Commission (WSCUC) considered the report of the Educational Effectiveness Review (EER) team that conducted an onsite review on October 15-17, 2014, for Initial Accreditation of The Broad Center for the Management of School Systems’ Broad Residency in Urban Education (Broad Residency). The Commission also had access to the EER report prepared by Broad Residency prior to the visit, the institution’s December 11, 2014 response to the visiting team report, and the documents related to the Capacity and Preparatory Review visit conducted in October 2012. The Commission appreciated the opportunity to discuss the visit with you, Chaka Booker, Managing Director, Eleisha Nelson, Deputy Director, and Sarah Chandler, Accreditation Liaison Officer. Your comments were very helpful in informing the Commission’s deliberations.

The team expressed appreciation to Broad Residency for “the exceptional quality of the entire EER Institutional Report.” Each of the recommendations from the CPR team report was carefully analyzed and implemented.

The Commission supports each of the commendations contained in the team report and wishes to highlight the following areas for special recognition.

Mission. The Commission recognizes the remarkable commitment of Eli and Edythe Broad for founding and fully funding, now and into the future, The Broad Center for the Management of School Systems’ Broad Residency in Urban Education. The Commission commends this commitment “to raise [K-12] student achievement by recruiting, training and supporting leadership talent from across America to transform urban school systems.”
Program Quality. The Commission is impressed with the Broad Residency’s high program quality, based on a unique model of a 2-year cohort working in a local school setting and coming together on a quarterly basis for intensive classroom presentations, bolstered by rigorous work between sessions, carried out with the support of highly qualified mentors. The team found that residents are “challenged, and are succeeding academically and professionally” as a result of the program’s high quality.

Assessment. The team found that assessment is carried out at a higher level than most have witnessed in more traditional higher education settings. The Performance Assessment Support System used within Salesforce tracking students’ progress in work, and assignments/projects, may represent a best practice in higher education. The team’s finding that the Broad Residency is “painstaking and comprehensive in its assessment of its programs, residents’ learning and satisfaction during the residency period, and through the residents’ career preparation” reflects appreciation of the institution’s commitment to assessment in every phase of its work. As part of this assessment program, the centrality of twelve clearly defined institutional learning outcomes drives a very rich data-driven program of unusual depth. As the team reported, “Data collection is systematic, includes reflection, and informs planning which is aligned with mission.”

Continuous Improvement. The Commission recognizes the strong commitment of the institution in this regard as seen in the number of improvements made in the time between the team’s visits to the Broad Residency. The administrators clearly took the recommendations of the team seriously and acted beyond expectations in addressing them. Although the leaders of the program do not have traditional higher education backgrounds, they have demonstrated a deep commitment to implementing ongoing improvements within the broader culture of higher education, even while keeping their innovative edge.

The Commission endorses the six recommendations found in the team report and wishes to highlight those that follow. Since the Broad Residency was evaluated using the 2008 Standards of Accreditation, which were revised in 2013, references to Criteria for Review are from 2008.

Expansion of Influence. In its brief history, the Broad Residency has learned lessons that could beneficially be shared on a broader national scale thereby transforming more K-12 settings. The Commission appreciates the modesty and humbleness exhibited by the institution but urges a more deliberate attempt to go beyond the settings in which residents and graduates currently work in order to foster replication of the results. In order to accomplish this goal, a greater focus on conducting more traditional academic research and publishing and presenting findings in traditional higher education meetings is encouraged. The Commission was pleased to read in the institution’s response to the report and in the panel discussion that current work on a white paper scheduled to be published soon. (CFRs 2.8, 4.1)

Further Board Development. Between the time of the two visits, major changes were made in development of the Broad Center’s Board through revisions in the bylaws and
expansion of membership. The Commission concurs with the team’s assessment that the relationships between The Broad Foundation (solely controlled by Eli and Edythe Broad), The Broad Foundation Board of Governors (who advise the Broads), and the Broad Center’s Board (with some shared members) are in compliance with WSCUC’s Independent Governing Board Policy and supports the team’s recommendation that further board development take place by the addition of more independent members to the Broad Center’s Board. The Commission appreciates that the institution’s letter to the Commission reported that Broad Residency has already added one member with plans to add two more members by the end of 2015. (CFR 3.9)

**Continued Academic Improvement.** The Broad Residency has already demonstrated a strong commitment to continued academic improvements. The Commission encourages the program to continue its strong commitment to learning as demonstrated by its robust assessment program and its ongoing program review. (CFRs 4.4, 4.6, 4.7)

**Diversity.** The Broad Residency has demonstrated a commitment to diversity, with 61% of the residents being female and 27% coming from an African-American background. Reflecting the growing percentage of K-12 students coming from Latino backgrounds, the Broad Residency has increased the percentage of Latino residents from 2% in 2012 to 9% in 2013. Two of the four recruiters are Latinos, which gives further evidence of commitment to this population. The Commission panel was encouraged to hear from you that 17% of the applicants this year are Latino which is considerably higher than prior years. The Commission encourages the program to continue this strong commitment to finding more qualified Latinos to become residents. (CFR 1.5)

In view of the above, the Commission acted to:

1. Receive the Educational Effectiveness Review Report and grant Initial Accreditation for five years.

2. Schedule the Mid-Cycle Review in spring 2018.


In taking this action to grant Initial Accreditation, the Commission confirms that The Broad Center for the Management of School Systems’ Broad Residency in Urban Education has satisfactorily addressed the Core Commitments to Student Learning and Success; Quality and Improvement; and Institutional Integrity, Sustainability, and Accountability. The Commission also confirms that the institution has been found to be in substantial compliance with the 2008 Standards of Accreditation, which is a condition for granting Initial Accreditation. Between this action and the time of the next review, the institution is expected to maintain its compliance with WSCUC Standards and uphold its commitment to continuous quality improvement.
Accreditation status is not granted retroactively. Institutions granted the status of accreditation must use the following statement if they wish to describe the status publicly:

The Broad Center for the Management of School Systems’ Broad Residency in Urban Education is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001.

The accredited status of a program should not be misrepresented. The accreditation granted by WSCUC refers to the quality of the institution as a whole. Because institutional accreditation does not imply specific accreditation of any particular program at the institution, statements such as “this program is accredited” or “this degree is accredited” are incorrect and misleading. The phrase “fully accredited” is also to be avoided, since no partial accreditation is possible.

The Commission stipulates that this action encompasses the Master of Education in Educational Leadership offered by The Broad Center for the Management of School Systems’ Broad Residency in Urban Education at the time of this action. In keeping with the WSCUC Policy on Degree Level Approval, The Broad Center for the Management of School Systems’ Broad Residency in Urban Education is designated as having an "I" (Individual) status for each of the degree levels currently being offered. This means that all new degree programs initiated by the institution will require prior approval through WSCUC’s Substantive Change process.

As Broad Residency addresses the issues cited above, it should be mindful of the expectations it will need to meet at the time of its next comprehensive review, which will take place under the revised Standards of Accreditation and institutional review process found in the 2013 Handbook of Accreditation. These expectations build on past practice and will include, for example, student success, quality improvement processes such as assessment and program review, planning, and financial sustainability. However, the 2013 Handbook also includes new foci: the meaning, quality, and integrity of the degree and institutional planning for the “new ecology” of learning. The institution is urged to familiarize itself with the 2013 Handbook and to approach its challenges in a way that will address both old and new expectations.

In accordance with Commission policy, a copy of this letter will be sent to the chair of the Broad Residency’s governing board in one week. The Commission expects that the team report and this action letter will be widely disseminated throughout the institution to promote further engagement and improvement and to support the institution’s response to the specific issues identified in these documents. The team report and the Commission’s action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response.
Finally, the Commission wishes to express its appreciation for the extensive work that the Broad Residency undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued participation in this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

Mary Ellen Petrisko
President
MEP/ro

Cc: William Ladusaw, Commission Chair
    Sarah Chandler, ALO
    Paul Pastorek, Board Chair
    Members of the WSCUC Educational Effectiveness Review team
    Richard Osborn, WSCUC Vice President, Staff Liaison