

## Things to Keep in Mind When We Write Our Standard

### Parts of the Writeup for Each Standard Component

1. Description—The Description is a narrative of what is happening at the college right now in regards to the standard component being described. I like to keep the Description thorough, that is, we make sure we cover everything, but not redundant. Whenever something is mentioned like minutes from a meeting, documents that were passed out in a meeting and discussed, an organization change that was made for some reason, etc. we need to make sure we cite that "evidence" and have a copy of it. If we can't find the evidence for something, then we will edit the reference out of the final report.

2. Self Evaluation—the Self Evaluation is an analysis of why we believe we meet, or don't meet, the standard. I will inform the subcommittees that the first sentence of each Self Evaluation for each standard should be "Taft College meets this standard" or "Taft College does not presently meeting this standard" (or some variation of that) and then an explanation as to why we believe we meet or don't meet the standard. I don't want the Visiting Team or ACCJC guessing about whether we believe we meet the standard. In the past, some of the Self Evaluations submitted by various subcommittees were lengthy, repeating what was in the Description or including new information that was not in the Description, and I want to avoid that. The lengthy part, if there is one, should be the description. If the "Editing Team" finds Descriptive text in the Self Evaluation, we will merely move that text to the appropriate place in the Description. The Self Evaluation should get right to the point and be succinct. We'll let the Description do the heavy lifting along with the citations of evidence.

3. Planning Agenda—If we believe we are not meeting the standard, the Planning Agenda section will include a description of what we intend to do (or are doing) to meet the standard. If we are meeting the standard, then we will put the word "(None)" to indicate to the Visiting Team there is no Planning Agenda, that is, we didn't just skip it. Rules for Planning Agenda:

- Be careful of what you put down in the Planning Agenda because you are going to be held accountable for doing it by the ACCJC. My suggestion is, if there really is a need for a Planning Agenda, keep it as simple as it needs to be and preferably something that is already being done or you intended to do anyway.
- If there is no Planning Agenda, say so. We don't want to have any confusion as to whether a Planning Agenda was left out by accident.
- Do not put "Continue doing what we are doing" as the Planning Agenda, especially if we believe the standard is being met. If there is a Planning Agenda, we must be specific as to what it is, preferably with dates and who is doing it so there is no confusion and no "diffusion of responsibility" (Oh, I thought Eric was going to do that . . .").
- Do not put minor things in the Planning Agenda, which should be reserved for major activities that require a lot of effort on the part of a group of people. If it's more of a day-to-day activity, it should be left out as a Planning Agenda.

**Six "Themes" that are Threaded Throughout the Entire Self Evaluation**

When reviewing our Self Evaluation Report, the ACCJC will be looking to see if these six "themes" are present throughout each Standard. As we write our report, we should keep this in mind and intentionally make an effort to ensure that each theme is addressed in some way.

1. Institutional Commitments—That the campus is committed to meeting the standard by being aware of the standard, dedicating resources, discussing it, developing and implementing processes, etc.
2. Evaluation, Planning, and Improvement—That the campus evaluates how effective we are in meeting the standard, planning accordingly, and improving upon those processes that lead to meeting the standards.
3. Student Learning Outcomes—That the campus culture and processes are infused with SLOs at every level. This will be addressed primarily in Standard II but should not be ignored in other standards.
4. Organization—That the campus is organized in a way that leads to meeting the standards.
5. Dialogue—That the campus has discussions at all levels (disciplines, programs, divisions, and at the institutional level) about how they are contributing to meeting the standards.
6. Institutional Integrity—That the campus is serious about meeting the standards and not just blowing smoke or paying lip service to create the impression in the Self Evaluation Report that we are "meeting" the standards.