

# Style Guide for 2013 Self Evaluation

## Organizing responses

### 1. Section names and content

At the lowest (most specific level), each response should include these three sections:

- Descriptive Summary – a description of what the college does
- Assessment – a statement of whether the college meets the standard (meets or doesn't; no partially) supported by an explanation of how we know/measure/determine that the college meets the standard. Discussion of survey results, the college index, and other measures should be in this section.
- Plan for Improvement – if the college doesn't meet the standard, what actions will be taken so that we do meet the standard. If the college meets the standard, use "none" here. If the college meets the standard, but there are important ways in which we could improve, state that that the standard is met and then discuss plans for improvement.

At higher levels, include a brief untitled summary before the lower-level standard statement.

At the highest level, do not include a summary. An example is attached at the end of this document.

## CSM-specific terminology

### 2. Institutional priorities

CSM's institutional priorities are listed as "improve xxx." In a list of institutional priorities (for example, in a table), "improve" should be included. When an institutional priority is referred to in text, do not include "improve." For example, "The Learning Center's new tutoring program supports the institutional priority of student success."

### 3. Use both names and numbers for buildings (e.g. South Hall (B14) Room 204).

### 4. Use "hours to be arranged" or "to be arranged hours" (with "formerly hours by arrangement" as needed for clarity)

### 5. Use "honors project" rather than "honors program"

### 6. Use "basic skills" rather than "developmental"

## General

### 7. The terms internet, website, and online should each be one word and lower case. When used as an adjective, "on-campus" should be hyphenated (e.g. on-campus course)

### 8. Spell out numbers one through ten; use numerals for larger numbers except at the start of a section. Credit hours should be expressed as numerals. Spell out percent except in tables and figures. (from ACCJC style guide)

### 9. Spell out names of groups and follow with acronym on first reference; use acronym alone for subsequent references. (from ACCJC style guide)

### 10. Capitalization (from ACCJC style guide)

- Capitalize the following words or phrases when referencing the Commission and/or the ACCJC Accreditation Standards: Commission, Accreditation Standards, Standards (e.g., "In order to meet Commission Standards.")
- Capitalize "College" and "District" when referencing a specific college or district (i.e., capitalize when you can replace "College" with a college name and when you can replace "District" with a district name).
- Capitalize the first word following a colon when the word begins a complete sentence.
- Capitalize titles preceding names (e.g., Bay College President Chris Smith.)
- Do not capitalize the following:
  - "federal" or "state," unless it is capitalized in an official name.
  - "fall" or "spring" (e.g., fall semester enrollment).
  - Titles following names or standing alone (e.g., Chris Smith, president of Bay College; Marcia S. Jones became president in 2001.).

### 11. More capitalization

Capitalize a department's name when it used as a proper noun. Do not capitalize department when it is used alone. For example, "During the monthly Math Department meetings, the department's class offerings for the next semester are discussed."

## Standard IV: Leadership and Governance

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**T**he institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

No summary here

### A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Brief untitled summary here

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive summary, Assessment, Plan for Improvement here

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Brief untitled summary here

- a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive summary, Assessment, Plan for Improvement here

- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive summary, Assessment, Plan for Improvement here