

Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards

Table of Contents

| | |
|--|-----------|
| SUGGESTED CONTENT AND ORGANIZATIONAL REVISIONS | 4 |
| STANDARD I: Mission, Academic Quality, Institutional Effectiveness and Integrity . | 4 |
| 101 (Option A) Delete Last Sentence of Mission Item I Altogether Due to Redundancy With Mission Item 3 (Content)..... | 4 |
| 101 (Option B) Move Last Sentence of Mission Item I to Mission Item 3 (Content) | 5 |
| 102 Clarify References and Appropriate Listing of Mission Elements (Content)..... | 5 |
| 103 Clarify References and Appropriate Listing of Mission Elements (Content)..... | 6 |
| 104 (Option A) Add Specific Expectation for Communicating the Mission to Internal Audiences (Content) | 7 |
| 104 (Option B) Add Specific Expectation for Communicating the Mission to Internal Audiences (Content) | 7 |
| 105 Move Academic Quality Subsection to Standard II (Organizational) | 8 |
| 106 Make Dialog about SLOs, SLO Assessment, and Standards Explicit (Content)..... | 10 |
| 107 (Option A) Add Text for Determining Institution Set Standards (Content) | 11 |
| 107 (Option B) Add Text for Determining Institution-Set Standards Through Collegial Process (Content)..... | 12 |
| 108 (Option A) Use Results of Dialog Informed by Assessment Data to Allocate Resources (Content) | 12 |
| 108 (Option B) Analyze Assessment Data In Order to Make Organizational and Resource Decisions (Content) | 13 |
| 109 Reorder Items Under Academic Quality (Organizational)..... | 13 |
| 110 (Option A) Rewrite to Focus on Institution Wide Effectiveness Not Individual Program Review (Content)..... | 15 |
| 110 (Option B) Rewrite to Focus on Institutional Effectiveness (Rather than Mission) Through Program Review Process and Regular Evaluation(Content) | 15 |
| 111 Divide Expectation about Use of Assessment Data and Performance Gaps into Two Separate Items (Content) | 16 |
| 112 Clarify Regular Evaluation Expected Across Entire Institution (Content)..... | 17 |
| 113 Reorder Institutional Effectiveness Expectations To Communicate Assessment Results Before Evaluating Overall Assessment Process (Organizational) | 18 |
| 114 Add Expectation About Commitment to the Public Good (Content)..... | 19 |
| 115 Add Expectation Of Primacy of Educational Responsibilities (Content)..... | 19 |
| STANDARD II: Student Learning Programs and Support Services | 20 |
| 201 Improve Description of General Education Philosophy; Clarify Role of General Education Learning Outcomes (Content)..... | 20 |
| 202 Reword Awkward Description for the Identification of Specialized Courses (Content)..... | 21 |
| 203 Delete First Sentence About CTE Currency as It is Addressed For All Programs In Item 17 (Content)..... | 22 |
| 204 Add Career-Technical Education To List of Instructional Programs (Content) | 23 |

| | |
|---|-----------|
| 205 Remove Nesting of ‘Student Support’ and ‘Library and Learning Support’ Subsections by Elevating Them to Sections (Organizational) | 24 |
| STANDARD III: Resources | 26 |
| 301 Rewrite to Include the Expectation of District/System Responsibility As Well As Evaluation (Content) | 26 |
| STANDARD IV: Leadership and Governance | 26 |
| 401 Create an Institutional Environment That Supports Innovation in the Pursuit of Excellence (Content)..... | 26 |
| 402 Create an Institutional Environment That Supports Innovation in the Pursuit of Excellence (Content)..... | 27 |
| 403 Clarify CEO Responsibility for Ensuring Institutional-Set Standards Rather Than Governing Boards (Content) | 28 |
| APPENDIX: SUGGESTED STYLISTIC REVISIONS | 29 |
| INTRODUCTION..... | 29 |
| A001 Rewrite Series of Items as a List (Stylistic) | 29 |
| A002 Clarify The Object of the Action (Stylistic)..... | 29 |
| A003 Remove Capitalization (Stylistic)..... | 30 |
| STANDARD I: Mission, Academic Quality, Institutional Effectiveness and Integrity | 30 |
| A101 Word Choice: ‘Analyze’ instead of ‘Use’ (Stylistic) | 30 |
| A102 (Option A) Include Publishing and Alignment with Mission in SLO Development and Assessment (Stylistic) | 31 |
| A102 (Option B) Include Publishing with SLO Development and Assessment (Stylistic) | 32 |
| A103 Resources Are Not Strategies (Stylistic) | 32 |
| A104 (Option A) Clarify That It is the Integrated Model That Leads to Accomplishment of Mission (Stylistic) | 33 |
| A104 (Option B) Clarify That It is The Integrated Model That Leads to Accomplishment of Mission (Stylistic) | 34 |
| A105 (Option A) Reword to Associate Efficacy Expectation With Processes and Currency Expectation with Products (Stylistic) | 35 |
| A105 (Option B) Drop ‘currency’ From ‘efficacy and currency’ Phrase (Stylistic)..... | 36 |
| A106 Slight Rewording to Improve Readability (Stylistic)..... | 36 |
| STANDARD II: Student Learning Programs and Support Services..... | 37 |
| A201 (Option A) Use the Word ‘and’ Rather Than a Comma to Join Two Phrases (Stylistic)..... | 37 |
| A201 (Option B) Rewrite Awkward Phrasing by Using Terms Introduced in Standard II Title (Stylistic) | 37 |
| A202 Clarify subject of the Verb; Remove Redundant Term (Stylistic)..... | 38 |
| STANDARD III: Resources | 39 |
| STANDARD IV: Leadership and Governance | 39 |
| A401 Use ‘Leaders’ Instead of ‘Leadership’ (Stylistic)..... | 39 |
| A402 Use Preposition ‘of’ Rather Than ‘on’ (Stylistic)..... | 40 |
| A403 (Option A) Delete Unneeded Clarification of Function of Board (Stylistic)..... | 40 |
| A403 (Option B) Broaden ‘College’ to ‘Institution’ and ‘Educational Quality’ to ‘Educational Mission’ (Stylistic)..... | 41 |

This document provides a set of suggested revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards. The Standards are comprised of five parts: an introduction and four overarching Standards. Suggested revisions to the Introduction are identified with a three-digit number starting with zero (e.g., 001, 002, ...). Similarly, revisions to Standard I are numbered 101, 102, ...; Standard II are numbered 201, 202, ...; and so forth for the remaining Standards. Revisions are named and marked as primarily content or organizational; stylistic edits are offered in the Appendix.

The location in which to apply the revision immediately follows the title. Rather than page numbers, the location is provided by indicating the specific section, item, paragraph, or even sentence. For example, the list “Introduction > Second Paragraph > Third Sentence” means the third sentence of the second paragraph of the Standard’s introduction, and the sequence “Standard I > Assuring Academic Quality and Institutional Effectiveness > Mission > Item 3” would direct the reader to Standard 1, then to the section entitled “Assuring Academic Quality and Institutional Effectiveness,” then to subsection “Mission”, and lastly to numbered item 3.

Most revisions follow a format that provides the original text, a “track changes” mark up of the suggested revision, a clean version of the suggested revision than can be copied and pasted as replacement text, and the rationale for the revision. The goal here is to facilitate easy comparison of the original text and the suggestion. Some revisions, especially organizational revisions, use a slightly different format in order to facilitate comparison of the current organization and the suggested reordering of elements.

SUGGESTED CONTENT AND ORGANIZATIONAL REVISIONS

STANDARD I: Mission, Academic Quality, Institutional Effectiveness and Integrity

101 (Option A) Delete Last Sentence of Mission Item 1 Altogether Due to Redundancy With Mission Item 3 (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Mission > Items 1 and 3

Original Text:

Last Sentence of Item 1: The institution's programs and services are aligned with its mission.

Item 3: The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Suggested Revision:

Last Sentence of Item 1: ~~The institution's programs and services are aligned with its mission.~~

Item 3: The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Replacement Text:

Item 1: The institution's mission describes its broad educational purposes, its degrees and credentials offered, its intended student population, and its commitment to student success, as reflected in student learning and student achievement.

Rationale:

The last sentence of item I.A.1 is closely related in terms of content to item I.A.3. It's redundant to have both statements.

101 (Option B) Move Last Sentence of Mission Item I to Mission Item 3 (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Mission > Item 3

Original Text:

Last Sentence of Item 1: The institution’s programs and services are aligned with its mission.

Item 3: The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Suggested Revision:

Item 3: The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Replacement Text:

The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Rationale:

The last sentence of item I.A.1 is closely related in terms of content to item I.A.3. This suggested edit merges them together in a new item I.A.3.

102 Clarify References and Appropriate Listing of Mission Elements (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Mission > Item 1

Original Text:

The institution’s mission describes its broad educational purposes, its degrees and credentials offered, its intended student population, and its commitment to student success, as reflected in student learning and student achievement. The institution’s programs and services are aligned with its

mission.

Suggested Revision:

The ~~institution's~~ mission describes ~~its~~ the institution's broad educational purposes, its intended student population, the types of degrees and or other credentials offered ~~it offers, its intended student population,~~ and its commitment to student ~~suecess, as reflected in student~~ learning and student achievement. ~~The institution's programs and services are aligned with its mission.~~

Replacement Text:

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees or other credentials it offers, and its commitment to student learning and achievement.

Rationale:

In the original text, there is an unclear reference. Does the possessive pronoun 'its' refer to the institution or to mission? The rewording in the first sentence is to make it clear that 'its' refers to the institution. Logically, the student population being served by the institution should come before types of credentials being offered. Rephrased 'degrees and credentials' so that colleges won't be expected to list all of its credentials but to describe its credentials broadly. Not all California community colleges offer degrees.

103 Clarify References and Appropriate Listing of Mission Elements (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Mission > Item 4

Original Text:

The institutional mission statement is approved by the governing board and published.

Suggested Revision:

The ~~institutional~~ institution articulates its mission in a widely published statement ~~is approved by the governing board and published.~~ The mission statement is periodically reviewed and updated as necessary using the institution's governance and decision-making processes.

Replacement Text:

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary using the institution’s governance and decision-making processes.

Rationale:

Makes clear that the mission statement is the articulation of the institution’s mission described in I.A.1. Adds statement about expectation of periodic review of the mission statement and the process by which that review will take place.

104 (Option A) Add Specific Expectation for Communicating the Mission to Internal Audiences (Content)

Location: Introduction > Paragraph 1 *and* Standard I > MIssion > *New Item*

Add the Following Text as a New Item:

The institution provides regular opportunities for all of its employees to become familiar with the institution’s mission and their responsibilities toward the mission’s accomplishment.

Rationale:

In comparing the 2002 Standards to the first draft, the following phrase was omitted from the Standard I opening paragraph: “and to communicating the mission internally and externally.” While the requirement to communicate externally remains in revised Standard I.A.2, there is no companion standard to ensure that internal audiences have an ongoing awareness of the institution’s mission and their individual responsibilities in upholding the mission. To rectify this omission, we recommend the addition of a new, specific expectation under I.A. Mission.

104 (Option B) Add Specific Expectation for Communicating the Mission to Internal Audiences (Content)

Location: Introduction > Paragraph 1 *and* Standard I > MIssion > *New Item*

Add the Following Text as a New Item:

The institution communicates its mission to internal audiences on a regular basis.

Rationale:

In comparing the 2002 Standards to the first draft, the following phrase was omitted from the Standard I opening paragraph: “and to communicating the mission internally and externally.” While the requirement to communicate externally remains in revised Standard I.A.2, there is no companion standard to ensure that internal audiences have an ongoing awareness of the institution’s mission and their individual responsibilities in upholding the mission. To rectify this omission, we recommend the addition of a new, specific expectation under I.A. Mission.

105 Move Academic Quality Subsection to Standard II (Organizational)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness

Original Organization:

The revised Standards (2014 January draft) has the following organizational structure for Standards I and II:

Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity

A. Mission

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

Institutional Effectiveness

C. Institutional Integrity

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

B. Student Support and Library and Learning Support Services

Student Support

Library and Learning Support

Suggested Reorganization:

- Move *Academic Quality* subsection from Standard I to Standard II as a new section.
- Rename Standard I to *Institutional Mission, Effectiveness, and Integrity*.
- Rename Section 1.B to *Institutional Effectiveness*.
- Rename Standard II to *Student Learning Programs, Support Services, and Academic Quality*.
- In Standard II, elevate the two subsections *Student Support* and *Library and Learning Support* to the section level. (See Organizational Edit 201 for additional discussion.)
- The new section *Academic Quality* becomes the fourth section of Standard II

Replacement Organizational Structure:

With the suggestions above, the outlined structure and names for Standards I and II would look like this:

Standard I: Institutional Mission, Effectiveness, and Integrity

- A. Mission***
- B. Institutional Effectiveness***
- C. Institutional Integrity***

Standard II: Student Learning Programs, Support Services, and Academic Quality

- A. Instructional Programs***
- B. Student Support Services***
- C. Library and Learning Support Services***
- D. Academic Quality***

Rationale:

While discussions of academic quality should be institutionwide, those who participate in and are responsible for instructional, student support, and learning support services are the logical and pragmatic choice for leading the discussions about and evaluations of academic quality. For accreditation purposes, it makes sense to house related standards together in order to get the richest analysis. The four items under Academic Quality can be added as a new subsection as is; however, it may make sense to keep the *institutional effectiveness* reference below with Standard I, an area that is well described under its own section heading.

Academic Quality (Move this subsection from Standard I to II as a new section.)

1. The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, ~~institutional effectiveness~~, and continuous improvement of student learning and achievement.
2. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services.
3. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.
4. The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement.

106 Make Dialog about SLOs, SLO Assessment, and Standards Explicit (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Academic Quality > Item 1

Original Text:

The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Suggested Revision:

The institution ~~demonstrates~~ engages in a substantive and collegial dialog about student learning outcomes, their assessment, and institution-set standards for student achievement with the goal of ~~academic quality, institutional effectiveness, and continuously improvement~~ improving of student learning and achievement.

Replacement Text:

The institution engages in a substantive and collegial dialog about student learning outcomes, their assessment, and institution-set standards for student achievement with the goal of continuously improving student learning and achievement.

Rationale:

This new standard is not explicit about student learning outcomes, SLO assessment or institution-set standards. These edits clarify and make explicit what is expected.

107 (Option A) Add Text for Determining Institution Set Standards (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Academic Quality > Item 3

Original Text:

The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.

Suggested Revision:

The institution ~~publishes~~ determines institution-set standards for student achievement that are appropriate to its mission, publishes them, and assesses how well it is achieving them ~~in pursuit of continuous improvement~~.

Replacement Text:

The institution determines institution-set standards for student achievement that are appropriate to its mission, publishes them, and assesses how well it is achieving them.

Rationale:

The institution must have a process of determining institution-set standards before it publishes them. This edit clarifies.

107 (Option B) Add Text for Determining Institution-Set Standards Through Collegial Process (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Academic Quality > Item 3

Original Text:

The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.

Suggested Revision:

The institution, through collegial dialogue, ~~publishes~~ determines institution-set standards for student achievement that are appropriate to its mission, ~~publishes them~~, and assesses how well it is achieving them in pursuit of continuous improvement.

Replacement Text:

The institution determines institution-set standards for student achievement that are appropriate to its mission, publishes them, and assesses how well it is achieving them.

Rationale:

It is expected that the institution have a process of determining institution-set standard through collegial dialogue before publishing them.

108 (Option A) Use Results of Dialog Informed by Assessment Data to Allocate Resources (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Academic Quality > Item 4

Original Text:

The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement.

Suggested Revision:

The institution uses the results of the dialog as informed by assessment data, ~~organizes its institutional processes and to allocates~~ allocate ~~and reallocates~~ resources to support student learning and student achievement.

Replacement Text:

The institution uses the results of the dialog as informed by assessment data to allocate resources to support student learning and student achievement.

Rationale:

Dialog informed by assessment results should happen before allocation of resources.

108 (Option B) Analyze Assessment Data In Order to Make Organizational and Resource Decisions (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Academic Quality > Item 4

Original Text:

The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement.

Suggested Revision:

The institution ~~uses~~ regularly analyzes assessment data, ~~organizes in order to~~ organize its institutional processes and ~~allocates~~ allocate ~~and reallocates~~ resources to support student learning and ~~student~~ achievement.

Replacement Text:

The institution regularly analyzes assessment data in order to organize its institutional processes and allocate resources to support student learning and achievement.

Rationale:

Analyze assessment data before using it to organize institutional processes and allocate resources.

109 Reorder Items Under Academic Quality (Organizational)

Location: Standard 1 > Assuring Academic Quality and Institutional Effectiveness > Academic Quality

Original Organization:
Academic Quality

1. The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services.
3. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.
4. The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement.

Suggested Rewording and Reorganization:
Academic Quality

1. ~~2.~~ The institution defines student learning outcomes that are appropriate to its mission and ~~assesses learning outcomes~~ for all instructional programs and student and learning support services, publishes them, and assesses student attainment of them.
2. ~~3.~~ The institution ~~publishes~~ determines institution-set standards for student achievement that are appropriate to its mission, ~~publishes them~~, and assesses how well it is achieving them ~~in pursuit of continuous improvement~~.
3. ~~1.~~ The institution ~~demonstrates~~ engages in a substantive and collegial dialog about student learning outcomes, their assessment, and institution-set standards for student achievement with the goal of ~~academic quality, institutional effectiveness, and continuously improving~~ improving of student learning and achievement.
4. The institution uses the results of the dialog, as informed by assessment data, to allocate resources to support student learning and student achievement.

Rationale:

Define and publish student learning outcomes, then assess them. After that, engage in dialogue about the results. The suggested item reflects that common sense understanding.

110 (Option A) Rewrite to Focus on Institution Wide Effectiveness Not Individual Program Review (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 5

Original Text:

The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery.

Suggested Replacement Text:

The institution analyzes quantitative and qualitative student learning outcome results and student achievement data, and disaggregates the results by program type, mode of delivery, and subpopulations of students important to its mission.

Rationale:

Complete rewrite. Difficulty with the term “program review” here. How can program review of a particular program assess accomplishment of a mission? This seems to be the job for institutional research above the level of individual programs.

110 (Option B) Rewrite to Focus on Institutional Effectiveness (Rather than Mission) Through Program Review Process and Regular Evaluation(Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 5

Original Text:

The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals and objectives through analyses of

quantitative and qualitative data disaggregated by program type and mode of delivery.

Suggested Revision:

The institution assesses ~~accomplishment of its mission~~ effectiveness through a comprehensive program review process and regular evaluation of outcomes, goals and objectives ~~through~~ informed by analyses of quantitative and qualitative data, disaggregated by program type, and mode of delivery, and subpopulations important to the institution's mission.

Replacement Text:

The institution assesses its effectiveness through a comprehensive program review process and regular evaluation of outcomes, goals and objectives informed by analyses of quantitative and qualitative data, disaggregated by program type, mode of delivery, and subpopulations important to the institution's mission.

Rationale:

Comprehensive program review process informs institutional effectiveness more so than the institution's mission. Introduced idea of regular evaluation.

111 Divide Expectation about Use of Assessment Data and Performance Gaps into Two Separate Items (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 6

Original Text:

6. The Institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Suggested Replacement Text:

6. The institution ensures that if performance gaps appear in the data, it implements strategies to mitigate those gaps.
7. The institution assesses the accomplishment of its mission by assessing the attainment of major institutional outcomes, goals, and

objectives by incorporating the analysis of quantitative and qualitative disaggregated data.

Rationale:

Gives attention to separate expectations by splitting them.

112 Clarify Regular Evaluation Expected Across Entire Institution (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 7

Original Text:

The institution regularly evaluates its policies and practices in educational programs and student and learning support services, resource management, and governance to assure their effectiveness in supporting academic quality and accomplishment of mission.

Suggested Revision:

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional ~~in educational~~ programs, ~~and~~ student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Replacement Text:

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Rationale:

Clarifies that the intent of the Standards is regular evaluation across the entire institution.

113 Reorder Institutional Effectiveness Expectations To Communicate Assessment Results Before Evaluating Overall Assessment Process (Organizational)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Items 8-10

Original Organization:

The section entitled Institutional Effectiveness has six items numbered 5 through 10. Here are the last three:

8. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.
9. The institution regularly evaluates the efficacy and currency of its planning processes, plans and makes changes as needed.
10. The institution communicates the results of all of its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Suggested Reorganization:

Place item 10 before item 8:

- ~~10~~8. The institution communicates the results of all of its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- ~~8~~9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

910. The institution regularly evaluates the efficacy and currency of its planning processes, plans and makes changes as needed.

Rationale:

Logically, it makes sense to communicate the results of assessments first, before evaluating the processes.

114 Add Expectation About Commitment to the Public Good (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Integrity > Add New Item

Add the Following Text as a New Item:

The institution's mission demonstrates commitment to the public good. Actions and decisions reflect an understanding that, in its educational role, the institution serves the public, not solely the institution, and thus entails a public obligation.

Rationale:

The section on Institutional Integrity (first reading draft) currently has no expectation that the institution be committed to the public good and has a public obligation. (See Higher Learning Commission: A commission of the North Central Association <http://policy.ncahlc.org/Policies/criteria-for-accreditation.html>)

115 Add Expectation Of Primacy of Educational Responsibilities (Content)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Integrity > Add New Item

Add the Following Text as a New Item:

The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Rationale:

The section on Institutional Integrity currently has no expectation that the institution place educational responsibilities first. (See Higher Learning Commission: A commission of the North Central Association <http://policy.ncahlc.org/Policies/criteria-for-accreditation.html>)

STANDARD II: Student Learning Programs and Support Services

201 Improve Description of General Education Philosophy; Clarify Role of General Education Learning Outcomes (Content)

Location: Standard II > Instructional Programs > Item 13

Original Text:

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum. The identification of general education courses are based upon student learning outcomes and competencies appropriate to the degree level and include preparation for and acceptance of participation in civil society, skills for lifelong learning through a variety of means, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the major areas of knowledge, traditionally referred to as the arts and humanities, the sciences, including mathematics, and social sciences.

Suggested Revision:

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy, clearly stated in its catalog, for both associate and baccalaureate degrees, intended to help students become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. The general education component acquaints students with the basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. ~~that is clearly stated in its catalog~~. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon the institution's adopted learning outcomes for general education. ~~The identification of general education courses are based upon student learning outcomes and competencies appropriate to the degree level and include preparation for and acceptance of participation in civil society, skills for lifelong learning through a variety of means, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the~~

~~major areas of knowledge, traditionally referred to as the arts and humanities, the sciences, including mathematics, and social sciences.~~

Replacement Text:

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy, clearly stated in its catalog, for both associate and baccalaureate degrees, intended to help students become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. The general education component acquaints students with the basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon the institution's adopted learning outcomes for general education.

Rationale:

Corrects awkward wording of general education philosophy. Borrows wording for expectation from the Northwest Commission on Colleges and Universities (NWCCU) Standard 2.C.9 (See <http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Publications/Standards%20for%20Accreditation.pdf>)

202 Reword Awkward Description for the Identification of Specialized Courses (Content)

Location: Standard II > Instructional Programs > Item 14

Original Text:

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Suggested Revision:

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. ~~The identification of specialized courses~~ Courses that comprise the degree's an area of inquiry or interdisciplinary core are selected or developed based upon the degree

program's student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Replacement Text:

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Courses that comprise the degree's area of inquiry or interdisciplinary core are selected or developed based upon the degree program's student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Rationale:

It wasn't clear what was meant by "The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies." This sentence was substantially reworded to make it more understandable to member colleges (assuming that this interpretation is correct).

203 Delete First Sentence About CTE Currency as It is Addressed For All Programs In Item 17 (Content)

Location: Standard II > Instructional Programs > Item 15

Original Text:

Career-technical programs maintain currency through analyses of appropriate data. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Suggested Revision:

~~Career-technical programs maintain currency through analyses of appropriate data.~~ Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Replacement Text:

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Rationale:

Standard II.A.17 requires that the institution regularly evaluate and improve the quality and currency of all instructional programs. The first sentence of this item is not needed as it is covered in Item 17.

204 Add Career-Technical Education To List of Instructional Programs (Content)

Location: Standard II > Instructional Programs > Item 17

Original Text:

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students.

Suggested Revision:

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students.

Replacement Text:

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students.

Rationale:

Standard II.A.15 noted the need for career-technical currency. It's more appropriately addressed with all instructional programs rather than being singled out. This edit adds career-technical as one of the types of instructional programs that must be regularly evaluated and improved.

205 Remove Nesting of 'Student Support' and 'Library and Learning Support' Subsections by Elevating Them to Sections (Organizational)

Location: Standard II > Student Support and Library Support Services

Original Organization:

The revised Standards (2014 January draft) has the following organizational structure for Standard II:

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

B. Student Support and Library and Learning Support Services

Student Support

Library and Learning Support

Suggested Reorganization:

- Elevate the two subsections *Student Support* and *Library and Learning Support* to the section level.
- Rename Section II.B to *Student Support Services*.
- Add Section II.C entitled *Library and Learning Support Services*.
- Add Section II.D entitled *Academic Quality*. (See Organizational Edit 101 for more explanation.)
- Rename Standard II to *Student Learning Programs, Support Services, and Academic Quality*. (See Organizational Edit 101 for more explanation.)

Replacement Organizational Structure:

With the suggestions above, the outlined structure and names for Standard II would look like this:

Standard II: Student Learning Programs and Support Services

- A. Instructional Programs***
- B. Student Support Services***
- C. Library and Learning Support Services***
- D. Academic Quality***

Rationale:

- Although having a single section with two subsections is functionally equivalent to having two sections, nesting of Standards topics adds to the complexity of the document rather than reducing it. The document would be simpler, clearer, and more likely to be understood without the nesting.
- Many colleges organize their internal self-evaluation teams by how the Standards are organized within the document. With the proposed nesting, colleges may try to accomplish self-evaluation of the entire standard II.B with a single group instead of dividing the work between student service personnel and library/learning support personnel as is common practice at many colleges as they form their self-evaluation committees.
- Subordinating both student support services and library and learning services under the same section may weaken institutional attention to these areas rather than focus on them. Both of these areas are crucial to student learning and achievement and should be elevated rather than subordinated.
- Merging the two sections into one creates an extremely awkward title *Student Support and Library and Learning Support Services*. Elevating the two subsections to sections would eliminate the awkward title.

Additional references:

Academic Senate for California Community Colleges Resolution 2.05 (Fall 2013), Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services
(<http://asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning-support>)

STANDARD III: Resources

301 Rewrite to Include the Expectation of District/System Responsibility As Well As Evaluation (Content)

Location: Standard III > Introductory Paragraph > First Sentence

Original Text:

In such cases, the district/system is evaluated against the Standards, and its performance is reflected in the accredited status of the institution(s).

Suggested Revision:

In such cases, the district/system ~~is evaluated against~~ is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Replacement Text:

In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Rationale:

The 2002 Standards state the expectation “the system is responsible for meeting standard” and the draft 2014 Standards states how the district/system will be evaluated but doesn’t state the expectation for the district/system. This edit merges the two intents.

STANDARD IV: Leadership and Governance

401 Create an Institutional Environment That Supports Innovation in the Pursuit of Excellence (Content)

Location: Standard IV > Decision-Making Roles and Processes > Item 1 > Sentence 1

Original Text:

Institutional leaders create and encourage innovation leading to institutional excellence.

Suggested Revision:

Institutional leaders create an environment that supports and encourages innovation leading to in the pursuit of institutional excellence.

Replacement Text

Institutional leaders create an environment that supports and encourages innovation in the pursuit of institutional excellence.

Rationale:

Developing an environment/culture that supports/encourages innovation seems doable. The original text seems to focus on leaders creating innovation as opposed to nonleaders. Leaders are responsible for creating an environment that supports innovation so that leaders and nonleaders will be encouraged to innovate. Not every innovation will lead to institutional excellence. Some innovations will fail.

402 Create an Institutional Environment That Supports Innovation in the Pursuit of Excellence (Content)

Location: Standard IV > Chief Executive Officer > Item 4

Original Text:

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Suggested Revision:

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution ~~also have~~ take responsibility for assuring compliance with accreditation requirements.

Replacement Text

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution take responsibility for assuring compliance with accreditation requirements.

Rationale:

Second sentence is weak and relies too heavily on the CEO for ensuring compliance with the standards. Doesn't compliance have to be a shared responsibility? The CEO ensures the institution has comprehensive processes in place to meet the standards, but constituent leaders should also take responsibility for compliance, especially in their respective domains of responsibility.

403 Clarify CEO Responsibility for Ensuring Institutional-Set Standards Rather Than Governing Boards (Content)

Location: Standard IV > Governing Board > Item 6

Original Text:

The governing board regularly reviews key indicators of student learning and achievement and sets expectations through policy to improve academic quality.

Suggested Revision:

The governing board delegates authority to the CEO for establishing standards of student learning and achievement and regularly reviews these key indicators. ~~of student learning and achievement and sets~~ The board provides input ~~expectations~~ through policy to improve academic quality.

Replacement Text

The governing board delegates authority to the CEO for establishing standards of student learning and achievement and regularly reviews these key indicators. The board provides input through policy to improve academic quality.

Rationale:

By adding “sets expectations” in the proposed Revision, the door is open for boards to establish untenable achievement standards and to micromanage the day-to-day operations of the institution(s) through goal setting.

APPENDIX: SUGGESTED STYLISTIC REVISIONS

INTRODUCTION

A001 Rewrite Series of Items as a List (Stylistic)

Location: Introduction > Paragraph 2 > Second Sentence

Original Text:

The institutional mission provides the impetus for accomplishing student learning and achievement and other goals that the institution endeavors to attain.

Suggested Edit:

The institutional mission provides the impetus for accomplishing student learning, and achievement and other goals that the institution endeavors to attain.

Replacement Text

The institutional mission provides the impetus for accomplishing student learning, achievement and other goals that the institution endeavors to attain.

Rationale:

Improve readability by replacing repeated use of ‘and’ with list structure of three or more items.

A002 Clarify The Object of the Action (Stylistic)

Location: Introduction > Second Paragraph > Third Sentence

Original Text:

Acting with integrity, the institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated planning (Standard I).

Suggested Edit:

Acting with integrity, the institution provides the means for students to learn and to achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated planning (Standard I).

Replacement Text:

Acting with integrity, the institution provides the means for students to learn and to achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated planning (Standard I).

Rationale:

Clarifies that the object is not to “learn their goals” but the two separate ideas “to learn” and “to achieve their goals.”

A003 Remove Capitalization (Stylistic)

Location: Introduction > Paragraph 2 > Sentence 4

Original Text:

Student Learning Programs and Support Services facilitate the achievement of the institution’s stated student learning outcomes (Standard II).

Suggested Edit:

Student learning programs and support services facilitate the achievement of the institution’s stated student learning outcomes (Standard II).

Replacement Text:

Student learning programs and support services facilitate the achievement of the institution’s stated student learning outcomes (Standard II).

Rationale:

Capitalization suggests that these terms are proper names or named programs when that is not the intention. Colleges have a variety of names for these categories. It’s best not to capitalize them so that they can be treated as general categories.

STANDARD I: Mission, Academic Quality, Institutional Effectiveness and Integrity

A101 Word Choice: ‘Analyze’ instead of ‘Use’ (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Mission > Item 2

Original Text:

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities and educational needs of students.

Suggested Edit:

The institution ~~uses~~ analyzes trend data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities and educational needs of students.

Replacement Text:

The institution analyzes trend data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities and educational needs of students.

Rationale:

Data by itself would not help institutions determine if the mission is being accomplished effectively. Analysis of the data over time is needed to assess effectiveness in accomplishing the mission.

A102 (Option A) Include Publishing and Alignment with Mission in SLO Development and Assessment (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Academic Quality > Item 2

Original Text:

The institution defines and assesses learning outcomes for all instructional programs and student and learning support services.

Suggested Edit:

The institution defines student learning outcomes that are appropriate to its mission ~~and assesses learning outcomes~~ for all instructional programs and student and learning support services, publishes them, and assesses student attainment of them.

Replacement Text:

The institution defines student learning outcomes that are appropriate to its mission for all instructional programs and student and learning support services, publishes them, and assesses student attainment of them.

Rationale:

Adds publishing of SLOs to the item as well as insisting on alignment with mission.

A102 (Option B) Include Publishing with SLO Development and Assessment (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Academic Quality > Item 2

Original Text:

The institution defines and assesses learning outcomes for all instructional programs and student and learning support services.

Suggested Edit:

The institution defines, publishes, and assesses learning outcomes for all instructional programs and student and learning support services.

Replacement Text:

The institution defines, publishes, and assesses learning outcomes for all instructional programs and student and learning support services.

Rationale:

Adds publishing of SLOs to the item.

A103 Resources Are Not Strategies (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 6

Original Text:

The Institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Suggested Edit:

The Institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include reallocation

of human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Replacement Text:

The Institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include reallocation of human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Rationale:

Human and fiscal resources aren't strategies. It appears that this item means reallocation or prioritization of human and fiscal resources.

A104 (Option A) Clarify That It is the Integrated Model That Leads to Accomplishment of Mission (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 8

Original Text:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Suggested Edit:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates evaluation, program review, planning, and resource allocation into a planning and resource allocation process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Replacement Text:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates evaluation, program review, planning, and resource allocation into a planning and resource allocation process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Rationale:

The phrase “that leads to accomplishment of the mission...” is modifying resource allocation, but the intent appears to be for it to modify a larger process. This edit adds the phrase “into a planning and resource allocation process” to reflect the intent of the Standards.

A104 (Option B) Clarify That It is The Integrated Model That Leads to Accomplishment of Mission (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 8

Original Text:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Suggested Edit:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Replacement Text:

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Rationale:

The phrase “that leads to accomplishment of the mission...” is modifying resource allocation, but the intent appears to be for it to modify the collection of “program review, planning, and resource allocation.” This edit adds the phrase “into a comprehensive process” to reflect the intent of the Standards.

A105 (Option A) Reword to Associate Efficacy Expectation With Processes and Currency Expectation with Products (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 9

Original Text:

The institution regularly evaluates the efficacy and currency of its planning processes, plans and makes changes as needed.

Suggested Edit:

The institution regularly evaluates the efficacy of its planning and resource allocation process and the currency of its goals and ~~planning processes its planning and resource allocation process,~~ plans, and makes changes as needed.

Replacement Text:

The institution regularly evaluates the efficacy of its planning and resource allocation process and the currency of its goals and plans, and makes changes as needed.

Rationale:

Efficacy makes sense as an expectation in relation to processes, but currency would be a more appropriate expectation for goals and plans.

A105 (Option B) Drop ‘currency’ From ‘efficacy and currency’ Phrase (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 9

Original Text:

The institution regularly evaluates the efficacy and currency of its planning processes, plans and makes changes as needed.

Suggested Edit:

The institution regularly evaluates the efficacy ~~and currency~~ of its planning processes, plans and makes changes as needed.

Replacement Text:

The institution regularly evaluates the efficacy of its planning processes, plans and makes changes as needed.

Rationale:

Redundant to have both ‘currency’ and ‘efficacy.’ Keep the broader ‘efficacy’ and delete ‘currency.’

A106 Slight Rewording to Improve Readability (Stylistic)

Location: Standard I > Assuring Academic Quality and Institutional Effectiveness > Institutional Effectiveness > Item 10

Original Text:

The institution communicates the results of all of its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Suggested Edit:

The institution communicates the results of all of its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Replacement Text:

The institution broadly communicates the results of ~~all of its~~ major assessments ~~broadly~~ so that the institution has a shared understanding of its

strengths and weaknesses and sets appropriate priorities.

Rationale:

Slight rewording to improve readability. To be feasible, replaced word *all* with *major*.

STANDARD II: Student Learning Programs and Support Services

A201 (Option A) Use the Word ‘and’ Rather Than a Comma to Join Two Phrases (Stylistic)

Location: Standard II > Introductory Paragraph > First Sentence

Original Text:

The institution offers instructional programs, student and learning support services aligned with its mission.

Suggested Edit:

The institution offers instructional programs, and student and learning support services aligned with its mission.

Replacement Text:

The institution offers instructional programs, and student and learning support services aligned with its mission.

Rationale:

Join the two ideas “instruction programs” and “student and learning support services” with an ‘and’ instead of a comma.

A201 (Option B) Rewrite Awkward Phrasing by Using Terms Introduced in Standard II Title (Stylistic)

Location: Standard II > Introductory Paragraph > First Sentence

Original Text:

The institution offers instructional programs, student and learning support services aligned with its mission.

Suggested Edit:

The institution offers ~~instructional~~ student learning programs, ~~student and learning~~ and support services aligned with its mission.

Replacement Text:

The institution offers student learning programs and support services aligned with its mission.

Rationale:

The phrase “student and learning support services” contains the word “and,” making it difficult to put it in a list that also uses the conjunction “and.” Aware of this problem, Standard II was given the title “Student Learning Programs and Support Services.” It would make sense to continue use of that new way of referring to both “instructional programs” and “student and learning support services” in sentence 1 of the introduction.

A202 Clarify subject of the Verb; Remove Redundant Term (Stylistic)

Location: Standard II > Instructional Programs > Item 6

Original Text:

The institution’s degrees and programs follow practices common to American higher education and appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Suggested Edit:

The ~~institution’s~~ institution, with respect to its degrees and programs, ~~follow~~ follows practices common to American higher education, ~~and including~~ including appropriate ~~length~~ depth, breadth, ~~depth~~, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Replacement Text:

The institution, with respect to its degrees and programs, follows practices common to American higher education, including appropriate depth, breadth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60

semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Rationale:

Make institution the subject of the verb rather than degrees and programs: the institution follows common practice. Length and time to completion are really the same thing so length was deleted. Use of depth and breadth is common and widespread; use of length in this context is atypical.

STANDARD III: Resources

STANDARD IV: Leadership and Governance

A401 Use ‘Leaders’ Instead of ‘Leadership’ (Stylistic)

Location: Standard IV Introductory Paragraph > Sentence 1

Original Text:

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.

Suggested Edit:

The institution recognizes and uses the contributions of ~~leadership~~ leaders throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.

Replacement Text

The institution recognizes and uses the contributions of leaders throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.

Rationale:

Leadership is an abstract noun and really can't be said to contribute to student success, sustaining academic quality, etc. Alternatively, the sentence could be reworded with a qualifier for the word leadership, e.g., effective leadership, responsible leadership, etc. If leadership is kept, then the word contributions should be changed. Perhaps something like:

Alternative Option:

The institution recognizes and employs effective leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.

A402 Use Preposition ‘of’ Rather Than ‘on’ (Stylistic)

Location: Standard IV > Chief Executive Officer > Item 3 > Bullet 3

Original Text:

- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

Suggested Edit:

- ensuring that evaluation and planning rely on high quality research and analysis ~~on~~ of external and internal conditions;

Replacement Text

- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;

Rationale:

Preposition ‘of’ fits better with analysis than ‘on.’

A403 (Option A) Delete Unneeded Clarification of Function of Board (Stylistic)

Location: Standard IV > Governing Board > Item 4

Original Text:

The governing board is an independent, policy-making body that reflects the public interest in the college’s educational quality through board activities and decisions. It advocates for and defends the institution and protects it from undue influence or pressure.

Suggested Edit:

The governing board is an independent, policy-making body that reflects the public interest in the college’s educational quality ~~through board activities~~

~~and decisions~~. It advocates for and defends the institution and protects it from undue influence or pressure.

Replacement Text

The governing board is an independent, policy-making body that reflects the public interest in the college's educational quality. It advocates for and defends the institution and protects it from undue influence or pressure.

Rationale:

The phrase 'through board activities and decisions' is not needed as board activities and decisions are understood to be part of the work of any board.

A403 (Option B) Broaden 'College' to 'Institution' and 'Educational Quality' to 'Educational Mission' (Stylistic)

Location: Standard IV > Governing Board > Item 4

Original Text:

The governing board is an independent, policy-making body that reflects the public interest in the college's educational quality through board activities and decisions. It advocates for and defends the institution and protects it from undue influence or pressure.

Suggested Edit:

The governing board is an independent, policy-making body that, through its board activities and decisions, reflects the public interest in the college's institution's educational quality mission ~~through board activities and decisions~~. It advocates for and defends the institution and protects it from undue influence or pressure.

Replacement Text

The governing board is an independent, policy-making body that, through its board activities and decisions, reflects the public interest in the institution's educational mission. It advocates for and defends the institution and protects it from undue influence or pressure.

Rationale:

The governing board may be responsible for a multi-college district or system, not just a college. The word *college's* should be *institution's* or *colleges'*. Standard I requires that the institution have a mission that addresses educational quality. It's more appropriate for the governing board to focus on an institution's mission not specifics to discourage micromanagement of day-to-day affairs.