



COLLEGE of the DESERT

Accreditation Committee

MINUTES FOR Friday, October 30, 2015		12:00 p.m.	Administration Building, Board Room
Members Present:	Annebelle Nery (Co-Chair), Bert Bitanga (Co-Chair), Courtney Doussett, Daniel Martinez, Donna Greene, Kim Dozier, Kelly Hall, Leslie Young, Joel Kinnamon, Wendy Sanders		
Members not Present:	Lisa Howell		
Guest(s):	John Ramont, Marisol Reyes, Rick Rawnsley, Sheri Willis		
Recorder:	Mary Lou Marrujo		

AGENDA

1. Call to Order/Roll Call – Quorum was met.			
2. Action Item(s)			
2.1 Creation of Work Teams – Bert Bitanga			
DISCUSSION	<p>Bert handed out a copy of the team structure chart (copy attached) which includes a description of each Standard and identifies the administrative and co-chair representatives.</p> <p>Along with this working group, there will also be other constituents involved in the Standards team. Classified staff, students and a trustee need to be identified.</p> <p>Mary Lou will be the archivist and historian for the working group.</p>		
CONCLUSION	<ul style="list-style-type: none"> Review the description of your Standard carefully. Begin building teams for the Standard you co-chair. As archivist and historian, Mary Lou will begin collecting evidence documents and depositing them on the Accreditation web site. If you are working with an existing committee where this work can be done, please report that out at the next meeting. No specific number is required for your team; however, your group should be representative of your Standard. 		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3. Information/Discussion Item(s)			
3.1 Format for editing Self Study – Rick Rawnsley			
DISCUSSION	<p>Rick is the editor of the Self Study report.</p> <p>Rick presented a PowerPoint (copy attached) reviewing the formatting style required by the Accrediting Commission for Community and Junior Colleges (ACCJC); which is very specific.</p>		
CONCLUSION	<ul style="list-style-type: none"> When you begin the writing process, use little to no formatting, which will make it much easier for Rick to work with. Keep formatting as simple as possible. 		

	<ul style="list-style-type: none"> • When using links, put them in brackets to make it easier for Rick to identify as a link. • Use Garamond font when writing. For charts and graphs, use Arial Narrow font.
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FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Email PowerPoint to committee members. 	Mary Lou Marrujo	ASAP

3.2 Accreditation Timeline – Bert Bitanga

DISCUSSION	<p>Copy of draft Accreditation Master Timeline of Institutional Self Evaluation Report (ISER) was handed out (copy attached).</p> <p><u>LEGEND:</u> Blue = Drafts due to editor Green = GO – move forward Red = Mandated deadline Yellow = Constituent group meetings Peach = Team meetings dates</p> <p>Procurement and collection of information to begin this winter. If faculty work during winter and intersession breaks, let Annebelle know. There is a budget for compensation (for faculty only).</p> <p>Reviewed deadlines on chart. Also discussion on refining chart.</p> <p>First draft due Fall 2016. Accreditation Team visit is Fall 2017; the final ISER is due July 1, 2017, which means spring 2017 for our working group.</p> <p>Bert would like us to begin using the ISER acronym for the self evaluation report.</p>
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CONCLUSION	<ul style="list-style-type: none"> • Bert will continue to update timeline chart as we go through the process. • Faculty who plan on working during breaks, discuss with Bert as to what is allowable for compensation (just over breaks, or other times too?). • Faculty to submit hours worked during break to Sai in Annebelle’s office.
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FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Correction on line 25 of the Master Timeline – “Final ISER to Board of Director Trustees.” • Add legend to timeline chart. 	Bert Bitanga	Before next meeting.

3.3 Review Past Recommendations and Update Memos – Annebelle Nery and Bert Bitanga

DISCUSSION	<p>Bert reviewed a letter recently received from the Accrediting Commission (copy attached) with one major change in the process. They advised that we will not need to prepare a section of the ISER that discusses the institution’s response to recommendations of previous evaluation teams. However, Bert suggested to committee members that they read the previous ISER to review the recommendations made at that time and how we responded because there may still be some issues that need to be addressed.</p> <p>Although we do not need to provide recommendations, Annebelle suggested that committee members use the Consolidated Planning Agenda Items document to assist with their portion of the ISER. This Planning Agenda was created for the previous accreditation. It consists of items we held ourselves to.</p>
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	<p>Look at the items that fall within your Standard. It's possible there are items we need to address again; or at the very least, you'll find information that will assist you in being prepared to respond if the issue comes up.</p> <p>Bert informed the committee that there are currently issues between ACCJC the California Community Colleges Chancellor's Office (CCCCO) regarding effective practices and accreditation processes stemming from the problems that occurred at City College of San Francisco. As a result, the Academic Senate for California Community Colleges is recommending adoption of CCCCCO's Resolution 2.02 (copy attached) at the Fall 2015 Plenary Session to review and address serious concerns regarding California Community Colleges' accreditation process. Specifically, that the ACCJC has consistently failed to meet expectations and have not addressed concerns. Our concern at the local level is the possibility that the work required may change on us midstream; however, we will continue to move forward. Bert just wanted the committee to be informed on what's going on.</p>		
CONCLUSION	<ul style="list-style-type: none"> • Committee members should review the Midterm Report dated March 15, 2014 (on Accreditation web page, under <i>Archives</i>). • Committee members should review the Consolidated Planning Agenda Items document (to be emailed to members). 		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Email Consolidated Planning Agenda Items document to committee members. 		Mary Lou Marrujo	Within the week.
3.4 Review Standards – Bert Bitanga			
DICUSSION	Bert stated that for the most part we should continue to be progressive and prudent ourselves; that's what the Accreditation Team wants to see. Say what we're going to do, identify it, and explain how we're going to accomplish it.		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3.5 Copy of Guide to Evaluating and Improving Institutions– Bert Bitanga			
DICUSSION	<p>Copies of the Guide to Evaluating & Improving Institutions were handed out to committee members. Bert discussed the usefulness of the Guide and pointed out that beginning on page 22 there are helpful checklists that will assist in pointing to potential sources of evidence for each Standard.</p> <p>Annebelle also reviewed the Accreditation Reference Handbook.</p> <p>Bert advised that something new that will be required as part of the ISER are QFE's, (Quality Focus Essays). When going through the ISER and finding issues, they want you to choose two or three issues and complete a much more detailed essay with a thorough action plan.</p>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Email a PDF of the Accreditation Reference Handbook to the committee members and also have hard copies printed for them. 		Mary Lou Marrujo	ASAP

3.6 ACCJC 2015-2016 Education and Training Schedule – Annebelle Nery		
DISCUSSION	<p>A copy of the 2015-2016 Education and Training Schedule (copy attached) provided by the Accrediting Commission was provided to the committee. Annebelle informed the committee that there are funds in the budget to support their attendance at training conferences. Please submit requests to Mary Lou.</p> <p>She also recommended that if schedules permit, each member participate in a site visit. If you do want to be on a visiting team in spring or fall, let Mary Lou know because Dr. Kinnamon will have to make the recommendation. Also, we will coordinate funds in support of substitutes.</p> <p>Bert will be attending the Accreditation Institute in February and would like to take a team.</p>	
CONCLUSION	<ul style="list-style-type: none"> • Submit requests to attend training workshops to Mary Lou in a timely manner. 	
FOLLOW-UP ITEMS		PERSON RESPONSIBLE
		DEADLINE
3.7 Future meeting dates		
DISCUSSION	<p>For the next meeting, Annebelle asked that committee members set up meetings with co-chairs, begin building your team, memorize and understand your standards, and start sending evidence documents to Mary Lou.</p> <p>The next meeting is December 4, 2015 at 12:00 p.m.</p>	
CONCLUSION	<ul style="list-style-type: none"> • Mary Lou, Bert and Annebelle will meet to set up a filing system for evidence documents. • Committee members read the section of the last ISER which pertain to your Standard. 	
FOLLOW-UP ITEMS		PERSON RESPONSIBLE
		DEADLINE
4. Adjournment: 1:28 p.m.		

NEXT MEETING:

Friday, December 4, 2015

12:00 p.m. – 2:00 p.m.

Cravens Student Services Center – Multipurpose Room

College of the Desert Accreditation Team Structure

Dr. Annebelle Nery (ALO)
Administration Chair

Bert Bitanga
Faculty Chair

<p style="text-align: center;">Standard I - Mission, Academic Quality and Institutional Effectiveness, and Integrity</p> <p>The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.</p>	<p style="text-align: center;">Standard II - Student Learning Programs and Services</p> <p>The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.</p>	<p style="text-align: center;">Standard III - Resources</p> <p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility of resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.</p>	<p style="text-align: center;">Standard IV - Leadership and Governance</p> <p>The 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.</p>
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Admin. Rep.	Dr. Daniel Martinez	Dr. Leslie Young Instructional Programs	Danielle Krol Library Learning Support Services	Dr. Annebelle Nery Student Support Services	Diane Wirth Human	Lisa Howell Physical	Sheri Willis Technology	Lisa Howell Financial	Dr. Joel Kinnamon or Designee
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Faculty Co-Chair	Courtney Doussett	Dr. Wendy Sanders	Donna Greene	Racquel Schoenfeld			Dr. Kim Dozier		Dr. Kelly Hall
Staff	From Research	Mary Lou	Mary Lou	Mary Lou	Mary Lou	Mary Lou	Mary Lou	Mary Lou	Mary Lou
Staff	CPC/IO - Sai Vang			Amanda Phillips				John Ramont	Cheryl Contopolus
Community	N/A								Business Leader
Student	N/A	ASCOD Leader							N/A
Trustee	N/A								Trustee

Settings for

Straight Copy

(No Charts, Graphs, Tables, etc.)

How to

Shut Off

Automatic Formatting

Writing - Garamond Font
Charts & Graphs - Arial Narrow Font

Agenda Item 3.1
Page 3 of 43

**STYLE MANUAL FOR
 COLLEGE OF THE DESERT'S
 ACCJC SELF-ACCREDITATION DOCUMENTS**
 Adapted from "Style Sheet for ACCJC Documents"

Writing Style:

- Be Accurate. Nothing else matters if your facts are not correct.
- Do not write in the first person; use the third person.
- Avoid jargon in your text. Accreditation personnel may not be familiar with technical terms used in your discipline.
- Avoid "alphabet soup" as much as possible. Spell out the names of groups or commonly used terms on the first reference. If the reference, followed by the acronym or abbreviation. Examples:
 Governance and Planning Council (GAP).
 The organization's acronym "GAP" may be used alone on subsequent references.
 Student Learning Outcomes (SLOs)
 The commonly used acronym "SLOs" may be used alone on subsequent references.

(See "Acronyms" under "Formatting.")

- Be specific, definite, and concrete. Explicit writing holds the attention of readers.
- Use the active voice.
 The active voice is more direct and vigorous than the passive voice.
 Example:
 Passive: There were hundreds of people at commencement.
 Active: Hundreds of people attended commencement.
- Keep it as simple as possible. Be Concise.

Formatting:

- Keep formatting as simple as possible. Try to limit formatting to basic functions such as indents and tabs. Do not paginate or worry

- Use a legible typeface. Twelve-point Courier New is best for double-spaced 11"×8½" manuscript copy. Twelve-point Garamond is best for single-spaced copy, preferably at shorter line lengths.
- Use one word space after terminal punctuation (not two). If more space is needed, use fixed spaces such as the em space, en space, or ¼ em space (under "Insert" and "Symbol" menus). (Note: "em" and "en" are verifiable words in most dictionaries and can make for very high scores in some instances when playing Scrabble.)
- Numbers (written versus Arabic figures)
 Spell out numbers one through and including ten; use figures for larger numbers. Exception: numbers applicable to the same category should be treated alike within the same context. Do not use figures for some and spell out others. Example:
 There are 9 students in the philosophy department, 125 in the modern languages department, and 212 in the biology department.
 Always use figures when referring to ages.
 Credit hours should be expressed as figures.
 A number at the beginning of a sentence should be spelled out. If the spelled-out number would be awkward because of its length, rewrite the sentence.
 When referring to "Title V" use Arabic figures (Title 5).

Latin terms

Do not underline and do not italicize.

Punctuation and Other Special Use Characters:

- Bullets
 Use one of the smaller-sized circle bullets. All bullets should be the same.
- Colons
 Colons go outside quotation marks unless they are part of the quotation itself.
- Commas
 Use a comma to separate three or more elements in a series.

- ←
- Info
- New
- Open
- Save
- Save As
- Print
- Share
- Export
- Close
- Account
- Options

Info

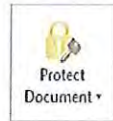
style manual rev oct 2015

F:\> bbb > accreditation materials > accreditation self study 2017



Compatibility Mode

Some new features are disabled to prevent problems when working with previous versions of Office. Converting this file will enable these features, but may result in layout changes.



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Control what types of changes people can make to this document.



Inspect Document

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- Footers
- Content that cannot be checked for accessibility issues because of the current file type



Versions

There are no previous versions of this file.

Properties

Size	45.5KB
Pages	5
Words	2260
Total Editing Time	2 Minutes
Title	Acronyms and abbreviations:
Tags	Add a tag
Comments	Add comments

Related Dates

Last Modified	Yesterday, 9:46 AM
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Related People

Author	Richard W. Rawnsley/Luella M. Grangaard
	Add an author
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Writing Style:

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- Do not write in the f
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Formatting:

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Word Options

General options for working with Word.

User Interface options

- Show Mini Toolbar on selection
- Enable Live Preview
- Update document content while dragging
- ScreenTip style: Show feature descriptions in ScreenTips

Personalize your copy of Microsoft Office

User name: rawnsley

Initials: r

- Always use these values regardless of sign in to Office.
- Office Background: No Background
- Office Theme: White

Start up options

Choose the extensions you want Word to open by default: Default Programs...

- Tell me if Microsoft Word isn't the default program for viewing and editing documents.
- Open e-mail attachments and other uneditable files in reading view
- Show the Start screen when this application starts

OK Cancel

New is best for double-point Garamond is best line lengths. on (not two). If more em space, en space, or menus). (Note: "em" and es and can make for very Scrabble.)

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Word Options

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Change how Word corrects and formats your text.

AutoCorrect options
Change how Word corrects and formats text as you type: AutoCorrect Options...

When correcting spelling in Microsoft Office programs

- Ignore words in UPPERCASE
- Ignore words that contain numbers
- Ignore Internet and file addresses
- Flag repeated words
- Enforce accented uppercase in French
- Suggest from main dictionary only

Custom Dictionaries...

French modes: Traditional and new spellings
Spanish modes: Tuteo verb forms only

When correcting spelling and grammar in Word

- Check spelling as you type
- Mark grammar errors as you type
- Frequently confused words
- Check grammar with spelling
- Show readability statistics

Writing Style: Grammar Only Settings...

Check Document

Exemptions for: style manual rev oct 2015

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Word Options

Change how Word corrects and formats your text.

AutoCorrect: English (United States)

AutoCorrect Math AutoCorrect AutoFormat As You Type

Show AutoCorrect Options buttons

Correct TWO Initial Capitals

Capitalize first letter of sentences

Capitalize first letter of table gells

Capitalize names of days

Correct accidental usage of CAPS LOCK key

Replace text as you type

Replace: With Plain text Formatted text

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(f)	®
(tm)	™
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:l	Ⓛ

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Agenda Item 3.1
Page 8 of 43

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Word Options

Change how Word corrects and formats your text.

AutoCorrect

AutoFormat AutoFormat As You Type Actions

Apply

- Built-in Heading styles
- List styles
- Automatic bulleted lists
- Other paragraph styles

Replace

- "Straight quotes" with "smart quotes"
- Ordinals (1st) with superscript
- Fractions (1/2) with fraction character (½)
- Hyphens (-) with dash (—)
- "Gold" and "italic" with real formatting
- Internet and network paths with hyperlinks

Preserve

- Styles

Always AutoFormat

- Plain text e-mail documents

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Agenda Item 3.1
Page 9 of 43

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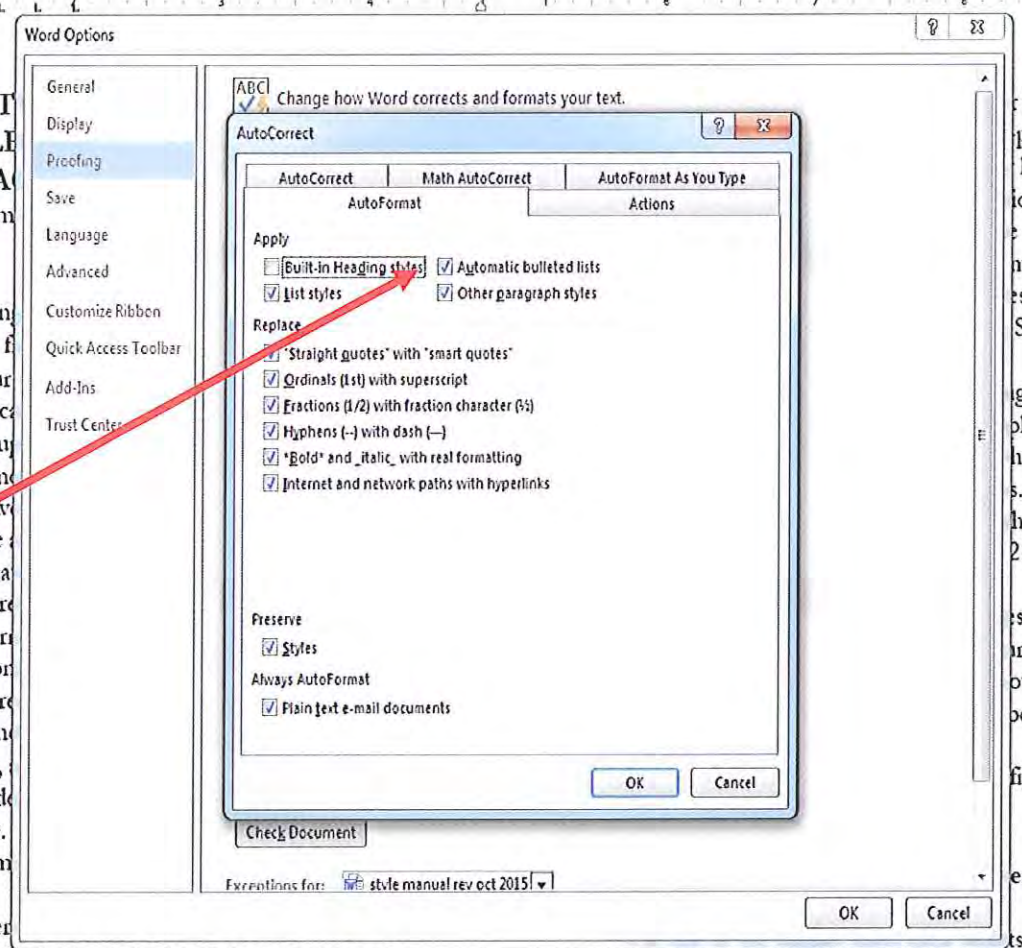
Writing Style:

- Be Accurate. Nothing is true unless it is accurate.
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Example:
 Passive: The hundreds of people attended commencement.
 Active: Hundreds of people attended commencement.

Formatting:

- Keep formatting as simple as possible. Try to limit formatting to basic functions such as indents and tabs. Do not paginate or worry about margins.



Agenda Item 3.1
Page 10 of 43

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Change how Word corrects and formats your text.

AutoCorrect

AutoCorrect	Math AutoCorrect	AutoFormat As You Type
AutoFormat		
Apply		
<input type="checkbox"/> Built-in Heading styles	<input type="checkbox"/> Automatic bulleted lists	
<input checked="" type="checkbox"/> List styles	<input checked="" type="checkbox"/> Other paragraph styles	
Replace		
<input checked="" type="checkbox"/> 'Straight quotes' with 'smart quotes'		
<input checked="" type="checkbox"/> Ordinals (1st) with superscript		
<input checked="" type="checkbox"/> Fractions (1/2) with fraction character (½)		
<input checked="" type="checkbox"/> Hyphens (-) with dash (—)		
<input checked="" type="checkbox"/> *Bold* and *_italic_* with real formatting		
<input checked="" type="checkbox"/> Internet and network paths with hyperlinks		
Preserve		
<input checked="" type="checkbox"/> Styles		
Always AutoFormat		
<input checked="" type="checkbox"/> Plain text e-mail documents		

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Page 11 of 43

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- Keep it as simple as possible. Be Concise.

Formatting:

- Keep formatting as simple as possible. Try to limit formatting to basic functions such as indents and tabs. Do not paginate or worry

Word Options

Change how Word corrects and formats your text.

AutoCorrect

AutoCorrect Math AutoCorrect AutoFormat As You Type

AutoFormat

Apply

- Built-in Heading styles
- List styles
- Automatic bulleted lists
- Other paragraph styles

Replace

- Straight quotes with 'smart quotes'
- Ordinals (1st) with superscript
- Fractions (1/2) with fraction character (½)
- Hyphens (-) with dash (—)
- *Gold* and *italic* with real formatting
- Internet and network paths with hyperlinks

Preserve

- Styles

Always AutoFormat

- Plain text e-mail documents

OK Cancel

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Exemptions for: style manual rev oct 2015

Agenda Item 3.1
Page 12 of 43

New is best for double-point Garamond is best line lengths. ion (not two). If more em space, en space, or menus). (Note: "em" and es and can make for very Scrabble.)

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Writing Style:

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- Do not write in the f
- Avoid jargon in your familiar with technic
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- Student Learn
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Word Options

Change how Word corrects and formats your text.

AutoCorrect

AutoCorrect	Math AutoCorrect	AutoFormat As You Type
AutoFormat		
Apply <input type="checkbox"/> Built-in heading styles <input type="checkbox"/> Automatic bulleted lists <input type="checkbox"/> List styles <input type="checkbox"/> Other paragraph styles		
Replace <input checked="" type="checkbox"/> 'Straight quotes' with 'smart quotes' <input checked="" type="checkbox"/> Ordinals (1st) with superscript <input checked="" type="checkbox"/> Fractions (1/2) with fraction character (½) <input checked="" type="checkbox"/> Hyphens (-) with dash (—) <input checked="" type="checkbox"/> *Gold* and *italic* with real formatting <input checked="" type="checkbox"/> Internet and network paths with hyperlinks		
Preserve <input checked="" type="checkbox"/> Styles		
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Check Document

Exceptions for: style manual rev oct 2015

**Agenda Item 3.1
Page 13 of 43**

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AutoCorrect

AutoCorrect	Math AutoCorrect	Format As You Type
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<input type="checkbox"/> Built-in Heading styles	<input type="checkbox"/> Automatic bulleted lists	
<input type="checkbox"/> List styles	<input type="checkbox"/> Other paragraph styles	
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Agenda Item 3.1
Page 15 of 43

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Word Options

General

Display

Proofing

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Language

Advanced

Customize Ribbon

Quick Access Toolbar

Add-Ins

Trust Center

Change how Word corrects and formats your text.

AutoCorrect

AutoCorrect Math AutoCorrect Format As You Type

AutoFormat Actions

Apply

Built-in Heading styles Automatic bulleted lists

List styles Other paragraph styles

Replace

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Ordinals (1st) with superscript

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Page 16 of 43

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AutoCorrect

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<input checked="" type="checkbox"/> 'Straight quotes' with 'smart quotes'	<input checked="" type="checkbox"/> Ordinals (1st) with superscript	
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Apply as you type		
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<input checked="" type="checkbox"/> Format beginning of list item like the one before it		
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Exceptions for: style manual rev oct 2015

Agenda Item 3.1
Page 17 of 43

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<input checked="" type="checkbox"/> 'Straight quotes' with 'smart quotes'	<input checked="" type="checkbox"/> Ordinals (1st) with superscript	
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Agenda Item 3.1
Page 18 of 43

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Agenda Item 3.1
Page 19 of 43

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Word Options

General Display Proofing Save Language Advanced Customize Ribbon Quick Access Toolbar Add-Ins Trust Center

Change how Word corrects and formats your text.

AutoCorrect

AutoFormat	Math AutoCorrect	AutoFormat As You Type
<input checked="" type="checkbox"/> "Straight quotes" with "smart quotes" <input checked="" type="checkbox"/> Fractions (1/2) with fraction character (½) <input type="checkbox"/> *Bold* and *italic* with real formatting <input type="checkbox"/> Internet and network paths with hyperlinks	<input type="checkbox"/> Ordinals (1st) with superscript <input checked="" type="checkbox"/> Hyphens (-) with dash (—)	<input type="checkbox"/> Automatic bulleted lists <input checked="" type="checkbox"/> Border lines <input checked="" type="checkbox"/> Built-in Heading styles
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Check Document

Exemptions for: style manual rev oct 2015

OK Cancel

Agenda Item 3.1
Page 20 of 43

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Word Options

General Display Proofing Save Language Advanced Customize Ribbon Quick Access Toolbar Add-Ins Trust Center

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AutoCorrect

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Replace as you type			
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Page 21 of 43

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Replace as you type			
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Page 22 of 43

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Page 23 of 43**

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Word Options

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Quick Access Toolbar
Add-Ins
Trust Center

Change how Word corrects and formats your text.

AutoCorrect

AutoFormat		Actions	
AutoCorrect	Math AutoCorrect	AutoFormat As You Type	
Replace as you type			
<input checked="" type="checkbox"/> "Straight quotes" with "smart quotes"	<input type="checkbox"/> Ordinals (1st) with superscript		
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Check Document

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Add-Ins
Trust Center

AutoCorrect

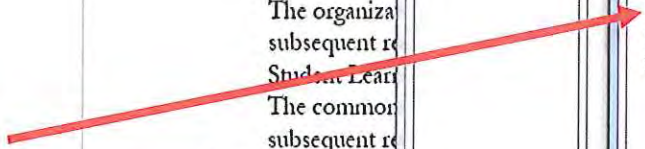
Change how Word corrects and formats your text.

AutoFormat	Math AutoCorrect	AutoFormat As You Type
<input checked="" type="checkbox"/> "Straight quotes" with "smart quotes" <input checked="" type="checkbox"/> Fractions (1/2) with fraction character (½) <input type="checkbox"/> *Bold* and *italic* with real formatting <input type="checkbox"/> Internet and network paths with hyperlinks	<input type="checkbox"/> Ordinals (1st) with superscript <input checked="" type="checkbox"/> Hyphens (-.) with dash (-)	<input type="checkbox"/> Automatic bulleted lists <input type="checkbox"/> Border lines <input type="checkbox"/> Built-in Heading styles
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OK Cancel

Check Document

Exemptions for: style manual rev oct 2015



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AutoFormat		Actions	
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Replace as you type			
<input checked="" type="checkbox"/> "Straight quotes" with "smart quotes"	<input type="checkbox"/> Ordinals (1st) with superscript		
<input checked="" type="checkbox"/> Fractions (1/2) with fraction character (½)	<input checked="" type="checkbox"/> Hyphens (-) with dash (—)		
<input type="checkbox"/> "Bold" and _italic_ with real formatting			
<input type="checkbox"/> Internet and network paths with hyperlinks			
Apply as you type			
<input type="checkbox"/> Automatic bulleted lists	<input type="checkbox"/> Automatic numbered lists		
<input type="checkbox"/> Border lines	<input type="checkbox"/> Tables		
<input type="checkbox"/> Built-in Heading styles			
Automatically as you type			
<input type="checkbox"/> Format beginning of list item like the one before it			
<input checked="" type="checkbox"/> Set left- and first-indent with tabs and backspaces			
<input type="checkbox"/> Define styles based on your formatting			

OK Cancel

Check Document

Exemptions for: style manual rev oct 2015

OK Cancel

Agenda Item 3.1
Page 25 of 43

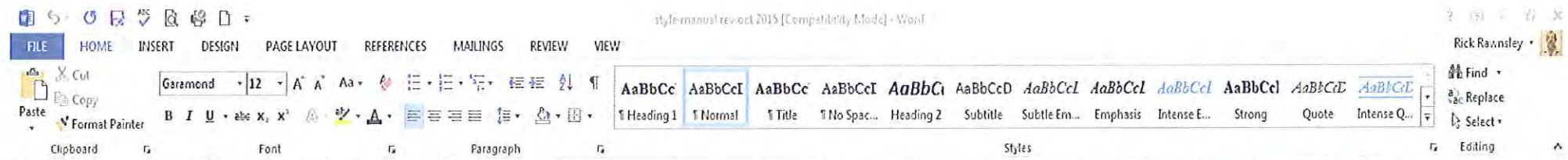
New is best for double-point Garamond is best line lengths. ion (not two). If more em space, en space, or menus). (Note: "em" and es and can make for very Scrabble.)

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- the same.
- Colons
Colons go outside quotation marks unless they are part of the quotation itself.
- Commas
Use a comma to separate three or more elements in a series.



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ACCJC SELF-A
Adapted from**

Writing Style:

- Be Accurate. Nothing
- Do not write in the f
- Avoid jargon in your familiar with technic
- Avoid "alphabet sou groups or comm reference, follow Governance
The organiza subsequent re Student Learn The common subsequent re
(See "Acronyms" on
- Be specific, definite, attention of read
- Use the active voice. The active voice is m Example:
Passive: Ther
Active: Hundreds of people attended commencement.
- Keep it as simple as possible. Be Concise.

Formatting:

- Keep formatting as simple as possible. Try to limit formatting to basic functions such as indents and tabs. Do not paginate or worry

Word Options

General
Display
Proofing
Save
Language
Advanced
Customize Ribbon
Quick Access Toolbar
Add-Ins
Trust Center

AutoCorrect

Change how Word corrects and formats your text.

AutoFormat		Actions	
AutoCorrect	Math AutoCorrect	AutoFormat As You Type	
Replace as you type			
<input checked="" type="checkbox"/> 'Straight quotes' with 'smart quotes'	<input type="checkbox"/> Ordinals (1st) with superscript		
<input checked="" type="checkbox"/> Fractions (1/2) with fraction character (½)	<input checked="" type="checkbox"/> Hyphens (-) with dash (—)		
<input type="checkbox"/> *Bold* and _italic_ with real formatting			
<input type="checkbox"/> Internet and network paths with hyperlinks			
Apply as you type			
<input type="checkbox"/> Automatic bulleted lists		<input type="checkbox"/> Automatic numbered lists	
<input type="checkbox"/> Border lines		<input type="checkbox"/> Tables	
<input type="checkbox"/> Built-in Heading styles			
Automatically as you type			
<input type="checkbox"/> Format beginning of list item like the one before it			
<input checked="" type="checkbox"/> Set left- and first-indent with tabs and backspaces			
<input type="checkbox"/> Define styles based on your formatting			

Exemptions for: style manual rev oct 2015

**Agenda Item 3.1
Page 26 of 43**

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Word Options

General Display **Proofing** Save Language Advanced Customize Ribbon Quick Access Toolbar Add-Ins Trust Center

Change how Word corrects and formats your text.

AutoCorrect options

Change how Word corrects and formats text as you type: AutoCorrect Options...

When correcting spelling in Microsoft Office programs

Ignore words in UPPERCASE
 Ignore words that contain numbers
 Ignore Internet and file addresses
 Flag repeated words
 Enforce accented uppercase in French
 Suggest from main dictionary only

Custom Dictionaries...

French modes: Traditional and new spellings
 Spanish modes: Tuteo verb forms only

When correcting spelling and grammar in Word

Check spelling as you type
 Mark grammar errors as you type
 Frequently confused words
 Check grammar with spelling
 Show readability statistics

Writing Style: Grammar Only Settings...

Check Document

Exceptions for: style manual rev oct 2015

OK Cancel

Agenda Item 3.1
Page 27 of 43

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Colons go outside quotation marks unless they are part of the quotation itself.
- Commas
Use a comma to separate three or more elements in a series.

Set Your

Tabs At

25", 50", 75", & 1"

Set Your

Margins at

1"

Set Your

Type Size At

12 point

Set Your

Line Spacing At

Single Space

Turn Off

Word's Infernal

Extra Space between Paragraphs

Hit the “Enter” key

Twice

To Make Paragraphs (no ¶ indent)

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW

Clipboard Font Paragraph Styles Editing

1 2 3 4 5 6 7

Agenda Item 3.1
Page 34 of 43

Agenda Item 3.1
Page 35 of 43

Paragraph

Indents and Spacing Line and Page Breaks

General

Alignment: Outline level: Collapsed by default

Indentation

Left: Special: By: Mirror indents

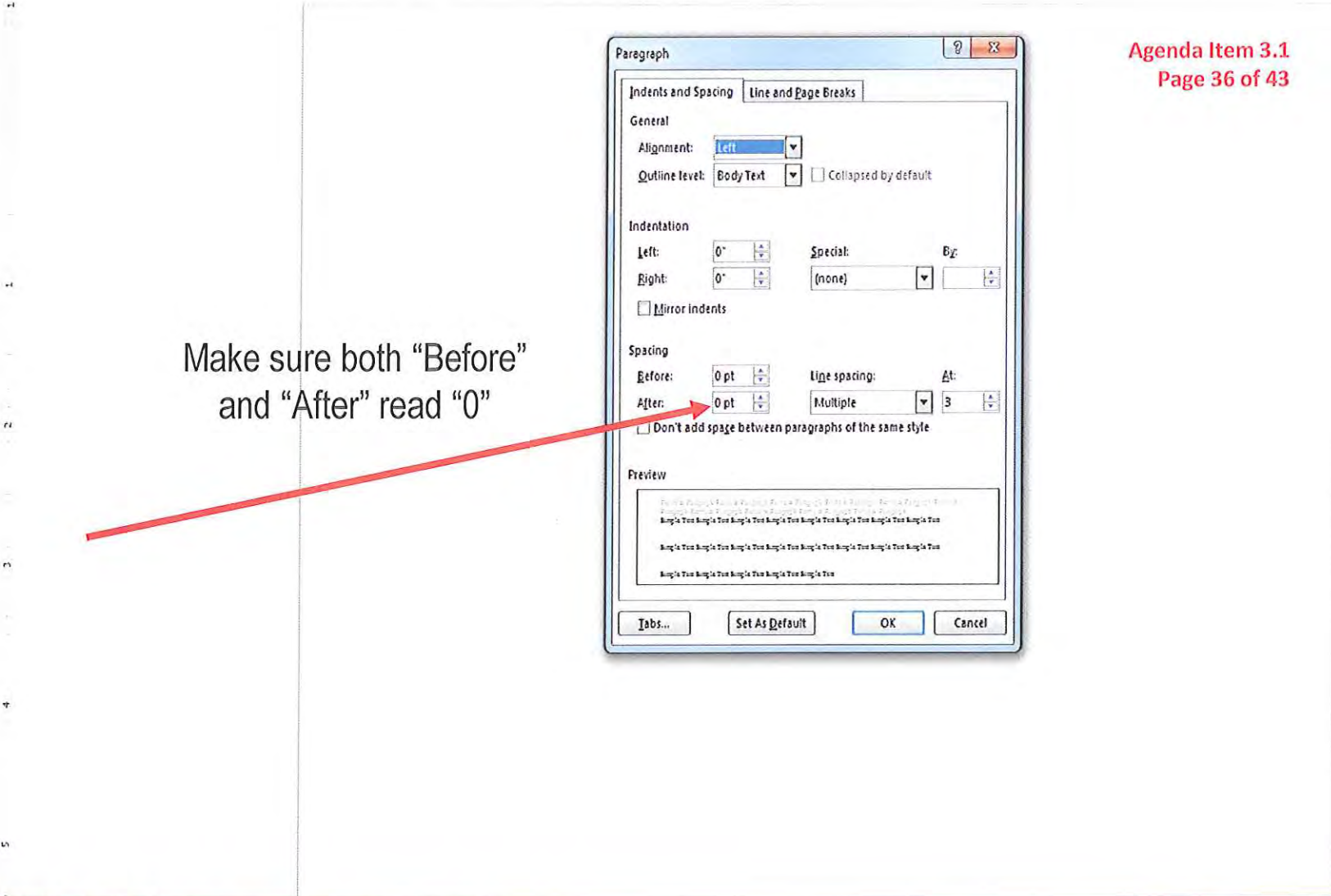
Spacing

Before: pt Line spacing: At: Don't add space between paragraphs of the same style

After: pt

Preview





Make sure both "Before"
and "After" read "0"

Agenda Item 3.1
Page 36 of 43

Agenda Item 3.1
Page 37 of 43

Paragraph

Indents and Spacing Line and Page Breaks

General

Alignment: Left

Outline level: Body Text

Indentation

Left: 0" Right: 0" Special: (none) By:

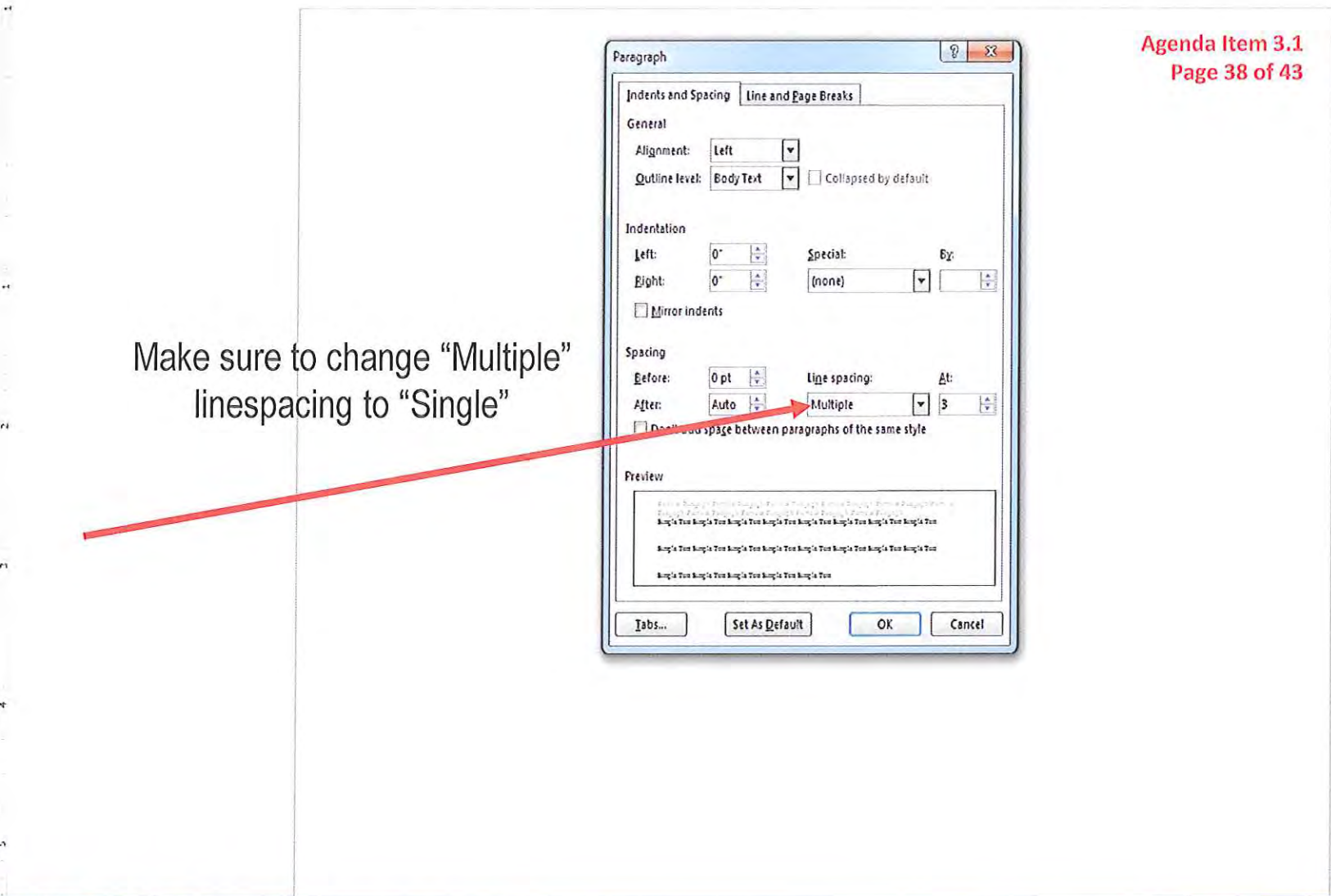
Spacing

Before: 0 pt After: Auto Line spacing: Multiple 3

Preview

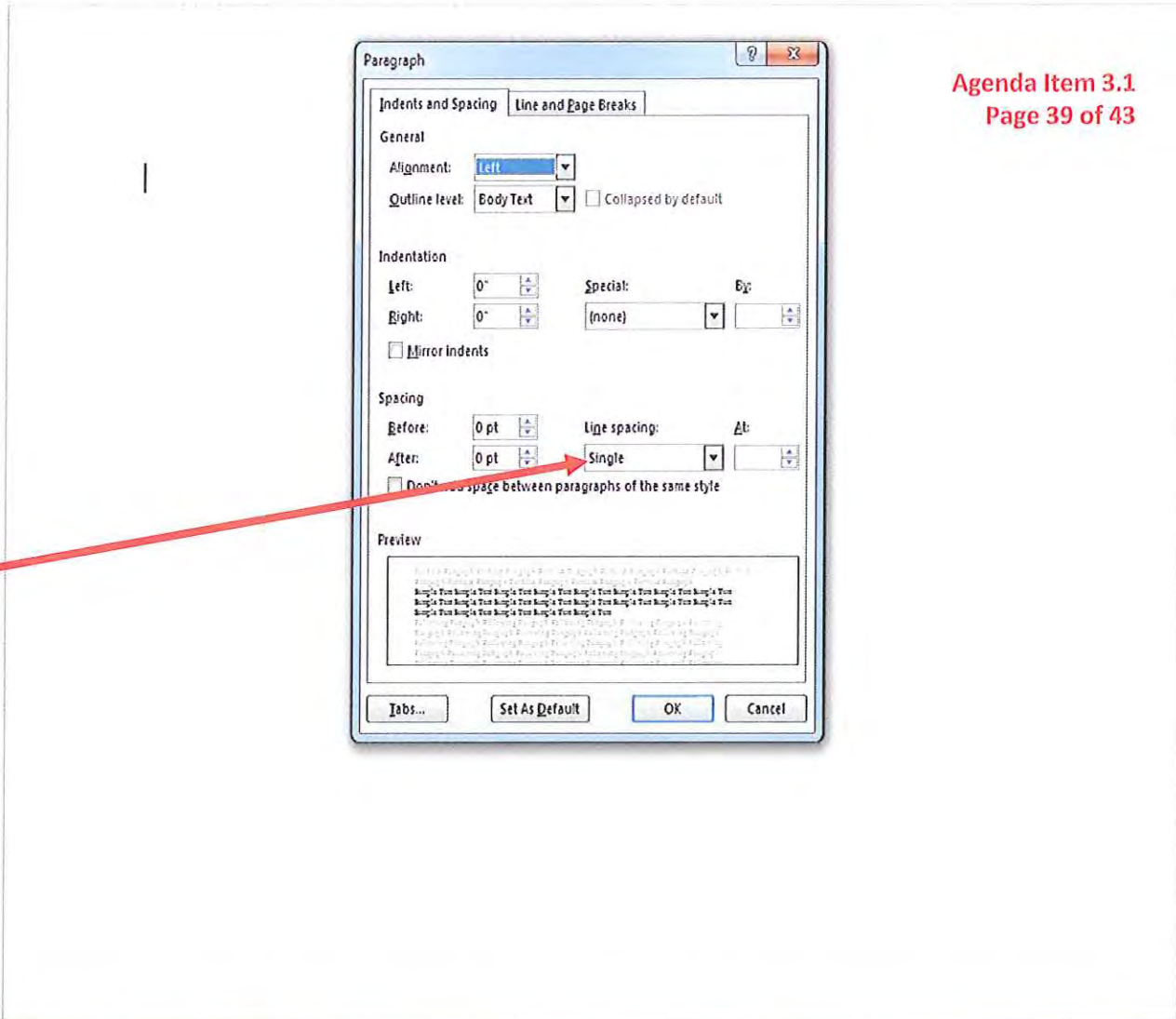
Jobs... Set As Default OK Cancel

not "Auto"



Make sure to change "Multiple" linespacing to "Single"

Agenda Item 3.1
Page 38 of 43



Agenda Item 3.1
Page 39 of 43

Paragraph

Indents and Spacing Line and Page Breaks

General

Alignment: Left

Outline level: Body Text Collapsed by default

Indentation

Left: 0" Special: (none) Right: 0"

Mirror indents

Spacing

Before: 0 pt Line spacing: Single After: 0 pt Don't add space between paragraphs of the same style

Preview

Tab... Set As Default OK Cancel

Set Your

Typesface for

Garamond

Suggested Typeface

Charts, Graphs, Tables, Etc.

Ariel Narrow

Bullet Lists:

Enter the Bullet

Then Hit the "Tab" Key

Ta Daa!



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES
Western Association of Schools and Colleges

Barbara A. Beno, President
Steven M. Kinsella, Chair

October 6, 2015

Memo To: Dr. Joel Kinnamon, Superintendent/President, College of the Desert
From: Barbara A. Beno *Barbara A. Beno*
Subject: Change in Requirements for the Institutional Self Evaluation Report and External Evaluation Report under the 2014 Accreditation Standards

As the Accrediting Commission for Community and Junior Colleges (ACCJC), colleges, and visiting teams begin to apply the 2014 Accreditation Standards in conducting comprehensive evaluation visits, we are identifying related adjustments in accreditation practices. One such adjustment emerged in responding to questions from colleges finalizing their Institutional Self Evaluation Reports (ISER) for comprehensive visits in spring 2016.

Please note, institutions being evaluated for the first time under the 2014 Accreditation Standards in spring 2016, and thereafter, will not need to prepare a section of the ISER that discusses the institution's response to recommendations of previous evaluation teams under the 2002 Accreditation Standards. During the self evaluation process, colleges may still find it helpful to examine those older recommendations as part of revisiting their accreditation history. However, there is no need to include a section of the ISER discussing the prior recommendations or the institution's response.

The *Manual for Institutional Self Evaluation* on the ACCJC website (click [here](#)) has been updated to reflect this change; the section that required a college's response to prior team recommendations has been eliminated.

The evaluation teams being trained for spring 2016 comprehensive evaluation visits under the 2014 Accreditation Standards will be informed that their External Evaluation Team Report will not include an evaluation of the institution's response to prior team recommendations under the 2002 Accreditation Standards.

I hope this information is clear and helpful. Please feel free to call any of the Vice Presidents or me at the ACCJC if you have any questions.

BAB/cms

cc: Dr. Annabelle Nery, Accreditation Liaison Officer

2.02 F15 Endorse the CCCCCO Task Force on Accreditation Report

Whereas, The California Community Colleges Chancellor's Office (CCCCO) convened the 2014-2015 Task Force on Accreditation to review and address serious concerns regarding California community colleges' accreditation process;

Whereas, The president of the Academic Senate for California Community Colleges, several community college presidents and administrators, a representative from the Faculty Association of California Community Colleges, a community college board trustee, and the Vice Chancellor for Academic Affairs from the California Community College Chancellor's Office were active participants in the work of the Task Force on Accreditation and unanimously supported its findings and recommendations;

Whereas, The recommendations of the Task Force on Accreditation were, in part, based on ASCCC resolutions, which included recommendations for the Accrediting Commission for Community and Junior Colleges (ACCJC); and

Whereas, According to the Task Force on Accreditation, "On several occasions the ACCJC has promised changes and has offered reports detailing their efforts to address concerns, but these promises and reports have led to few significant improvements";

Resolved, That the Academic Senate for California Community Colleges endorse the recommendations of the California Community Colleges Chancellor's Office Task Force Report on Accreditation.¹

Contact: Executive Committee

¹ <http://californiacommunitycolleges.cccco.edu/Portals/0/reports/2015-Accreditation-Report-ADA.pdf>.



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES
Western Association of Schools and Colleges

2015-2016 Education and Training Schedule

ACCJC is hosting or participating in the following events. Updates and additions to the education and training schedule will be made available on the ACCJC website www.accjc.org.

2015-2016 Self Evaluation Workshops

- October 16, 2015
- October 23, 2015
- November 6, 2015
- Spring 2016, TBD

Intended Audience: by invitation, for colleges scheduled for review in 2017

2015-2016 Team Evaluator Trainings

- September 1, 2015
- September 2, 2015
- January 26, 2016
- January 27, 2016

Intended Audience: by invitation, for individuals serving on 2015/2016 evaluation teams

Financial Health, Analyzing College Finances

ACBO Fall 2015 Conference – October 26-27, 2015 – Redondo Beach, CA

A panel presentation with the ACCJC, FCMAT, and the California Community College Chancellor's Office on factors used to analyze the financial health of colleges.

Intended Audience: Chief Business Officers

New Standards and New Processes – The Evolution of Accreditation

ACBO Fall 2015 Conference – October 26-27, 2015 – Redondo Beach, CA

Presentation on administrative perspectives and leadership in accreditation. Briefing on new Standards and new Processes to focus on quality improvement in colleges.

Intended Audience: Chief Business Officers

ACCJC 2015-2016 Education and Training Schedule *continued...*

New Accreditation Standards and Practices: Focus on Quality Improvement

Community College League of California Conference – November 19-21, 2015 – Burlingame, CA

An interactive presentation that will review the 2015 standards and practices with special emphases on what has changed, and on the enhanced focus on institutional quality improvement. The quality focus essay (QFE), new Commission accreditation actions, and the use of data and analyses on student achievement and learning outcomes will be discussed.

Intended Audience: all welcome

New Standards and New Processes – The Evolution of Accreditation

ACCCA Annual Conference – February 17-19, 2016 – Riverside, CA

Presentation on administrative perspectives and leadership in accreditation. Briefing on new Standards and new Processes to focus on quality improvement in colleges.

Intended Audience: college administrators

Accreditation Institute – February 19-20, 2016 – Marriott Mission Valley, San Diego

New Evaluator Training

February 26, 2016 – Los Angeles, CA

Welcome prospective evaluators. This training is designed as an intensive introduction to the team evaluation process. Principles and methodology of team evaluator work will be discussed in an interactive format to help prepare effective team evaluators.

Intended Audience: prospective team evaluators

* Registration information and training details will be announced on the ACCJC website

Best Practices Workshop: Taking Assessment to the Program Level

March 1, 2016 – Los Angeles, CA

Presenter: Linda Suskie, nationally known author and consultant

An interactive workshop that takes assessment of course learning outcomes to the next level: program learning outcomes. Attendees will work in groups from different colleges discussing and applying principles presented to case studies and to programs at their own institutions.

Intended Audience: faculty, deans, department chairs and program leaders

* Registration information and workshop details will be announced on the ACCJC website

ACCJC 2015-2016 Education and Training Schedule *continued...*

Best Practices Workshop: Taking Assessment to the Program Level

March 3, 2016 – Burlingame, CA

Presenter: Linda Suskie, nationally known author and consultant

An interactive workshop that takes assessment of course learning outcomes to the next level: program learning outcomes. Attendees will work in groups from different colleges discussing and applying principles presented to case studies and to programs at their own institutions.

Intended Audience: faculty, deans, department chairs and program leaders

* Registration information and workshop details will be announced on the ACCJC website

Best Practices Workshop: Fundamentals of Assessment

April 15, 2016 – Burlingame, CA

Presenter: Dr. Amy Driscoll, Associate Senior Scholar, Carnegie Foundation

An intensive workshop to help college faculty develop clear and concise student learning outcomes, design and use both direct and indirect assessment, and align pedagogy and curriculum with learning outcomes in courses, programs, and at an institutional level.

Intended Audience: newly hired faculty, faculty and administrators with responsibility for assessment

* Registration information and workshop details will be announced on the ACCJC website