



# COLLEGE of the DESERT

| <b>Accreditation Committee</b>    |  |   |
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| MINUTES FOR Friday, March 4, 2016 | 1:00 p.m.  | Cravens Student Services Center,<br>Multipurpose Room |
| <b>Members Present:</b>           | Dr. Annebelle Nery (Co-Chair), Bert Bitanga (Co-Chair), Dr. Courtney Doussett, Dr. Daniel Martinez, Donna Greene, Dr. Joel Kinnamon, Dr. Kelly Hall, Dr. Leslie Young, Dr. Wendy Sanders                                 |   |
| <b>Members not Present:</b>       | Dr. Kim Dozier, Lisa Howell  |   |
| <b>Guest(s):</b>                  | Amanda Phillips, Dr. Carl Farmer, Dr. Chris Jones-Cage, Daniel Aucutt, Diane Wirth, Gene Durand, Jeff Baker, Jenn Baker, John Ramont, Jon Fernald, Katie Chartier, Rick Rawnsley, Sandi Hauf, Sheri Willis, Stella Baker |   |
| <b>Recorder:</b>                  | Mary Lou Marrujo   |   |

## AGENDA

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| <b>1. Call to Order/Roll Call – Quorum was met.</b> |   |                           |
| <b>2. Action Item(s)</b>                            |   |                           |
| <b>2.1 Approval of Agenda</b>                       |   |                           |
| DISCUSSION  | Bert Bitanga stated that to accommodate a time commitment for one of the chairs, he would like to move one of the items up on the agenda.   |                           |
| CONCLUSION  | Motion was made by Joel Kinnamon and seconded by Annebelle Nery to move item 3.2 (Progress Report of Standard Chairs) before 3.1 (Accreditation Institute topics).<br>Agenda approved unanimously as amended.   |                           |
| <b>FOLLOW-UP ITEMS</b>                              |   | <b>PERSON RESPONSIBLE</b> |
|   |   | <b>DEADLINE</b>           |
| <b>2.2 Approval of December 4, 2015 Minutes</b>     |   |                           |
| DISCUSSION  |   |                           |
| CONCLUSION  | Approved as submitted.  |                           |
| <b>FOLLOW-UP ITEMS</b>                              |   | <b>PERSON RESPONSIBLE</b> |
|   |   | <b>DEADLINE</b>           |
| <b>3. Information/Discussion Item(s)</b>            |   |                           |
| <b>3.1 Progress Report of Standard Chairs</b>       |   |                           |
| DISCUSSION  | <ul style="list-style-type: none"> <li>• <b>Standard III-C (Co-Chairs: Dr. Kim Dozier and Sheri Willis)</b>—Sheri reported that she and Kim have met. They've created a separate document for each question with bullet points on the topics they need to cover. They've identified evidence which they have begun to store on the IT (Information Technology) web portal. They continue to identify resources they will need, as well as individuals they will need to meet with. They will be reaching out to student representatives.</li> <li>• <b>Standard I (Co-Chairs Dr. Courtney Doussett and Dr. Daniel Martinez)</b>—Courtney advised they have created a framework discussion document with questions and bullet points and have begun to collect a substantial body of evidence. They have also started meeting with their team, but still need to fill</li> </ul> |                           |

in some of those areas. They've met with Annabelle and Bert to review several important items they need to finish before they can continue to fill in other areas. She noted that there are specific elements missing from our mission statement; such as stating the specific types of degrees we offer and the inclusion of distance education. Annabelle advised that the Assessing of Planning & Outcomes committee (APO) is about to finish up some major work, so perhaps Courtney could attend an APO meeting to introduce what is missing from the Mission Statement so they can move it forward in the process. Daniel added that when discussing goals for the accreditation, they will be linking these goals with efforts that are part of the Institutional Effectiveness Partnership Initiative (IEPI) annual report, which has components that can be integrated.

- **Standard II-A (Co-Chairs Dr. Leslie Young and Dr. Wendy Sanders)**—Wendy created a discussion framework template that has been adopted by several of the other co-chairs. This template includes the questions in a framework which should make it easier for people to respond to. She has sent hers out to faculty and administrative staff. Wendy mentioned that at the Accreditation Institute workshop she recently attended, it was suggested that a repository be set up on our web site where faculty and administration can place feedback they get from students and the community, such as letters of commendation, which can be referenced as part of the accomplishments.
- **Standard II-B (Co-Chairs Daniel Aucutt, Donna Greene, and Katie Chartier)**—Donna reported their team has met and they have begun charting their next steps and identifying evidence. They are still trying to get an ASCOD representative and a faculty from the Math department.
- **Standard II-C (Co-Chairs, Amanda Phillips, Sandi Hauf and Scott Cooper)**—Annabelle thanked Amanda, Sandi and Scott for taking over this standard as co-chairs. She added that Amanda and Sandi do have accreditation experience in student support services, as they have been part of the process. She added that all of the leaders in student support services have been asked to take the online Accrediting Commission for Community and Junior Colleges (ACCJC) training course and are all participating in the writing prompts so they learn the accreditation process. Amanda reported that their team is identifying evidence that will be required, as well as ascertaining areas of improvement.
- **Standard III-A (Co-Chairs Diane Wirth and Dr. Chris Jones-Case)**—Diane stated that she and Gene Durand attended the Accreditation Institute workshop recently in San Diego, which was extremely helpful. Their team has met and reviewed the accreditation evidence documents from the previous accreditation, as well as reviewed the weak points brought out in the previous self-evaluation report.
- **Standard III-D (Co-Chairs Lisa Howell and Dr. Carl Farmer)**—Carl reported he and Lisa have met to review the timeline and discussed the team they need to bring together. They also spent time reviewing Napa Valley Community College's self-evaluation report.
- **Standard IV (Co-Chairs Dr. Joel Kinnamon and Dr. Kelly Hall)**—Kelly stated she and Joel have met and will use the discussion framework template that Wendy provided. They have divided up the work and identified areas where

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|  | they will need to gather more information. They are also reviewing policies and procedures to assist with some of the responses. |
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| CONCLUSION |  |
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| FOLLOW-UP ITEMS   | PERSON RESPONSIBLE   | DEADLINE |
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| <ul style="list-style-type: none"> <li>• Std I—Courtney Doussett needs to get on an APO agenda to introduce the key elements missing from the college Mission Statement.</li> <li>• Std II-A—Check into setting up a drop box on the Accreditation web site where faculty and administrators can place positive feedback from students and the community to include as evidence.</li> <li>• Std II-B—Follow-up with Carlos Maldonado regarding request for ASCOD representative.</li> </ul> | <p>Annebelle Nery</p> <p>Annebelle Nery and Mary Lou Marrujo</p> <p>Mary Lou Marrujo</p> |          |

**3.2 Accreditation Institute topics**

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| DISCUSSION | <p>Bert asked for feedback from those that attended the Accreditation Institute workshop in San Diego.</p> <ul style="list-style-type: none"> <li>• Sheri Willis commented that she attended a session where they discussed a technique on how to tell your story. She asked how we will be presenting the evidence. What format will we be using? What is the standard we want to create? Annebelle commented that our unified voice will come from our editor, Rick Rawnsley. The evidence will answer the questions in a logical and clear format. Rick added that he will format the report so it is easy to read</li> <li>• Leslie Young reported that one of the big topics that got everyone talking was disaggregated data. Bert attended the same session and stated there was a very robust discussion on using the data at the student level, e.g. ethnicity, age groups, gender, disability, face-to-face, individual scores, etc. However, many schools do not have the resources to collect this data. Leslie sated that if we are going to do this, then a good place to start is just the required courses that have a lot of sections. Discussion ensued on how to extract this information using student ID numbers. Bert said he will put together some information as a pilot and bring it to the next meeting for more discussion.</li> <li>• Donna Green mentioned that there was also quite a bit of discussion on distance education courses and effective student contact. She added that shells are being evaluated.</li> </ul> |
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| CONCLUSION |  |
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| FOLLOW-UP ITEMS | PERSON RESPONSIBLE | DEADLINE |
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**3.3 Review of the Timeline**

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| DICUSSION | <p>Bert advised that we will have another meeting in May. The standards draft self-evaluation report is due July 29<sup>th</sup>. Once the draft is completed, it will be disseminated throughout the college for feedback.</p> <p>Annebelle stated that the purpose of the May meeting is to meet before the end of the semester. The expectation today is to confirm everyone is on-track, to make sure you know who is available as resources, and to make sure you have your representatives. By the month of May, each of the co-chairs should have</p> |
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|  | hand-outs to share with the group. They do not have to be full drafts, but they should be outlines or worksheets with bullet points completed so that it will be a working meeting. Let Annebelle or Bert know if you need help with the writing; there is a team to support with that.   |                    |          |
| CONCLUSION   | Co-chairs to have a draft outline for May meeting.  |                    |          |
| FOLLOW-UP ITEMS  |   | PERSON RESPONSIBLE | DEADLINE |
|  |   |                    |          |
| <b>3.4 Quality Focus Essay (QFE)</b>   |   |                    |          |
| DISCUSSION   | Bert reminded the group that a new requirement of the self-study report is the Quality Focus Essay (QFE); wherein we identify two or three areas that we need to work on as an institution. These narratives will need to be more detailed and include a thorough action plan, which we will be accountable. The topics should be related to the accreditation standards. |                    |          |
| CONCLUSION   | <ul style="list-style-type: none"> <li>Bert agreed to write one of the topics for the QFE.</li> </ul>   |                    |          |
| FOLLOW-UP ITEMS  |   | PERSON RESPONSIBLE | DEADLINE |
| <ul style="list-style-type: none"> <li>Annebelle and Bert will get clarification on the requirements of the QFE.</li> <li>Annebelle and Bert will start coming up with ideas on topics for the QFE.</li> </ul> |   |                    |          |
| <b>4. Adjournment: 2:20 pm</b>   |   |                    |          |

NEXT MEETING:

TBA

College of the Desert Accreditation Master Timeline  
Institutional Self Evaluation Report (ISER)

| TASK | FA15 |     | INT15 |     | SP16 |     | SUI6 |     | FA16 |     | INT16 |     | SP17 |     | SUI7 |     | FA17 |     | INT17 |     | SP18 |     |     |     |     |     |     |     |     |  |
|------|------|-----|-------|-----|------|-----|------|-----|------|-----|-------|-----|------|-----|------|-----|------|-----|-------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|--|
|      | Oct  | Nov | Dec   | Jan | Feb  | Mar | Apr  | May | Jun  | Jul | Aug   | Sep | Oct  | Nov | Dec  | Jan | Feb  | Mar | Apr   | May | Jun  | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb |  |
| 1    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 2    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 3    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 4    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 5    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 6    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 7    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 8    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 9    |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 10   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 11   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 12   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 13   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14A  |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14B  |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14C  |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14D  |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14E  |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14F  |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 14G  |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 15   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 16   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 17   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 18   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 19   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 20   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 22   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 23   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 24   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 25   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 26   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 27   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 28   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 29   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 30   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 31   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 32   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |
| 33   |      |     |       |     |      |     |      |     |      |     |       |     |      |     |      |     |      |     |       |     |      |     |     |     |     |     |     |     |     |  |

**LEGEND**

- Meetings
- Gather Info / Writing of ISER / QFE
- Drafts to Editor
- Due Date or External Team Site Visit
- ISER Draft/Final to AS or Board of Trustees
- Send Final ISER to ACCJC/External Team
- Detailed Preparations for Site Visit
- ACCJC Review and Reporting to COD

## The Quality Focus Essay

When an institution undertakes self-evaluation for accreditation, it may identify policies, procedures, or practices in need of change or student outcomes it wishes to improve. An institution may make some changes or improvements immediately, before an evaluation team arrives. Other changes and strategies for improving outcomes will require a longer time to accomplish. These changes and strategies should be identified as the institution's plans for improvement (action plans), and should be integrated into the ongoing planning and decision making processes at the college, with timelines for completion. Using the format of a Quality Focus Essay (QFE), an institution will identify two or three "action projects" for further study and action that have good potential for improving student outcomes. The projects should be related to Accreditation Standards, emerge from the institution's examination of its own effectiveness in accomplishing its mission in the context of student learning and student achievement, be based on the institution's analysis of data collected, and identify areas of needed change, development, and improvement. The Guide provides questions intended to stimulate discussion and assist the institution in selecting appropriate action projects for the QFE in boxed format preceded by the notation QFE. The QFE, with a 5,000 word limit, describes the projects in detail to include the following components:

- Identification of the Projects: The projects should be vital to the long-term improvement of student learning and achievement over a multi-year period;
- Desired Goals/Outcomes: The QFE should describe specific, well-defined goals expected to lead to observable results;
- Actions/Steps to be Implemented: The QFE (or an Appendix to the QFE) should provide the steps to be implemented for each project;
- Timeline: The QFE (or Appendix) should include a calendaring of all steps to be implemented;
- Responsible Parties: The QFE should provide clear lines of responsibility for implementation and sustainability;
- Resources: The QFE should include a realistic plan for the resources (human, physical, technology, or financial resources) the institution will need in order to implement and sustain the projects;
- Assessment: The QFE should include the institution's plan for evaluating the outcomes and effectiveness of the projects.

The comprehensive evaluation team and the Commission will review and provide constructive feedback on the QFE, with the goal of supporting institutional efforts to enhance student learning and achievement. At the Midterm, the institution will provide a progress report or, if the projects are completed, a final report on the outcomes of the projects.

H. Quality Focus Essay Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that examination, it identifies areas of needed change, development, institutionalization, and expansion. Within the accreditation focus on continuous quality improvement, the institution will identify two or three areas coming out of the institutional self-evaluation on which the institution has decided to act (action projects), and which will have significance over a multi-year period. These will be described in a Quality Focus Essay (QFE). The Essay will have a 5,000 word limit and will discuss in detail the identified areas to be acted upon, including responsible parties, timeline, and anticipated outcomes, and the impact on academic quality and institutional effectiveness. The Essay will be related to the Accreditation Standards; institutions should select the “action projects” for the QFE from college data and analysis. The projects described in the QFE should be realistic and culminate in a set of observable and measurable outcomes. The Essay should be consistent in its factual basis and analysis with the other portions of the college’s Self Evaluation Report. It will provide the institution with multi-year, long-term directions for improvement and demonstrate the institution’s commitment to excellence. The areas identified in the Essay will become critical focal points for the institution’s Midterm Report. Evaluation teams and the Commission will comment on the institution’s QFE and may offer constructive advice or assistance.

## Appendix L: Evaluation Tool for Assessing the Quality Focus Essay

AP= Action Projects

QFE= Quality Focus Essay

1. The QFE describes two or three areas, Action Projects (AP), coming out of the institutional self evaluation upon which the institution has decided to act.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the QFE-<br>1 point | Addressed<br>adequately in<br>the QFE- 2<br>points | Addressed well<br>in the QFE-<br>3 points |
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2. The Action Projects (AP) come out of the institution's examination of its effectiveness in providing student learning and achievement in the context of its mission.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP-<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
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3. The data and analysis used as a basis for selecting the AP are described.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP -<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
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Question 1-3 Assessment Narrative:



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4. The QFE identifies the areas of needed change, development, institutionalization, and/or expansion.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the QFE-<br>1 point | Addressed<br>adequately in<br>the QFE- 2<br>points | Addressed well<br>in the QFE-<br>3 points |
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5. The QFE discusses in detail the AP, and includes the manner of implementation, timelines, and integration with ongoing, integrated planning, resource allocation, and re-evaluation processes at the institution.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP -<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
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6. The AP activities as described are realistic and will have significance over a multi-year period.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP -<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
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Question 4-6 Assessment Narrative:

7. The anticipated outcomes and impact on academic quality and institutional effectiveness are detailed for the AP.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP -<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
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8. The AP outcomes are observable and measurable.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP -<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
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9. The AP are related to the Accreditation Standards and are consistent with other portions of the Institution's Self Evaluation Report.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP -<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
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Question 7-9 Assessment Narrative:

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10. Over all, the AP demonstrate the institution's commitment to excellence.

Place an "x" under the description that best fits your assessment of this factor:

| Missing-<br>0 points | Not described<br>adequately-<br>1 point | Not a significant<br>part of the AP -<br>1 point | Addressed<br>adequately in<br>the AP - 2 points | Addressed well<br>in the AP -<br>3 points |
|----------------------|---|--|---|---|
|                      |   |  |   |   |

Question 10 Assessment Narrative:

POINTS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

TOTAL: \_\_\_\_\_

A score of below twenty, or more than two responses with a score of 1 or less, will require that the institution revise its essay for submission within one year.