**Guidelines for Reviewing Standard Sections**

**Descriptive Summary Section**

**1. Use some of the wording of the Standard itself as the initial sentence** (that is, to act as a topic sentence).

Example: Standard II.C.1.a. *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

*(Example of first sentence based on the Standard))* College librarians, discipline faculty, and classified library professionals all contribute to the selection and maintenance of educational equipment and materials that support student learning and address the mission of the institution.

**2. Set up paragraphs to reflect parts of the Standard**.

*Example: For the above Standard, paragraphs might be:*

* *How librarians get input and requests from faculty and classified professionals*
* *How it is determined (and where it is documented) that materials (including electronic) support student learning (request process? meetings? discussions? review of curriculum?)*
* *How materials relate to the College mission*

**3. Provide several examples to show what happens here.**

Example: For the above standard, the one part of descriptive summary would list several ways that librarians collect obtain suggestions and requests for material from faculty.

**4. Use bullets when appropriate,** for instance, if the list is long or several items consist of longer phrases that would make a sentence hard to track.

**5. Select one good example that shows the process in action.** Use “For example” or “For instance” to introduce the example.

Example: For the above standard, there might be a description of the library’s involvement in the Work of Literary Merit (how materials, libguides, etc. support student learning).

**6. Use tables, flow charts, lists, graphs, or other graphic representations if appropriate.** For now, within your text, provide description of content of graphic with reference to a representation in the Evidence section of SharePoint if possible, but do not spend too much time trying to create a graphic yourself. (Hand drawn OK if it’s scanned and readable.) Wanda and Mary Kay will work with your committee later to discuss how to get the graphic that you want.

Example: For the above Standard, a graph showing trends of the student use of different aspects of the library (textbook reserves, books, libguides, other media, etc.) might show how the library supports a variety of approaches to learning.

**7. Keep in mind these important themes:** dialogue, integrated planning, support for student learning outcomes, continuous evaluation and improvement. Mention these elements when appropriate.

Example: For the above standard, mentioning the amount of dialogue among teaching faculty and librarians, documented by library records of contact, would be a good idea.

**8. Evidence is important.** For now, you just number your sources of evidence at the end of your section and use simple numbers as reference in your text.

Example:

*In the 2012 survey of students using Tutorial Centers,… (1).* [

At the end of your Standard section, the evidence would be listed as: *1. Student Survey Results, Tutorial Centers, Spring 2012* with a link to the survey results.

The final selection, order, and formatting of evidence will be taken care of in the next draft. If you know you need evidence but haven’t found it yet, just note that in the text in parentheses (example: “need Minutes from Academic Senate meeting”). If you don’t think the evidence exists, note that also, and we will all work together to find something equivalent.

**Self Evaluation Section**

**9. Start with this statement: The College meets the Standard.** (Or, if applicable, “The College partially meets the Standard,” or “The College does not meet the Standard.”)

**10. Refer back to the Standard for wording to summarize how the College meets the Standard.** You’ll basically be summing up some of the main points of the summary. If the College does not meet parts of the Standard, you can describe the College’s awareness of the problem and its current action and plans. If there are currently no plans, or only plans but no evidence of action upon them, this may become and Actionable Improvement Plan.

**11. Do not introduce detailed new information in the Self Evaluation.** If there are problem areas or planning for improvements is occurring, mention that as part of the Descriptive Summary. The Self Evaluation discusses how well all the things we are doing meet the Standard.

**12. Remember that we are evaluating whether the College meets the Standard**, not whether it meets all of our institutional goals and ideals or State requirements that don’t relate directly to Standards (e.g., all Title 5 requirements).

**13. Do not hesitate to identify any areas that the College needs to improve to meet the Standard.** This is useful information for the College and will help us prioritize areas for improvement over the next year. Also, if we don’t mention areas that require improvement, the team will see them anyway, so it’s best to be clear and honest.

**Suggestions for Actionable Improvement Plans**

Your Standard Committee may feel that the College does need to address an area of the Standard. Go ahead and write your recommendation. The Actionable Improvement Plans and the details required with them will be determined by the Steering Committee.

**Checklist for Reviewing Standard Sections**

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| **Descriptive Summary** | **Y/N/?** | **Comments/suggestions/questions** |
| Starts with a clear reference to the Standard or part of the Standard the first paragraph will be addressing. (That is, you could cover up the Standard and still know what that section will be about.) |  |  |
| Section follows a logical order based on the components of the standard itself |  |  |
| The summary covers the process that addresses the standard. |  |  |
| Provides adequate amount of information and specifics that would be clear to an outsider. |  |  |
| If appropriate, includes one detailed example to illustrate a process. |  |  |
| Stays on topic and addresses all parts of the prompt |  |  |
| Organized with paragraphs and, if helpful, bullets and/or subheads |  |  |
| Refers to evidence or need for evidence (example: if “rich dialogue” takes place in making a decision, are there minutes to represent that?) |  |  |
| Would a visual representation (chart, graph, flow chart, etc.) be useful in this section? |  |  |
| Other: |  |  |
| **Self Evaluation** |  |  |
| Starts with “The College meets the Standard” (or partially or doesn’t meet) |  |  |
| Refers to all parts of the Standard and summarizes elements of Descriptive Summary that address them. |  |  |
| Presents balanced, honest self evaluation—no hiding, no whining |  |  |
| Should be shorter than Descriptive Summary |  |  |
| Some repetition is inevitable, but should not be overly repetitious |  |  |
| Other: |  |  |