

Evidence Inventory Guide

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Document Revision		
Version	Effective Date	Changes
1.0	3/2021	Documented Created

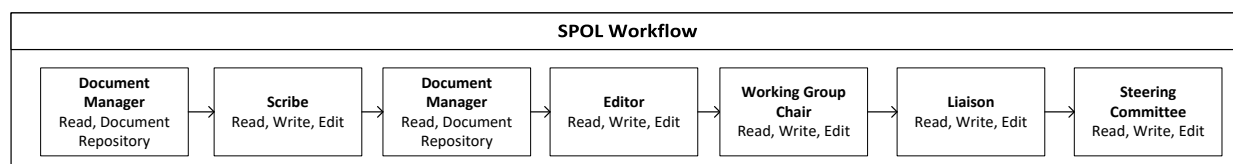
All documentary evidence used by the Working Groups should be annotated and cross-linked to the statement it supports (Essex County College Self-Study Design, 2021, p. 45).

To facilitate the collaborative writing and review process, Working Groups will utilize a number of tools and follow a set of guidelines detailed below. After discussions within each group, members will be assigned to respond to the Research Questions found in its charge. As research and writing progresses, SPOL will be utilized until the Working Group determines that it is complete. The Working Groups will incorporate the responses to the questions into a Word document that will eventually form the foundation of the Self-Study.

Evidence Inventory Planning

Collection Protocol

To assist the Working Groups with the process, we offer Document Workflow Templates, described as Document Selection Protocol and Annotated Evidence in the SSD. The Document Workflow is used to identify documents, relevant to the research questions. The protocol follows criteria for choice, context, and content that addressed aspects of the research questions. The documentation produced via the Documentation Selection Protocol and Annotated Evidence will be archived, and submitted with the final report as an appendix. These documents will not be imported into SPOL, as only the RQ answers will be transcribed into the SPOL Accreditation module.



The annotations for the documentary evidence should be a combination of descriptive, informative, and evaluative types. The annotations provide information about who created the document, what the document is about, how it is used to answer the research question, and subsequent outcomes, processes or reports. It is important to create annotations about the documentary evidence, especially if the process of writing spans over an extended period of time and there are multiple users of that document. It will help the other members and provide reminders about why the document was created and how it was used.

Scribe

The Scribe will manage the RQ narrative outside of SPOL and inside of SPOL through the duration of the self-study.

- Works with the Document Manager on collecting the documents.
- Collaborates on producing the narrative for each research question.

Editor

At the end of the self-study, the Editor will review the narrative for grammar, spelling, and content.

- Works closely with the Scribe.
- Edits the answers to the research questions in SPOL.
- Verifies the rigor of the documentary evidence.

Document Manager

The Document Manager will submit all soft files of the evidence to the Evidence inventory team, this includes evidence relating to the RQ's as well as meeting minutes. The Document Manager is also responsible for assigning the documents within SPOL.

- Collects documents from the members of the working group.
- Maintains an Annotated Evidence lists of documents for the group.
- Communicates with the Evidence Inventory Team.
- Uploads document and the Annotated Evidence list to SPOL.
- Distributes all the documents to the working group.
- Works closely with the Scribe and Editor.

Evidence Schedule

Each group will be required to establish and maintain an evidence schedule. The schedule should reflect due dates for narrative submissions to SPOL, for collection of evidence, monitoring the lifecycle of evidence, and submission of evidence to the Inventory Management. The working groups schedule should range between February, 2021 and end of August, 2022. Key deliverable dates will be distributed by the Steering Committee.

Annotated Evidence

Please attach Evidence Annotations as an appendix to the Document Selection Protocol. These annotations should include a list of documents the Working Group plans to use and the explanations of these documents.

Each piece of evidence requires a brief (no more than one paragraph) explanation of the following: the context, content, and/or processes surrounding the evidence. Additionally, a reflection on how this evidence can/will inform the process may be included. Therefore, a combination of descriptive, evaluative, and/or informative types should be used for the documentary evidence annotations:

- I. When addressing context, you might consider:
 1. What preceded the evidence?
 2. Who influenced or was a part of this evidence?
 3. What factors influenced this evidence?
 4. What was the set of circumstances or facts surrounding this particular evidence?
- II. When addressing content, you might consider:
 1. What is the significance of this evidence?
 2. What describes the substance (topics/ideas/information) that I would use to describe this evidence?
- III. When addressing processes, you might consider:
 1. What actions did I take concerning this evidence?
 2. How would I describe the way I worked through this evidence?
 3. What will happen next?

You may use the following sample to create your annotations:

Document Reference Entry

World Health Organization. (2015). *World report on ageing and health*.

https://apps.who.int/iris/bitstream/handle/10665/186463/9789240694811_eng.pdf?sequence=1

ADDRESS CONTEXT The *World report on ageing and health* was created as a follow up to (title of another document/initiative/survey/assessment). The document was (include other circumstances or facts around the document). **ADDRESS CONTENT** The document (title in italics) describes (include topics/ideas/information that you will use from it). It/They (document or authors) explains/describe/compare (include what interests you from this document). **ADDRESS PROCESS/USE** The document is used to provide data/information/evidence in answering research questions 1 and 3. (You may include here anything about how you collected the evidence/document and what will happen next).

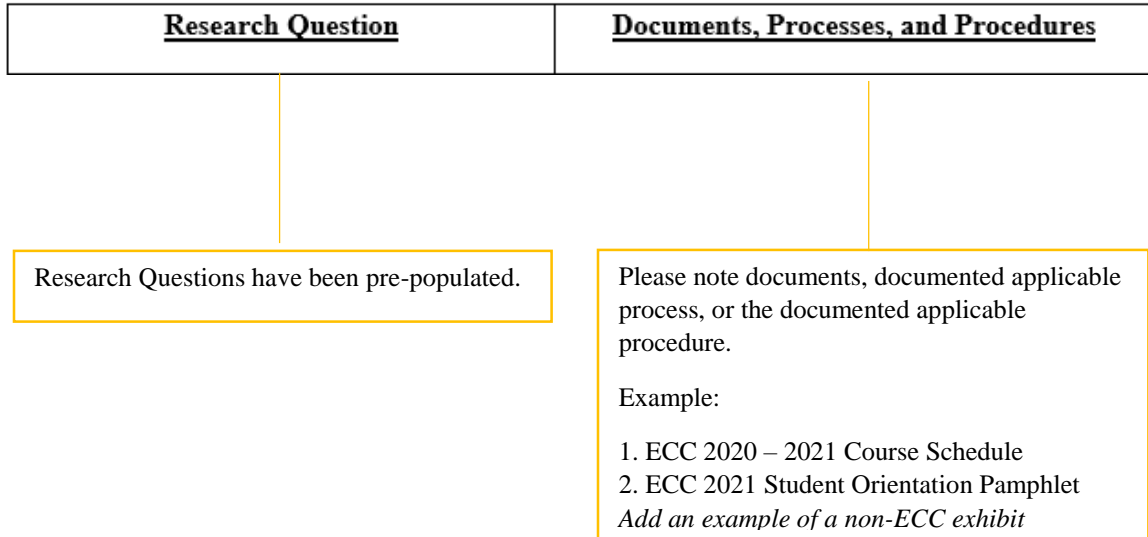
In-text Citation

Parenthetical citation: (World Report on Ageing and Health, 2015)

Narrative citation: World Health Organization (2015)

Evidence Inventory Workflow

STANDARD I: MISSION AND GOALS



Standard I: Mission and Goals

Research Question

Documents, Processes, or Procedures

RQ I-1

Describe the process by which the College’s current statement of Mission, Vision, and Values was developed	
Was that a successful process?	
Does the statement address internal and external factors?	
Has the statement been formally approved by the Board of Trustees?	
What evidence shows that the Board supports it?	
How are the Mission, Vision, and Values periodically evaluated?	

RQ I-2

Do the institutional goals and objectives described in <i>STUDENTS FIRST</i> , the current strategic plan, derive from the College’s Mission, Vision, and Values?	
Have they been developed with input from the College community?	
Do the objectives reflect changes that have occurred in the College’s environment in recent years?	
Are the objectives realistic and appropriate to higher education?	

RQ I-3

How are the College’s Mission, Vision, and Values communicated to all stakeholders?	
Are they utilized as a framework for College governance and a guide for resource allocation, and program and curricular development?	

RQ I-4

Describe the College’s policies and procedures for evaluating and accepting credits that originate from outside the College.	
In addition to transfer credits, address experiential learning credits, competency- based assessment, and any other alternative learning approaches that the College accepts as college credit.	

RQ I-5

How are student records protected and how is FERPA compliance ensured?	
Is there an IRB process? Is there a data governance committee?	
What evidence indicates that third-party technical and support services follow College policy, procedures, and standards in delivering their content?	

RQ I-6

Describe how athletic, student life, and other extracurricular activities are in alignment with the College’s mission, academic priorities, strategic planning objectives, budgetary procedures, and any other administrative principles that apply to the entirety of the College.	
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RQ I-7

Do students taking courses at the West Essex Campus or online have access to the same support services as those enrolled at the Newark campus?	
What measures has the College taken to ensure all students receive the same support serviced regardless of location and mode of delivery?	
Describe and supply evidence of how has this been assessed?	

Standard II: Ethics and Integrity

<u>Research Question</u>	<u>Documents, Processes, or Procedures</u>
RQ II-1	
What are the College’s policies that seek to ensure a climate that avoids conflicts of interest, inequities in hiring, evaluation, promotion and separation, and honesty in all communications, both internal and external?	
What is the evidence that standards of ethical behavior are upheld?	
How are these standards communicated to the College community and relevant stakeholders?	
Are all college communications and publications honest and forthright in their statements?	
What steps does the College take to assess whether ethical standards are being met?	
RQ II-2	
What grievance policies exist for College employees and students?	
How is this information communicated to employees and students?	
Are grievances from students and employees promptly handled and properly documented?	
Is there any evidence that grievances are not handled fairly, impartially, and equitably?	
RQ II-3	
How are students made aware of possible sources of funding for their education?	
How does the College assist students and applicants in understanding these sources and the responsibilities that they assume when accepting funds?	
Assess the effectiveness of this assistance.	
RQ II-4	
How does Essex County College evidence that it has an environment that promotes academic freedom, freedom of expression and respect for intellectual property right?	
Is there a climate that fosters respect all students and College employees and their diverse backgrounds and points of view?	
RQ II-5	
What institution-wide assessments are conducted regularly at the College?	
How are these assessment results disclosed to the College community and to the public?	
Are the assessments and the disclosures sufficient?	
RQ II-6	
Consider the wide-range of reporting and other requirements that the College has to the State and Federal government, as well as to the Middle States Commission on Higher Education	
What policies and procedures are in place that seek to ensure that these requirements are met?	
Is the College meeting its reporting requirements?	

Standard III: Design and Delivery of the Student Learning Experience

Research Question

Documents, Processes, or Procedures

RQ III-1

Describe the overall offerings of the College, including degree and certificate programs, and continuing education programs	
Are they of an appropriate length and rigor to meet their stated goals?	
Describe the faculty that design, deliver, and assess these programs of study	
Are they effective, and qualified for their positions?	
Are they sufficient in number and given adequate professional development?	
Described the process used for their systematic evaluation.	
Consider any programs delivered by third-parties and determine if they are adequately reviewed and assessed.	

RQ III-2

Are the College's programs of study clearly described in official publications in a way that students can follow and complete them efficiently?	
Are students provided adequate resources to support their academic progress in accordance with the College's Mission and Vision?	

RQ III-3

Describe the design and delivery of the College's General Education curriculum.	
Describe the breadth of the General Education offerings.	
How does the design of the curriculum ensure students acquire and demonstrate the essential academic skills expected of all graduates of the College?	
How is the attainment of these essential skills assessed?	

RQ III-4

How does the College ensure that academic programs are characterized by the same level of rigor, regardless of modality?	
How is technology leveraged by the College to ensure academic rigor is upheld regardless of modality?	
What policies and processes has the College put in place to ensure the delivery of academic content is not impacted by remote delivery?	
How has the COVID-19 pandemic impacted how the College delivers academic content remotely.	

Standard IV: Support of the Student Experience

<u>Research Question</u>	<u>Documents, Processes, or Procedures</u>
RQ IV-1	
Describe how College policies and processes are designed to provide opportunities for admittance, attendance, and completion in a manner that is aligned with the College's institutional mission?	
How is information on financial assistance communicated to prospective and current students?	
RQ IV-2	
How are students in need of additional academic support identified and supported in order to meet the programmatic and institutional educational goals?	
Describe the College's developmental education program and assess its effectiveness.	
RQ IV-3	
What academic support services such as orientations, advisement, and counseling, and others, are available to students to help them reach their educational goals, for example degree completion and further study?	
How do these services enhance persistence and completion?	
How is this information on these services communicated to them and what evidence shows the extent to which students are using them?	
How do you assess the effectiveness of these services?	
RQ IV-4	
Describe the College's policies and procedures for evaluating and accepting credits that originate from outside the College.	
In addition to transfer credits, address experiential learning credits, competency-based assessment, and any other alternative learning approaches that the College accepts as college credit.	
RQ IV-5	
How are student records protected and how is FERPA compliance ensured?	
Is there an IRB process?	
Is there a data governance committee?	
What evidence indicates that third-party technical and support services follow College policy, procedures, and standards in delivering their content?	
RQ IV 6	
Describe how athletic, student life, and other extracurricular activities are in alignment with the College's mission, academic priorities, strategic planning objectives, budgetary procedures, and any other administrative principles that apply to the entirety of the College.	
RQ IV-7	
Do students taking courses at the West Essex Campus or online have access to the same support services as those enrolled at the Newark campus?	
What measures has the College taken to ensure all students receive the same support serviced regardless of location and mode of delivery?	
Describe and supply evidence of how has this been assessed?	

Standard V: Educational Effectiveness Assessment

<u>Research Question</u>	<u>Documents, Processes, or Procedures</u>
RQ V-1	
Discuss the College’s institutional level educational goals	
How were these goals developed and how do they reflect the Mission of Essex County College?	
How has the general education curriculum been designed in alignment with these goals?	
How is the general education curriculum assessed to ensure student achievement of these goals?	
RQ V-2	
Discuss the program level learning goals at the College.	
How were these goals developed and how do they align with the program’s mission and goals?	
How are academic programs assessed to ensure that program goals are sufficiently introduced and reinforced by the curriculum?	
Are summative assessment measures embedded into each program’s curricula to ensure that upon completion of the program, students have demonstrated mastery of each of the program’s outcomes?	
How is this data collected and reported by the program? Is this process systematic and sustainable?	
RQ V-3	
Describe the action-planning process of how assessment results are regularly used to improve the program and guide policy and decision-making.	
Has this process resulted in systematic quality improvement?	
Provide several examples of how assessment results have been used to improve programs.	
RQ V-4	
How is the effectiveness of the assessment process regularly examined?	
How are outcomes, curriculum maps, measures, and targets regularly reviewed?	

Standard VI: Planning, Resources, and Institutional Improvement

<u>Research Question</u>	<u>Documents, Processes, or Procedures</u>
RQ VI-1	
How does the College as a whole, and as individual academic and administrative units, determine long and short-term objectives that are designed to achieve mission and goals?	
How does the College incorporate results from systematic assessments of its academic, administrative, and other units to establish these objectives?	
RQ VI-2	
How are planning and improvement processes developed? Are previous assessment results utilized?	
What is done to encourage participation of various constituencies? How are assessment results utilized?	
How are the plans communicated to the College community?	
Describe the planning and improvement processes utilized by academic and administrative units, such as strategic and student learning goals	
What institutional assessments are produced on a recurring basis to inform planning and improvement efforts?	
Do these assessments appear to be adequate for strategic planning?	
RQ VI-3	
Describe the process used to develop the College's annual budget.	
What steps are taken to align the budget with the mission and goals?	
How are institutional and unit strategic goals and objectives operationalized through the budget?	
RQ VI-4	
Are the College's fiscal and human resources sufficient to support all aspects of its operation?	
It is appropriate to consider pre-COVID conditions in comparison to the current situation.	
What steps are the College taking to ensure it long-range fiscal stability?	
This will be a very dynamic section and will be periodically updated.	
RQ VI-5	
Considering the College's organization chart and other documents, does there appear to be a clear assignment of responsibility and accountability?	
What methods are used when making institution-wide decisions?	
Are there opportunities for stakeholders to be heard?	
RQ VI-6	
Describe the College's process for the development of facilities, infrastructure, and technology plans.	
Does the process lead to plans that include consideration of sustainability and deferred maintenance and linked to the institution's strategic and financial planning processes?	
Do the current plans reflect the way operations have changed due to the pandemic?	
If not, how should they be modified?	
RQ VI-7	
Is the College commissioning an annual independent audit? Discuss the results from the past three years.	
Discuss the results from the past three years.	

Research Question

Documents, Processes, or Procedures

What evidence is there that there has been follow-up of any material issues or recommendations in the management letter that is part of the audit report?	
Describe and supply evidence of how has this been assessed?	

RQ VI-8

How has the College assessed the availability and utilization of its fiscal and human resources and the effectiveness of planning, resource allocation, and periodic institutional review?	
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Standard VII: Governance, Leadership, and Administration

<u>Research Question</u>	<u>Documents, Processes, or Procedures</u>
RQ VII-1	
Describe the College’s governance structure.	
Are there well-defined roles that allow for efficient decision making at all levels including trustees, administration, faculty, staff, and students?	
How is public made aware of this structure?	
RQ VII-2	
Describe the structure of the Board of Trustees, including how they are appointed and its role in College operations.	
Does the Board operate with independence from the entities that appointed the members?	
What steps are taken to ensure that they comply with their written conflict of interest and self-evaluation policies?	
RQ VII-3	
Discuss the Board’s role at the policy level in College operations and note if there are any concerns of overreaching into daily decision making.	
Does the Board satisfy its oversight obligations in the areas of finance, the establishing of degree requirements, and final approval of policies?	
RQ VII-4	
What is the process by which the president is appointed and evaluated?	
Does the president have the credentials, experience, and authority to lead the institutions in achieving its Mission and Vision and its stated objective and goals?	
RQ VII-5	
Is there an administrative structure that provides for clearly defined roles and reporting relationships?	
Do administrators have the credentials, experience, and tools, such as information systems, to allow them to both assist the president and guide and supervise those who report to them?	
Are administrators evaluated and do they evaluate those who report to them?	
RQ VII-6	
Describe the measures taken by the Board of Trustees, President, and the administration, in response to the change in conditions brought about by the pandemic?	

Document Collection Considerations

When selecting the documentary evidence, reflect on the following criteria about the choice, context, and content surrounding the evidence:

Choice

Who created the document?

Was the document intended for Essex County College?

Context

Was addressing Essex County College the main purpose for creating the document?

What actions/documents preceded the creation of this document?

What will follow the creation of this document?

Content

Does the document provide information about Essex County College?

Does the document provide information about the particular research question?

Does the document provide information about aspects of the particular Standard?

SPOL Overview

Submitting an Evidence Document

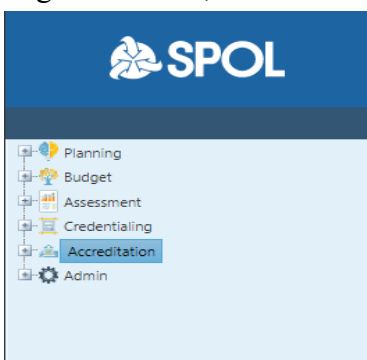
To add documents to SPOL, please send complete and current documents to the Evidence Inventory Team. Please name the document using the previously defined file naming convention, and save submit the document in PDF format.

Please send all evidence to accreditation@essex.edu with the subject line: **Evidence Document - Standard xx**. In the body please advise if the document is specific only to Standard xx or if it is evidence that maybe use as evidence in other Standards.

SPOL Document Assignment

This feature will be limited to designated members of the Working Groups.

1. Log in to SPOL, and select “Accreditation”



2. Make sure the “E-MSCHE – 22 – 23 Accreditation Cycle” is selected. Click on your assigned standard.

3. Select MSCHE – 2022 -2023 Middle States Self-Study

4. Scroll down to “Document Management” and select “+” to add.

Accreditation Standard Details

2022-2023 Middle States Self-Study

Source Manager: Runfeldt, John - SPC - Strategic Planning Committee

Approval Status: Note Options Approval Options

Educational Goals

Standard Number: 5.1 Source: MSCHE Section: V - Educational Effectiveness Assessment

Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission. (Educational Goals)

Response Detail

Response Status: No Response Selected Percent Complete: 0%

Narrative MSCHE Institutional

There is no Narrative Entered.

Suggested Follow Up

There are no records to display

Associated Objectives

There are no records to display

Associated Outcomes

There are no records to display

Link Management

There are no records to display

Document Management

There are no records to display

Standard History

There is no History to Display.

6. Find the document, and click on the file. Then click “Assign Document”.

Please note, the documents will be identified in the Evidence Inventory Form, and loaded prior to the narrative submission. Based on the recommendation by the team, the Document will either be located in “Gen Docs” or in the standard folder.

Accreditation Documents - Document Management

Document Library: Accreditation Documents

Accreditation Documents

- MSCHE
 - 2020-2023
 - GenDocs
 - Std.1
 - Std.2
 - Std.3
 - Std.4
 - Std.5
 - Std.6
 - Std.7
 - Test Cycle
 - SSD Attachments
 - Test 2
 - Test Folder

File Name	File Type	File Size	File Date
ECC Fact Book 2020-2021.pdf	PDF File	5.2 MB	01/21/2021 01:21 PM
ECC Strategic Plan 2019-2024.pdf	PDF File	5.8 MB	01/21/2021 01:28 PM
ECC Technology Master Plan 2019-202	PDF File	708.58 KB	01/21/2021 01:23 PM

Repository Path: Standard\MSCHE\2020-2023\GenDocs
 File Name: ECC Technology Master Plan 2019-2024.pdf File Type: PDF File File Size: 708.58 KB
 File Date: 01/21/2021 01:23 PM
 Document Versions: This document does not have any version info

To un-assign a document, simply click “Remove Document”

Accreditation Documents - Document Management

Document Library: Accreditation Documents

Accreditation Documents

- MSCHE
 - 2020-2023
 - GenDocs
 - Std.1
 - Std.2
 - Std.3
 - Std.4
 - Std.5

File Name	File Type	File Size	File Date
ECC Fact Book 2020-2021.pdf	PDF File	5.2 MB	01/21/2021 01:21 PM
ECC Strategic Plan 2019-2024.pdf	PDF File	5.8 MB	01/21/2021 01:28 PM
ECC Technology Master Plan 2019-202	PDF File	708.58 KB	01/21/2021 01:23 PM

7. Once the document is added, the document and the incident of addit the document will be noted:

Document Management			
File Name	File Type	File Size	File Date
ECC Technology Master Plan 2019-2024.pdf	PDF File	725.588 KB	1/21/2021 1:23:12 PM

Standard History		
Date / Time	Action	Modified By
01/25/2021 02:11 PM	Assigned Document	Lyudmilova, Yelena
01/25/2021 02:10 PM	Removed Document	Lyudmilova, Yelena
01/25/2021 02:09 PM	Assigned Document	Lyudmilova, Yelena

SPOL Document Repository

The SPOL document repository is a space in SPOL where all documents pertaining to the Self-Study will be uploaded. The documents will be placed in one of eight different buckets. “GenDocs” will hold documents that may be used across all standards (ie 2019-2024 Student First Strategic Plan), documents relevant to only one specific standard will be held in the correlating bucket. Access to the Document Repository will be limited to designated Working Groups members. All uploaded documents must be in .pdf format.

The screenshot shows the 'Accreditation Documents' interface. On the left, a folder tree is expanded to 'MSCHE' > '2020-2023' > 'GenDocs'. On the right, a table lists files with columns for File Name, File Type, File Size, and File Date.

File Name	File Type	File Size	File Date
ECC Fact Book 2	PDF File	5.2 MB	01/21/2021
ECC Strategic Pl	PDF File	5.8 MB	01/21/2021
ECC Technology	PDF File	708.58 KB	01/21/2021

SPOL Document Report

A Document Report will be produced as needed and distributed by the Evidence Inventory team to all Editors, Scribes, and Document Managers. The report will identify all of the documents that have been uploaded to the repository, and their locations. This report maybe used as a Document Repository guide when submitting the narrative.

The screenshot shows the 'Accreditation Documents' interface with yellow arrows pointing from the 'GenDocs' folder in the tree to the file list on the right. Below the screenshot is a table with columns: RepositoryLibrary, RepositoryName, FileName, and LastModifiedDate.

RepositoryLibrary	RepositoryName	FileName	LastModifiedDate
Accreditation Documents	GenDocs	ECC Fact Book 2020-2021.pdf	1/21/2021 13:21
Accreditation Documents	GenDocs	ECC Technology Master Plan 2019-2024.pdf	1/21/2021 13:23
Accreditation Documents	GenDocs	ECC Strategic Plan 2019-2024.pdf	1/21/2021 13:28

Evidence Inventory Style Guide

As the Working Group begins to make progress in responding to the Research Questions, the responses should be transferred to a Word document following these guidelines. Introductory and transition language should be added as appropriate to provide for a narrative report that provides the discussion, evidence, and analysis indicating compliance with the Standard.

It will be the responsibility of the assigned Scribe to transcribe the narrative in the Word document into the SPOL

Software

Word Processing Software: Word in Office 2016 or 2019 or Office 365. If using a personal computer that does not have Office, use Word 2016 or 2019 and save the document with the extension docx.

Collaborative Tool: Drafts of responses to Research Questions should be written in SPOL. Each question will have a separate field to allow for easy collaboration between the Working Group members assigned to that question and for review by the entire group. A manual to assist in the use of SPOL will be distributed to all Working Group members and assistance can be sought from the Evidence Inventory Team throughout the Self- Study.

APA Reference Sheet

Formatting

1. Alphabetize all citations in the References list by author's last name. If no author is identified, alphabetize by first word of title.
2. Citations should be double-spaced in Times New Roman, size 12 Font. In SPOL use Times New Roman, size 4.
3. If the source does not supply a date of publication/ last updated, use the abbreviation n.d.;
4. Indent all lines after the first line by five spaces or one tab;
5. In reference list entries, use italics for the following: titles of stand-alone works (e.g., books, reports, webpages); and journal, magazine, and newspaper titles and volume numbers.
6. Use title case, in which most words are capitalized, to capitalize the following: titles of works appearing in the text, titles of periodicals in reference list entries, titles of tests or measures, paper titles, headings, sections, and table and figure titles.
7. Refer to positions or titles, rather than the names of individuals.
8. Include appendices at the end of the report. Alphabetize appendix references, such as Appendix.
9. Include Annotations with the references.
10. Use one-inch margins on all sides. Do not right justify.
11. *Line and Paragraph Spacing:*
 - In Word under Home, click on Paragraph
 - Use "Line Spacing single-space." On many computers using Word, the default is "Line spacing 1.08" so please change it as you begin your Word report.
 - Set spacing to "Before = 0" and "After = 6pt." Uncheck the box for "Don't add space between paragraphs of the same style."
 - Page numbering: Number each page on the bottom right. Use the convention Standard-Page Number. For example, IV-3.

File Naming Convention

When naming files for internal documents, please be sure to start with "ECC" and use as much of title as possible. For example, the Strategic Plan 2019-2024 should be named:

"ECCstrategicplan19-24.pdf"

Please use the title of the document as document name. For instance, if referencing the state pandemic response plan the document should be named:

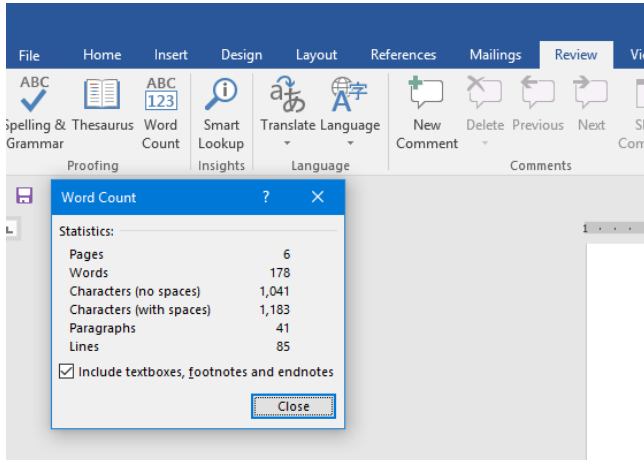
"theroadbackrestart&recoverypla.pdf"

Maximum Character Length

The maximum character length for a file names ins 30 characters, not including the file extension.

To count character length in Word:

1. Select the word.
2. Click the "Review" tab.
3. Click "Word Count" in the Proofing section. ...
4. Click "Close" to close the Word Count window.



Heading Levels

There are five possible levels of heading in APA Style. Please, format APA Style headings as described in the following table:

Level of heading	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Aligned Left, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Aligned Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending with a Period. Text begins on the same line and continues as a regular paragraph.
5	<i>Indented, Bold Italic, Title Case Heading, Ending with a Period.</i> Text begins on the same line and continues as a regular paragraph.

✓ Note. In title case, most words are capitalized.

✓

Number Use

In general, use words for numbers zero through nine, and use numerals for numbers 10 and above. However, some numbers should always be written with numerals, including the following:

Statistical or mathematical functions	multiplied by 5 3 times as many
Percentages, percentiles, and ratios	more than 5% the 5th percentile a ratio of 16:1
Times and dates	5 days about 8 months 4 decades 12:30 p.m.
Ages	was 2 years old 15-year-old students
Scores and points on a scale	scored 4 on a 7-point scale
Exact sums of money	received \$5 in compensation
Numerals as numerals	the numeral 6 on the keyboard

In-Text Citations

Uses the title -date citation format to reference evidence.

Language

1. Write in a positive tone with clarity and simplicity.
2. Use the active voice, such as “The task force gave the assignments.”
3. Do not use the passive voice, such as, “The assignments were given by the task force.”
4. Refer to positions, offices, areas, or groups, rather than to individuals’ names.
5. Avoid jargon so that various audiences can understand the terminology; define any specialized terms that intelligent, non-specialist audiences would not know.
6. Use third person rather than “I,” “we,” or “you.”
7. Use impersonal, non-emotional language. Do not use subjective phrases, such as “I feel” or “we think.”
8. Avoid contractions.
9. When using acronyms or initialisms, introduce the acronym in parentheses after the first use of the full term in each section of the document.

Capitalization

1. Use Committee when referring to an official college committee.
2. Use capital letters when referring to the Team Chair, and different titles at ECC (e.g. Vice-President, Dean, etc.).
3. Use capital letters when referring to the Evaluation Team, the Self-Study, the Self-Study Design, Self-Study Report, Self-Study Document, Verification of Compliance Report, and the Working Groups.
4. Use capital letters when referring to institutional documents and processes such as the Strategic Plan, Operational Plan and the Evidence Inventory Group/Team.
5. Fall and spring are not capitalized.