

Descriptive Summary – How does the college meet the Standard? If the college does not meet the standard, this must be explained.

Our focus in this section of the narrative is on evidence that we have gathered in support of our assertions about what the college does to meet the accreditation standards. Since the self-study process should be ongoing, we must include information about what we are doing now and not focus on what we have done. We will address the past when we write our response to the ACCJC recommendations from their last site visit to our campus in 2008. The underlying question we need to answer in the summary is; what have we learned and what do we know about what we do? The questions listed under step four of the writing template that your teams have completed, provide us with information that will help you write the descriptive summary. Essentially, the information provided by your teams will be used to create the narrative for this section of the report.

Self Evaluation – How well does the college meet the standard? If the college does not meet the standard, this must be explained.

We are expected to analyze and systematically evaluate what we have learned and what we know about the college in terms of the standards. The basic questions being answered in this section of the self-study report have to do with whether or not and to what degree we can demonstrate that the institutional evidence we have gathered, supports our assertions that the college meets the standards. Moreover, how did we reach the conclusions about meeting the standards? Our analysis of what we have learned and what we know about the college should result in conclusions about institutional effectiveness and capacity. Then, we can show how we use this knowledge to inform our decisions about what actions we need to take to improve. The information in steps five and six of the template can help us develop the narrative for this part of the report.

Planning Agenda: If the college falls short of the standard, what plan has been established to meeting the standard?

As we describe and evaluate our programs and services with reference to each standard, we must also identify areas in need of change. This activity yields a planning agenda, which can be the vehicle for institutional improvement. As we continue to assess our programs and services, we can forecast the progress we plan to make. The planning agenda should include the following elements:

- a. Statements of the plans, activities, and processes (as opposed to tasks) the college expects to implement as a statement of what the college thinks it will do.
- b. Discussion of the ways the areas identified in need of improvement will be or have been incorporated into the ongoing, systematic evaluation and planning processes of the institution.
- c. Discussion of how the outcomes of these plans, activities and processes are expected to improve student learning and foster institutional improvement in general.