Guidelines for Self Evaluation Narrative

As you work on drafting the narrative for your standard, please use the following guidelines for structure/format.

Each section should begin by listing the standard and then should include the following areas: Descriptive Summary, Self Evaluation, and Actionable Improvement Plans.

Descriptive Summary
- This part should be brief (less than a page) and should give an overview of what we are doing in this area.
- This part does not need to reference every piece of evidence specifically; instead, it should give a high-level summary.

Self Evaluation
- This should begin with a short (1-2 sentences) statement asserting the extent to which we are meeting the section in question.
- This section should include the detail of the evidence showing how we specifically meet each part of the section, explaining how the evidence matches up with each element.
- Use the footnote feature in Word to document evidence. This can be found in the References tab – click Insert Footnote (just down and to the left of where there References tab is). We may end up converting evidence to a different format before the Self Study document is published, but using footnotes for now will help with review and editing.
- If there are multiple components to a section, use headers based on the writing prompts to structure the section. The writing prompts correspond to the questions in the Guide to Evaluating Institutions, so they are the areas that visiting teams will be looking for.

Actionable Improvement Plans
- Any planning agendas should be specific, clear actions to be taken.
- If there are multiple items in a section, use bullets to separate them.

Please note that the example provided is not yet final or complete in terms of content, especially in the self-evaluation section, but it will give a sense of the structure/format to use.

You should also still be uploading evidence to the shared folders on Blade, and you should still prepare a master list of evidence in the Excel spreadsheet provided for each standard. Footnotes are for use within the narrative sections of the self evaluation document and will likely help with the reference numbers needed for the evidence in the spreadsheet, but they are not meant to replace either the shared folder or the spreadsheet. Please also make sure that the names you give to each piece of evidence are consistent between the footnote and the evidence spreadsheet.

If you have any questions, please contact either Jennifer Brezina or Paul Wickline.
Standard 1.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary
College of the Canyons continues to maintain and add, as needed, a wide variety of programs and services designed to support students. These programs and services are aligned with the College’s mission and are developed in response to student input and studies of institutional effectiveness.

Through a wide range of course delivery modalities, the College also gives students options that suit their diverse goals and learning styles. In conjunction with SB-1440, the College has developed AS-T/AA-T degrees and also provides to students a range of alternative course delivery modalities, including accelerated courses which address retention and progression rate issues.

The College also regularly schedules events that further student success by helping students explore career paths and prepare them for the workforce.

Self Evaluation
The College meets this standard. Key constituents regularly review student needs and institutional effectiveness as programs and services are developed and refined.

Discussions with Key Constituents
On a regular basis, key constituents at the College—college committees, faculty and staff, students, and the Board of Trustees—review and discuss the mission statement and evaluate its current relevance to student learning. Campus committees involved in the review process include the College Planning Team, Skills4Success, and the Academic Senate, which solicits feedback from the faculty. The College also invites, through a series of emails, the input of faculty and staff. Through the Associated Student Government, students are involved in the review process, as well. After a final review of the mission statement by the College Planning Team, the Board of Trustees reviews and approves the document.

Statements about Student Learning
By emphasizing the “attainment of learning outcomes corresponding to [students’] educational goals,” the mission statement of College of the Canyons makes its focus on student learning clear.

1 Minutes from Senate meeting [needs date]
2 CPT Minutes, October 2010
3 BOT minutes from meeting that approved mission statement
Response to Student Needs

Students participate in a number of committees at College of the Canyons, including the College Planning Team, the Academic Senate, the Honors Steering Committee, and all shared governance committees.\(^4\) The Board of Trustees also regularly holds joint meetings with the Associated Student Government in order to allow for clear communication between the Board and the students regarding student needs.\(^5\)

Many programs on campus have been developed to support students, including Admissions and Records, Counseling/Matriculation, Assessment/Placement, Financial Aid, The Learning Center, EOPS, DSPS, MESA, SNAC/FIT, Adult Reentry and Veterans Centers, Health and Wellness Center, Career Services, Transfer Center, Children’s Center, and the CACT/ETI/Santa Clarita Center for International Trade Development.

Assessments of Institutional Effectiveness

College of the Canyons also regularly conducts research in order assess institutional effectiveness. The products of such studies include Institutional Research reports; Research Briefs and Evaluation Briefs; annual Academic Program Reviews; Non-instructional Program Reviews; and surveys of student needs and satisfaction\(^6\). By means of these studies, the College determines the extent to which it is addressing students’ needs.

Actionable Improvement Plans

- The College will continue to regularly review and update its mission statement, following similar processes as it has done in the past.
- The College will continue to conduct research to assess the extent to which it is meeting students’ needs and use that research to inform planning.

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\(^4\) Minutes from Academic Senate 10/24/13 and College Planning Team 10/14/13
\(^5\) Minutes from BOT 10/23/13
\(^6\) Links to Institutional Research reports, including performance indicators; Research Briefs and Evaluation Briefs; annual Academic Program Reviews; Non-instructional Program Reviews, and SLOs.