

How to Collect Evidence for the Self-Evaluation Report

Presented to

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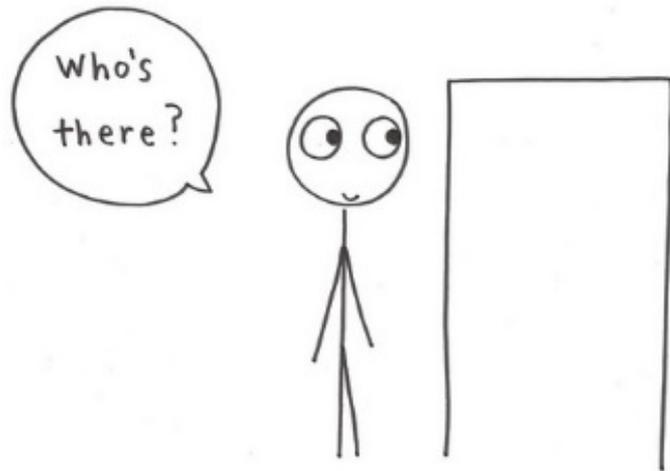


El Camino College
Compton Center



Agenda

1. Our background
2. Evidence and documentation
3. Dialogue and preparation
4. A few words about Distance Education
5. A few words about Educational Centers
6. Site visits through our eyes



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- A note about distance education
- A note about education centers

The site visit

- First and second impressions matter
- Awareness of standards should be on-going
- Culture of evidence should be on-going



Evidence



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Characteristics of Evidence

- Evidence is the **data upon which a judgment or conclusion may be based**.
 - As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important.
 - Evidence tells all stakeholders that an institution has investigated its questions and knows something about itself—it knows what it achieves.
- For evidence to be useful, it must have undergone **analysis and reflection** by the college community.
 - The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Characteristics of Evidence

- Good evidence is related to the questions the college has investigated and it can be replicated, making it reliable.
 - Good evidence is **representative of what is**, not just an isolated case, and it is information upon which an institution can take action to improve.
 - It is, in short, **relevant, verifiable, representative, and actionable**.



Evidence on Student Achievement and Student Learning

The evidence the institution presents should be about **student achievements** (student movement through the institution) and should include data on the following:

- Student preparedness for college, including performance on placement tests and/or placement,
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.,
- Course completion data,
- Retention of students from term to term,
- Student progression to the next course/next level of course,
- Student program (major) completion,
- Student graduation rates,
- Student transfer rates to four-year institutions,
- Student job placement rates,
- Student scores on licensure exams.

Evidence on Student Achievement and Student Learning

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:

- Development and dissemination of student learning outcomes
- Samples of student work/performance (recitals, projects, capstone courses, etc.)
- Summary data on measured student learning outcomes
- Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self evaluation and planning processes
- **Improvement of the teaching/learning process** as a result of the above analysis

Evidence on Student Achievement and Student Learning

Institutions report or store good evidence in many formats, and institutions engaged in self evaluation or external evaluation teams may find good evidence in a number of sources, including:

- Institutional data bases
- Documents such as faculty handbooks, catalogues, student handbooks
- Policy statements
- Program review documents
- Planning documents
- Minutes of important meetings
- Syllabi
- Course outlines
- Institutional fact books
- Survey results
- Assessments of student work on examinations, class assignments and capstone projects
- Faculty grading rubrics
- Analyses of student learning outcomes
- Special institutional research reports

Let's get practical

- Who identifies the evidence?
- Who collects the evidence?
- How do you name the evidence?
- How do you number the evidence?
- How do you make the evidence available?
- Who edits the document?
- Who creates the style sheet?



Questions?

