

# Developing a Culture of Evidence



**Kevin Bontenbal, Cuesta College**

**Marybeth Buechner, Sacramento City College**

**Bill McGinnis, Butte-Glenn Community College District**

**Deborah Wulff, Cuesta College**



**Academic Senate**  
**for California Community Colleges**

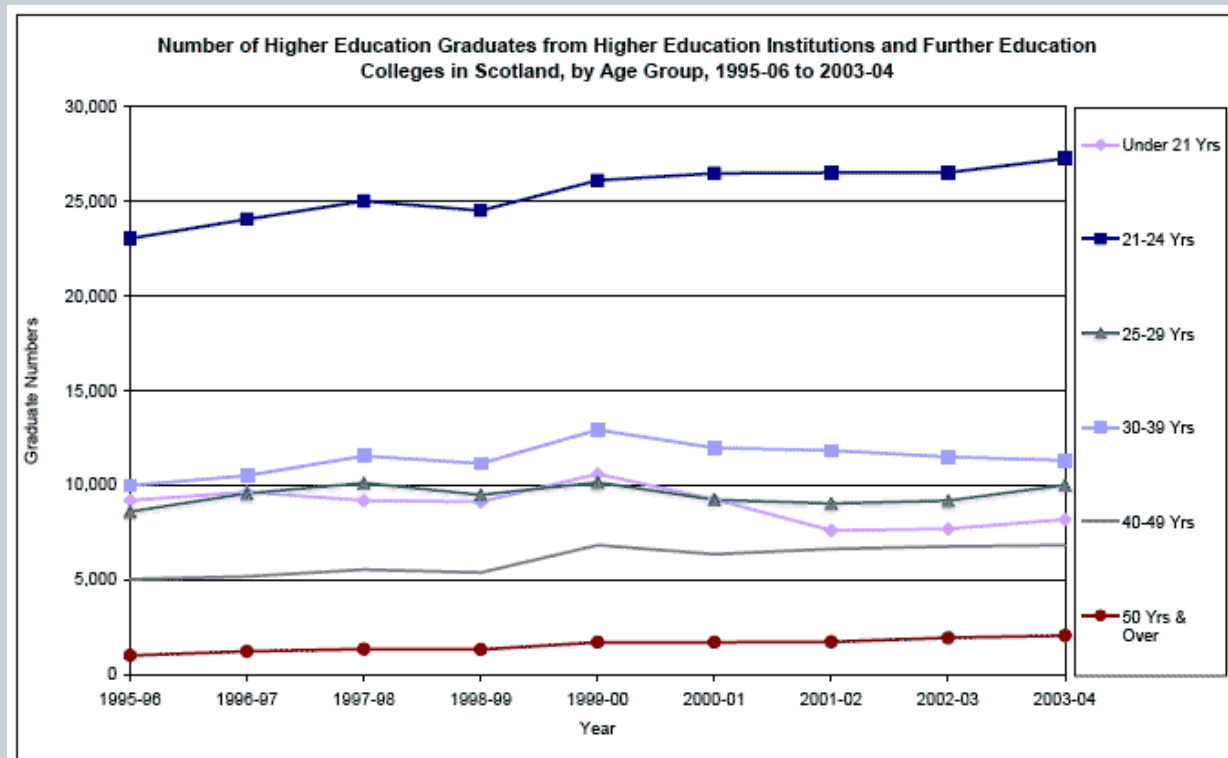
LEADERSHIP. EMPOWERMENT. VOICE.



# Why Develop a Culture of Evidence?



- To enable colleges to be able to demonstrate student learning outcomes and student achievement



# Why Develop a Culture of Evidence?



- **Internal Accountability**
  - To measure the unique aspects of learning that occur in individual institutions



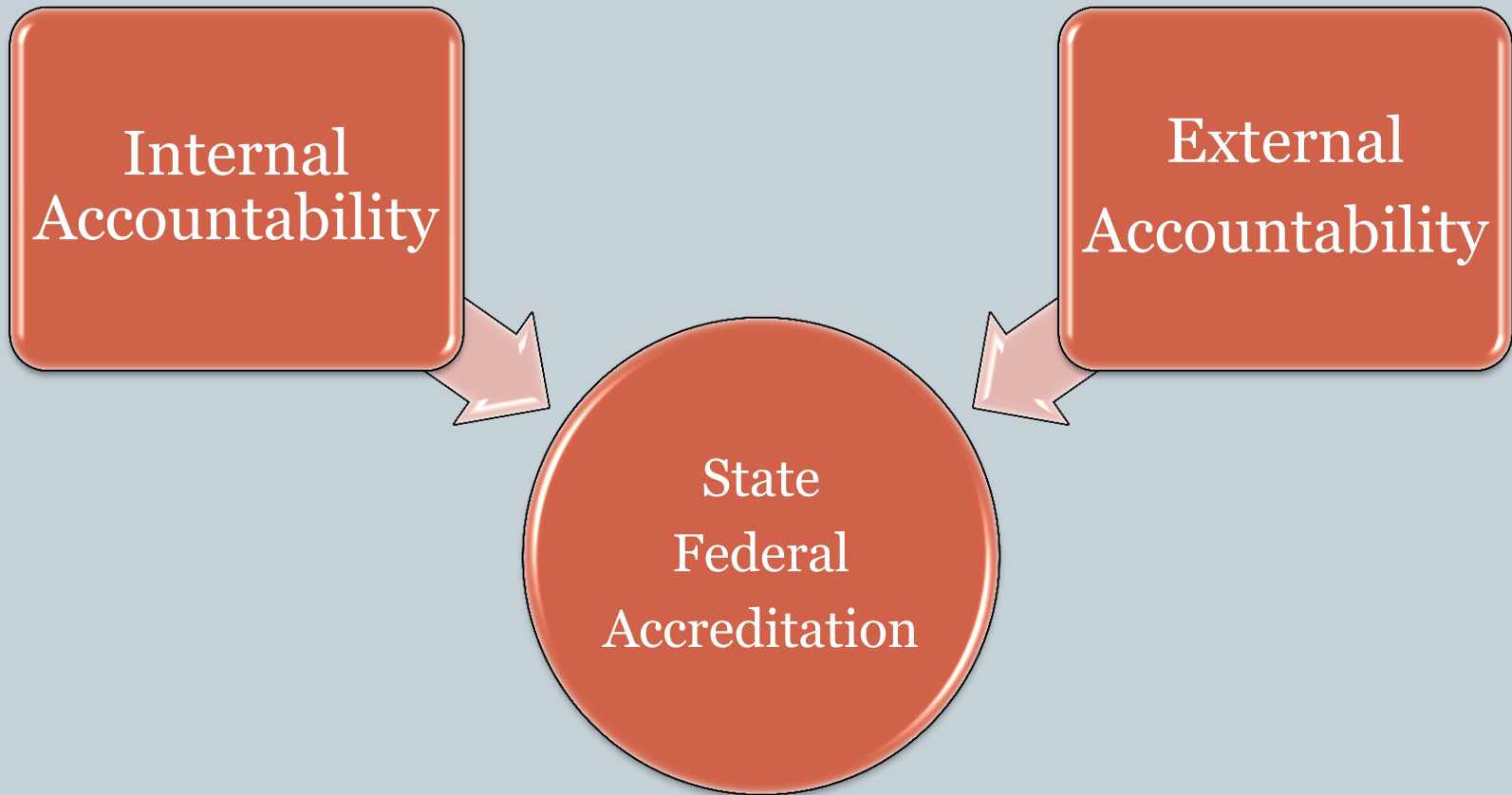
# Why Develop a Culture of Evidence?



- **External Accountability**
  - To report on the types of common learning that are expected across all higher education institutions



# Why Develop a Culture of Evidence?



# Federal Update



INSTITUTIONAL PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT,  
34, C.F.R. § 602.16 (A)(1)(I); § 602.17 (F)

Accreditation Standards and practices are required to address the quality of the institution in its success with respect to student achievement in relation to the institution's mission. The USDE has stressed the need for accreditors to examine and evaluate the institution's set performance standards for student achievement, and not strictly descriptive information of what an institution is doing. These standards should include as appropriate, course completion, licensing examination, passage rates, and job placement rates. Other standards relevant to the institution's assessment of its performance relative to student achievement should be set as well.



# The National Higher Education Associations and Regional Accrediting Commissions



Endorsed statement:

“Federal law requires that a higher education institution undergoing accreditation **provide evidence** of “**success with respect to student achievement in relation to the institution’s mission**”



# The National Higher Education Associations and Regional Accrediting Commissions



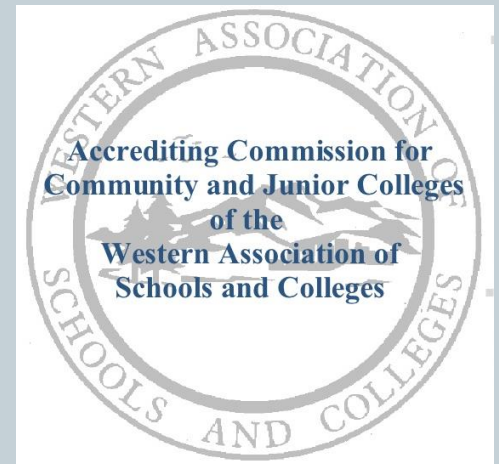
- 1. Evidence of the student learning experience.**
- 2. Evaluation of student academic performance.**
- 3. Post-graduation outcomes.** Institutions should be able to articulate how they prepare students consistently with their mission for successful careers, meaningful lives, and where appropriate, further education.



# Accrediting Commission Community and Junior Colleges



“The Standards require colleges to base decisions at all levels of the college on quantitative and qualitative data and analysis of the data, leading to successful student achievement and learning to advance the college’s individual mission”



# Characteristics of Evidence



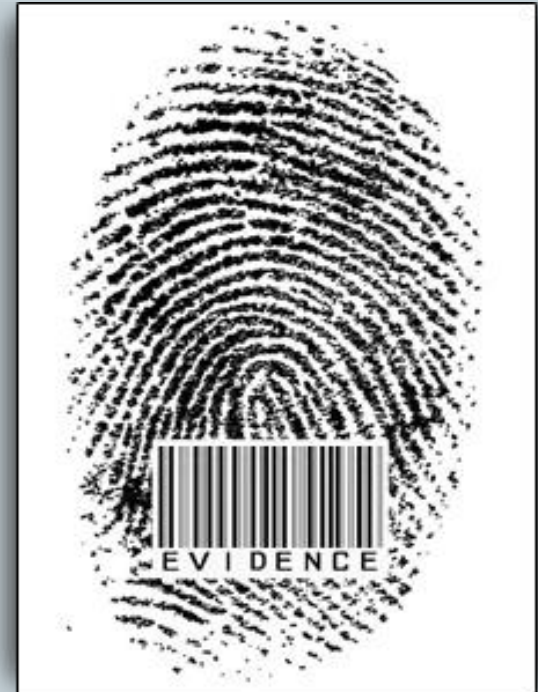
- ACCJC notes that good evidence:
  - Is intentional and purposeful
  - Informs dialogue and has been reflected upon
  - Has been interpreted and is presented in a context
  - Is corroborated by multiple sources of information
  - Is coherent and complete and provides guidance for improvement



# What constitute evidence? (Qualitative)



- Institutional databases, research reports and fact books
- Faculty and student handbooks
- Catalogues
- Policy statements
- Program review documents
- Planning documents
- Minutes
- Syllabi, course outlines, rubrics and other class documents
- Etc.



# What constitute evidence? (Quantitative)



Data should demonstrate an institution knowledge about:

- Its service area
- The needs of incoming students
- The needs of enrolled students
- What students are achieving
- What students are learning
- How students are being supported

*This is from the ACCJC Accreditation Liaison Officer (ALO) Briefing & Training that was presented on September 23, 2011.*

*Examples: SCORECARE*

*STUDENT ACHIEVEMENT STANDARDS*

*SENSE & CCSSE*



# Explaining Data



**Developing a culture of evidence includes helping people at the college understand the types of data available and their uses.**

- Casual Observations = Anecdotes = not data
- Systematic Observations
- Indicators
- Pattern Analysis
- Controlled Research Studies

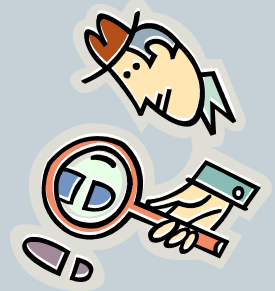


**Date | Data source | Definitions**

# Systematic Observations



Counting things, noting events  
Used to look for possible patterns  
The key word is “systematic”



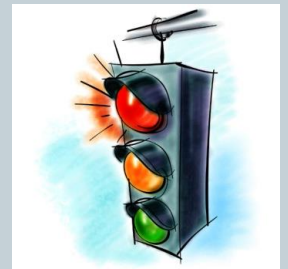
- Direct observation of skills or behaviors (e.g SLO assessment)
- Indirect measures of student attitudes, behaviors and perceptions (e.g. surveys of students)
- Reports of the achievement of planning goals

# Indicators



Single numbers that can be affected by many factors.  
Don't give us answers, us to start asking questions.

- Indicators for college goals
- College set standards for course success, persistence, transfer, etc.
- Indicators of program effectiveness in student services
- Indicators reported as quarterly or annual achievements



# Pattern Analysis



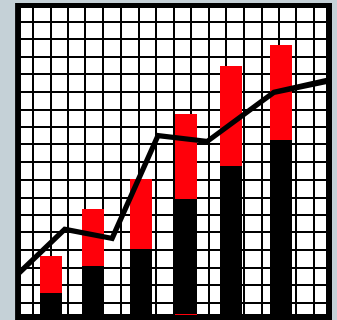
Designed to find patterns in a set of data.

Important for planning.

May be based on careful systematic observations.

May find predictors of outcomes (not causation)

- Prerequisite analyses
- Trend analyses of use of services
- Analyses of achievement gaps in student success
- ARCC Scorecard metrics



Show trends over time or comparisons between groups = **Disaggregated data**

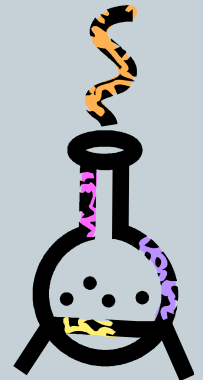


# Controlled Research Studies

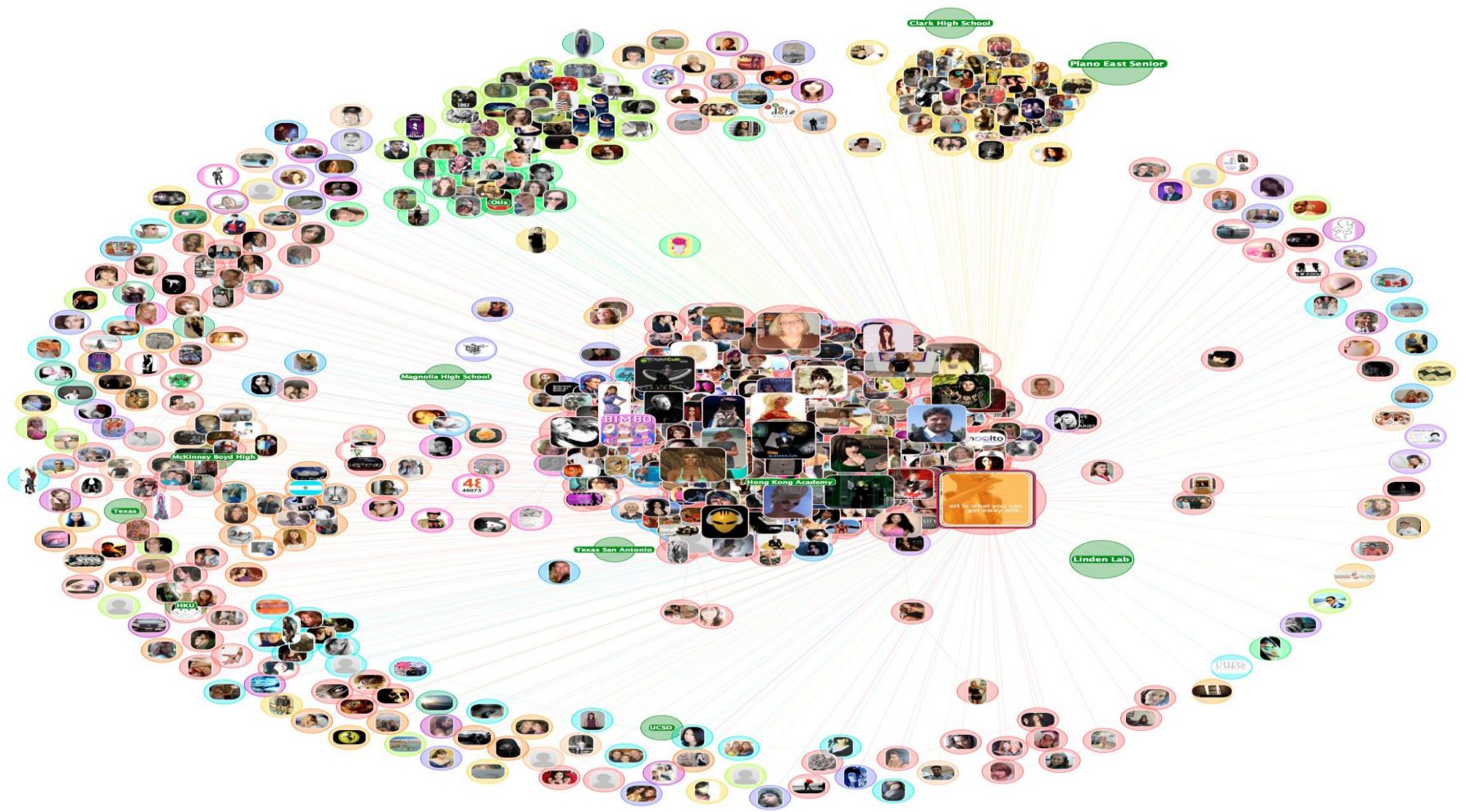


- Based on methods of given disciplines.
- Highly structured (random samples, control group & experimental group, etc.)
- Generalizable to other situations.
  
- Examples:
  - RP Group publications
  - Some theses and dissertations

**Major  
research  
studies**



# Disaggregated Data!



# Disaggregated Data!



Typically, data on student achievement is reported for whole populations, or as aggregate data.

It is not until data is disaggregated that patterns, trends and other important information are uncovered.

Disaggregated data simply means looking at student achievement by specific subgroups of students.

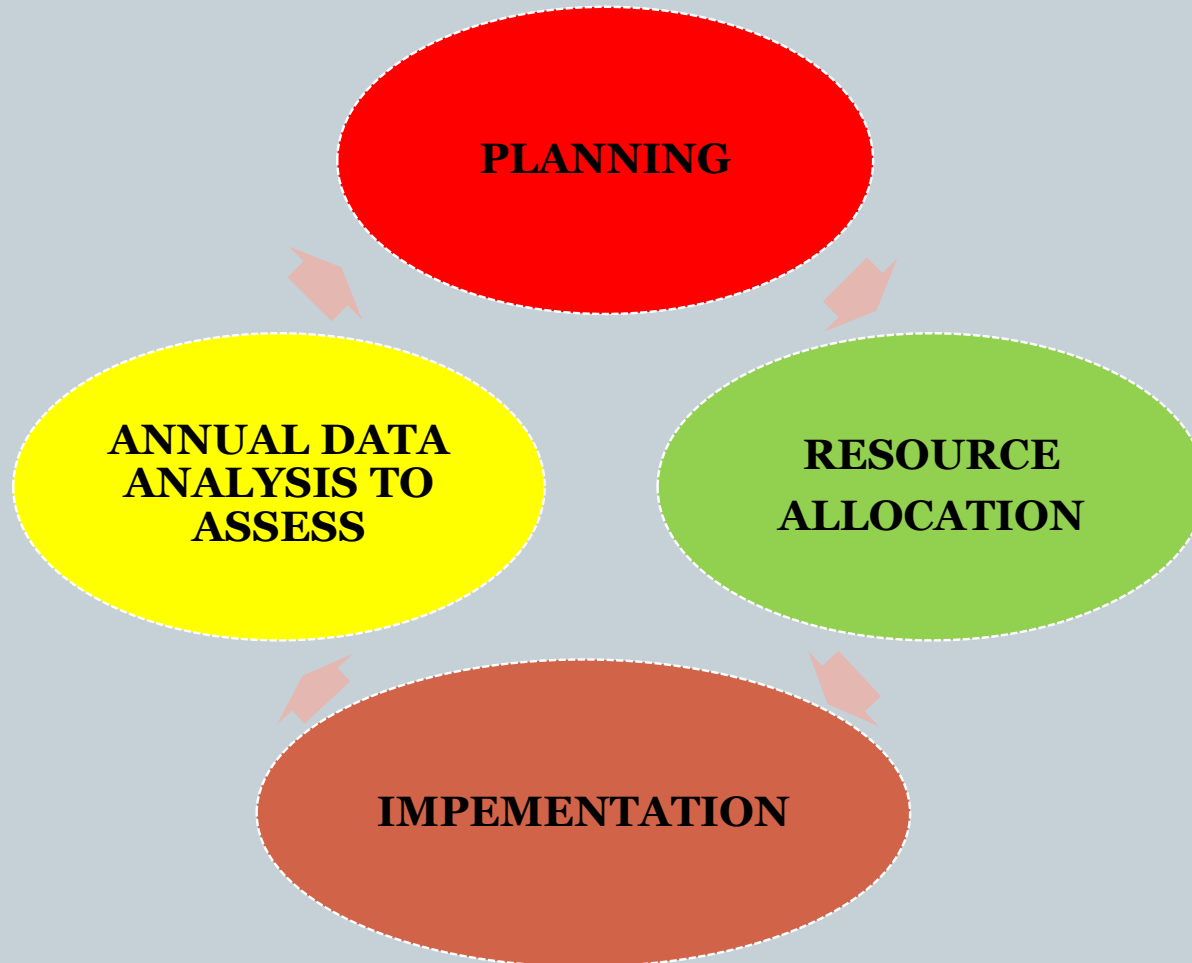
# You Can't Have One Without The Other!



DATA

ANALYSIS

# The Cycle of Planning, Resource Allocation, Implementation and Analysis



# Examples of Key Uses of Data



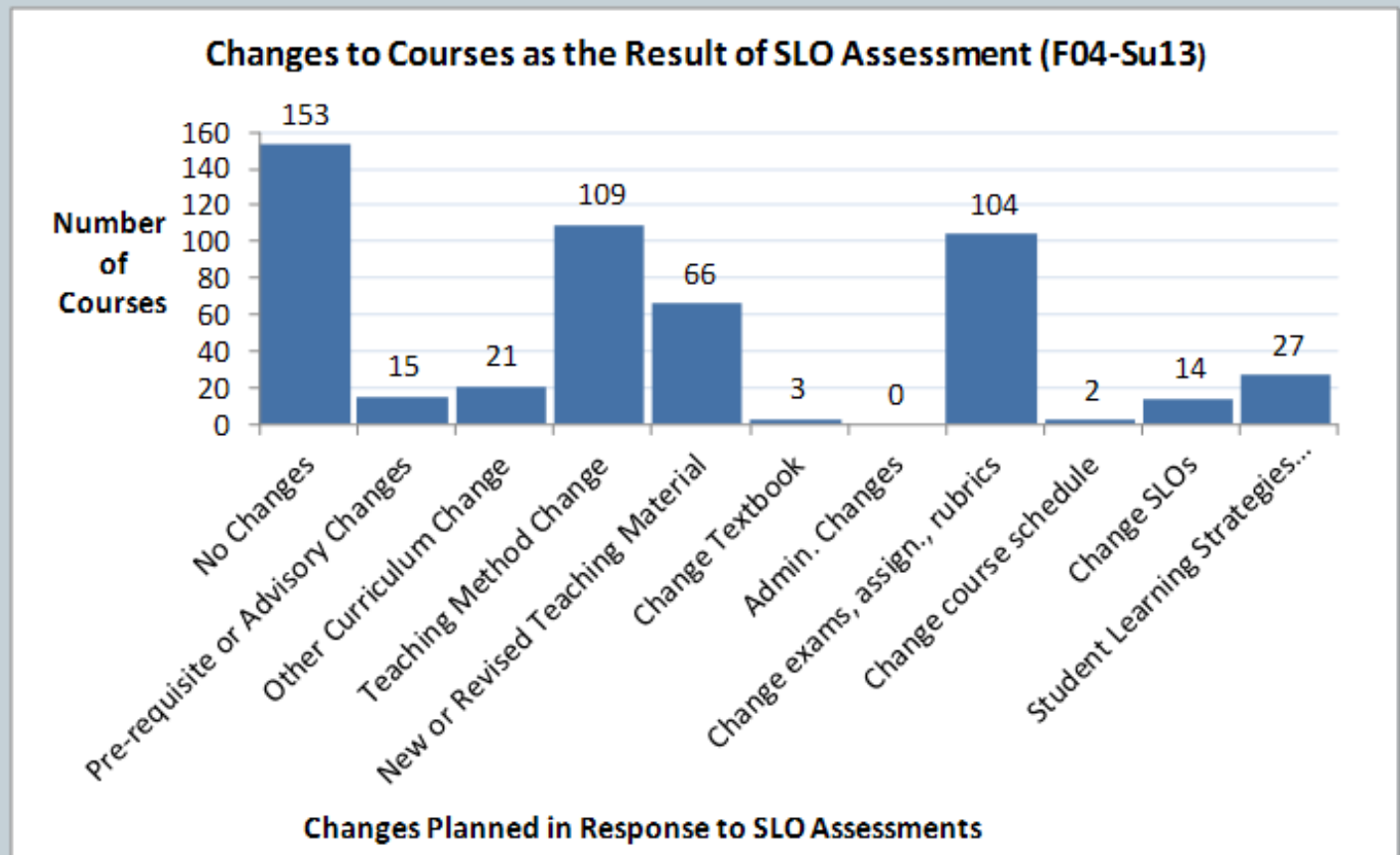
## Program Planning and Review

- Collection of data to show that a program is working effectively (or not).
- Usually combination of systematic observations, key indicators, and pattern analysis.
- Used for program improvement
- Provides insights into how to affect patterns.

# Examples of Key Uses of Data



## Student Learning Outcomes and Assessment



# Examples of Key Uses of Data



## Student Achievement Standards

SCC College completion numbers (PRIE data)	2011-12	2012-13	Annual change	SCC standard (minimal expectation)	SCC 10 year max
Number of degrees awarded	1500	1481	-19	1000	1500 (2011-12)
Number of certificates awarded	405	534	+129	350	534 (2012-13)
Number of students transferring to CSU/UC	739	817	+78	700	1118 (2004-05)

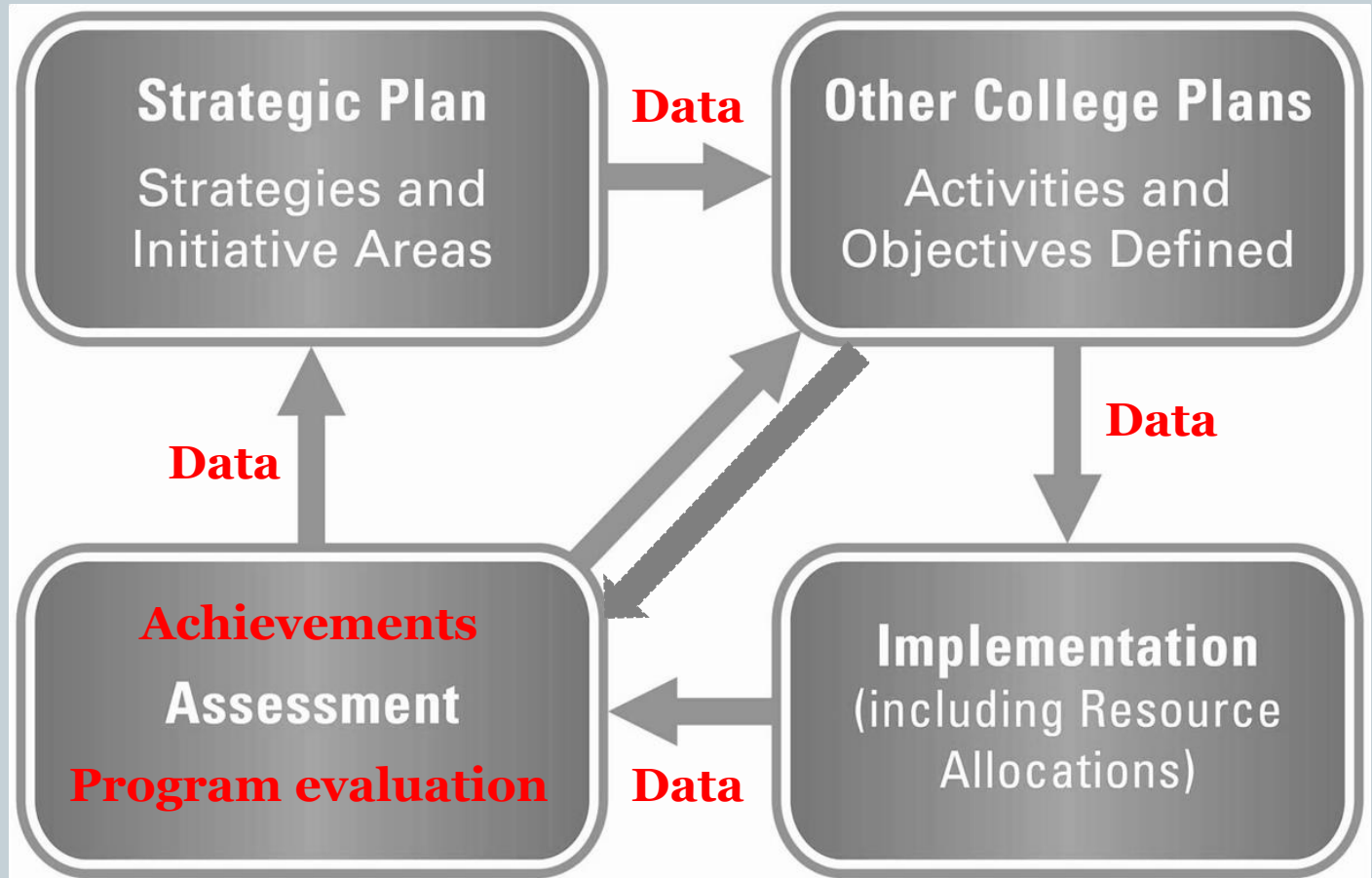




# Examples of Key Uses of Data



## Resource Allocation



# ACCJC Standards Re: Role of Trustees



- **Standard IV.B:** In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies & of the CEO for the effective operation of the college.
- **Standard IV.B.1.b:** The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services.....
- **Standard IV.B.1.c:** The governing board has the ultimate responsibility for the educational quality, legal matters and financial integrity.



# Trustees Support Evidence Building



- Trustees are responsible for establishing the institutional goals & standards thru the adoption of the College's Educational Master Plan.
- Trustees adopt Board Policies to establish the "WHAT" is expected.
- The CEO & Faculty develop and implement the programs to achieve the goals and meet the standards.

# The Culture of Evidence



- A culture takes time and repeated attention to develop - Trustees must return to issue regularly to assure staff attention.
- Developing the evidence for an accreditation visit should begin as soon as the last visit ended.
- The evidence should be utilized annually to measure progress as well as demonstrating the linkage to the Educational Master Plan.



# Annual Trustee Oversight



- Evidence presented to the Board of Trustees should be linked to specific measures & goals focused on student success and the mission of the college.
- Such data should be broad college wide data or grouped by student categories (men/women, veterans, etc.)
- Annual review but data presented for an extended period of time (5 – 20 years).
- Results used to hold CEO accountable.

# Designing an Oversight Report



- Request measures that link intended impacts (results) with the mission of the college.
- Request measures that are linked to the College's Educational Master Plan.
- Request measures that illustrate the progress by subgroups of students.
- Request measures that demonstrate innovation in student learning & achievement.



# Long Term Oversight



- Through the adoption of Board Policy, the Trustees should establish a continuous and periodic schedule for the presentation of performance data to the Board in an open/public meeting.
- Such continuous oversight should include not only a results report but also data describing the continued implementation of required activities (i.e. unit & program plan updates, SLO updates, and updates to the degree to transfer programs).



# Balanced Scorecard Idea



- Trustees may wish to combine the results from:
  - Student Success Scorecard,
  - ACCJC Student Achievement Standards,
  - College's Educational Master Plan goals, and
  - District's Strategic Plan Goals
- into a singular performance report (a Balanced Scorecard).





# The Future



- Changes only occur in programs where performance is measured.
- Together the faculty, the administrators, and the trustees can improve the performance of our colleges thru developing a culture of evidence that measure the success of our students.



# Student Access, Equity, Success and Completion Commitment Statement



*In recognition of the central role that the Butte-Glenn Community College District has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated and a competitive workforce, we pledge to do our part to increase the number of individuals with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the “completion agenda” as a national imperative, Butte College has an obligation to meet the challenge while holding firmly to long-standing values of access, opportunity, and quality.*

**This document has been signed by the Presidents of the Board of trustees, the Academic Senate, the Classified Senate, the Associated Students, the Management Council and the District’s Superintendent/President.**



# Thank You!



## Questions



Marybeth Buechner



Bill McGinnis



Kevin Bontenbal  
Deborah Wulff

