

## Evidence

### **Evidence: What are we doing? How well are we doing it? What evidence do we have? What do we need to collect?**

- What policies, activities and programs do we have that demonstrate KU meets the HLC criteria?
  - Description
    - Emphasis on recent
    - Sometimes an historical view since 2005 will be useful and necessary
  - What evidence do we have about effectiveness?
    - Use, participation
    - Outcomes, comparisons with other institutions, external validation (e.g., awards)

### **Types of Evidence:**

	Program/Activity	Planning Activity/Policy
Existing	<ul style="list-style-type: none"> <li>• Descriptions (“history,” purpose, activities)</li> <li>• Reports of outcomes (e.g., participation rates, changes in behavior, satisfaction, success rates)</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions (“history,” purpose, activities)</li> <li>• Outcomes: Planning—demonstrations of how other units are using, effect on budget, activities</li> <li>• Policies: usage, knowledge of, evidence of satisfaction with</li> </ul>
May Need to Collect	<ul style="list-style-type: none"> <li>• Outcome evidence if reports don’t exist but data do. We may want to collect satisfaction data. Don’t need for every program/activity. Important ones, YES. Where we have, need to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Community knowledge of and satisfaction with policy, planning. Ex: If “<i>No claims</i>” is used as evidence, evaluator response will be: Do people know about policy? Is it easy to find and use? Will ask about Bold Aspirations: how widely known and used?</li> </ul>
May Need to Collect	<ul style="list-style-type: none"> <li>• Program/Unit specific: What are we doing in units?</li> </ul>	<ul style="list-style-type: none"> <li>• Program/Unit specific: What policies and practices are in place in units?</li> </ul>

Examples: See 2005 Self-Study for many examples.

- Student housing curriculum: What is it? When did it begin? Why? What is its purpose? How many students affected? What do we know about outcomes, if anything? Is there data that we could collect or that we have but have don’t have in a report form?

- Policies on scholarly misconduct: What are they? Where are they posted? How often are they reviewed and modified? How is the community informed of them? How many people have filed complaints? How are they adjudicated? Do we know if faculty/staff know about them? Can use them? Why or why not?
- Promotion and tenure: What are policies and process? History? Where are they posted? Review (SPPT, Article VI Task Force) and subsequent revisions?

**Where we need to collect additional data:**

- Will identify this fall
- Will plan collection mechanisms jointly so as to not flood the campus with individual surveys or make too many similar requests of key individuals such as deans
- Activities we used in 2005
  - Backward mapping—a survey of deans/division directors about activities in their units
    - Example: Engagement: we know very public activities; we may not know more departmentally focused ones.
  - “Focus groups” with key existing groups such as University Senate, Student Senate, Faculty Senate, Deans group, various administrative councils.

**Examples of existing data sources:**

- Senior survey
- NSSE
- Profiles
- COACHE
- Various task force reports (Art. VI, Retention and Graduation)
- Chancellor’s State of the University reports
- Websites
- Unit annual reports