Information provided by ACCJC and based on ACCJC: Guide to Evaluating Institutions.

Data in the Self Study should be:
- Qualitative or quantitative presented in data tables, charts, and graphs or documentary form with analyses
- Longitudinal, where appropriate, with analyses

Data about the institution’s service area (related to mission) should include:
- Labor market information
- Demographic information
- Socio-economic information

Data about incoming students should include:
- Information about student educational goals (programs)
- Information about student educational goals (course, certificates, degrees, transfer, jobs, etc.)
- Information about student readiness for college/needs for remedial instruction

Data about enrolled students should include:
- PT/FT enrollments
- Student demographics
- Student educational goals (courses, certificates, transfer, degrees, jobs, etc.)
- Student enrollment across the range of instructional programs

Data about enrolled student MUST include Student Achievement:
- Course completion data
- Retention term to term
- Progression to next course/level
- Program completion
- Degree/certificate completion
- Transfer rates to four-year institutions
- Scores on licensure exams
- Job placement/post training

Data on Student Achievement can also include:
- Average grades awarded
- Alumni survey responses
- Employer survey results
- Course outlines containing evaluation methods for course objectives
- SCANS skills assessment results
- Common course examination results
- English, math, and ESL placement results

Data on Program Review should include:
- Institutional program review data including longitudinal data
- Course outlines/syllabi showing learning outcomes and evaluation methods
- Catalogs showing program goals and learning outcomes
- Budget showing adequate resources
- Policies on curriculum review
- Evidence of regular course review and improvement

Data on Student Learning Outcomes should include:
- Catalog and institutional descriptions of programs with related SLOs
- Course outlines/syllabi with stated SLOs
- Portfolios, productions, and samples of student work
- Grading rubrics where they exist
Summary data on SLO attainment
Evidence that SLO data is used for institutional self-evaluation, planning and improvement of teaching and learning

Data on Student Services should include:
- Student services program reviews
- Student satisfaction or follow-up surveys
- Records of student use of services
- Student services planning documents
- Catalog, handbook, web-page descriptions of student services
- Policies on academic progress, honesty, codes of conduct, grievance and complaint procedures
- Availability of services (off-campus and DE)

In using Evidence, the team should ensure the colleges:
- Gather it routinely and systematically
- Analyze and reflect upon it
- Publish it and share it widely within the college (research reports, fact books, in-service workshops)
- Use it to plan and implement program improvements
- Use it to plan and implement institutional improvements