

P-E-E STRUCTURE

OVERVIEW

P-E-E is an acronym for the most basic elements of argument structure (**P**oint, **E**vidence, and **E**xplanation). We use P-E-E structure in the text of the self-study because we are making arguments (or evaluations) of how well we are fulfilling the criteria, which means that when we are using evidence, we will be contextualizing that evidence (using points and explanations).

DESCRIPTION

The **Point** is the argument itself. In the self-study, the point will often be directly connected to a specific part of the core component or criterion.

Evidence can come in a variety of forms, including examples, statistics, narratives, quotations from documents, examples of practices, lists of programs, etc. However, there is a difference between raw data and evidence: evidence is contextualized and explained, whereas raw data is not. If a reader doesn't know what point the evidence is supporting, then it is not evidence yet. We avoid using raw data because it is confusing and hard to read; it lacks context.

The **Explanation** serves two functions:

1. Establishing the connection between the evidence and the point.
2. Interpreting or explaining the significance and meaning of the evidence.

The explanation makes sure that the reader *gets it*. We don't want the reader to have to guess at what we mean. When we use explanations, we minimize possible misinterpretations of our evidence. Using an explanation is especially important when the evidence is long or complex because it can bring the reader back to the point (in this case, the criterion): it prevents the reader from getting lost in the evidence. This third step of P-E-E is where the evaluation or analysis often takes place, where we evaluate how effectively OTC is fulfilling a given criterion.

We can use P-E-E structure on a paragraph level, but we might also use it across several paragraphs with multiple pieces of evidence (e.g., Point, Evidence 1, Evidence 2, Evidence 3, and Explanation) if the evidence is similar in nature.

COMMON PROBLEMS

1. Data dumping: Evidence with no point or explanation.
2. Using Points and Evidence with no Explanation to connect the work back to the criterion.

PRACTICE EXAMPLE 1

Core Component 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The Board president presides over the meetings, enforces rules, and appoints committees as deemed necessary by the Board, and calls special meetings when needed. The vice president assumes the duties of the president in the president's absence. The secretary is the custodian of records of the district, records proceedings of Board meetings, attests to all public acts of the Board, and is the custodian of the official seal of the district. The treasurer keeps financial records of the district, signs all checks, reports the financial status of the district and presents bonds to the Board. Board of Trustees meetings are held on the second Monday of each month and are open to the public, except as otherwise provided by Section 610.021 of RSMo. The Board encourages public input to the board and administration by letter, phone, and participation in public meetings. Board members participate in a retreat with the Cabinet members of the College at least once a year. Board members are members of the Associate of Community College Trustees (ACCT) and the Missouri Community College Association (MCCA).

PRACTICE EXAMPLE 2

Core Component 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serve.

Online courses and programs add to the accessibility of the college by eliminating geographic barriers to education, allowing students to balance work and personal lives by taking classes from home. Students raising a family, working a full time job, focusing on other duties, at home or abroad, or who just prefer online learning have access to a quality education. To support these students, the Office of Online Teaching and Learning (OTL) provides in faculty training, performs annual course reviews and affiliates with professional associations, including the Missouri Distance Learning Association, as a means to improve the accessibility and quality of online instruction. Using the Blackboard platform with access to the WIMBA plug-in, students learn through synchronous or asynchronous class sessions and tutorials. Furthermore, online tutoring is available to students through the Tutoring and Learning Center (TLC), the Writing Center (WC) and the Speech Communication Center (SCC) in a variety of subjects. Through its online education initiative, the College ensures education is accessible to learners regardless of geographic location, personal schedules, or ability level, further promoting a diverse student body.