
5.4 Requirements for Evidentiary Information

As mentioned in Section 5.2 above, the Commission requires the institution to provide specific kinds of data and other sources of evidence to demonstrate compliance with the Commission's Standards. The USDE continuously revises and interprets federal regulations; in response, the Commission updates its list of federal requirements for its manuals and policies. Institutions are accountable for knowing and maintaining their reporting relationships with the USDE and other regulators and for meeting USDE requirements. The data required by the USDE which must be included in the Institutional Self Evaluation Report are marked with an asterisk (*) in the following sections.

Colleges are expected to set for themselves institutional standards of acceptable performance below which the institution would find its performance unacceptable and take corrective action. New federal regulations also require evaluation teams to review the standards institutions have set for student learning and achievement; how well the institution believes it is meeting its standards, and whether those standards are reasonable. (See Institution-set Standards for Student Performance, page 27.)

All evidentiary information included in the Institutional Self Evaluation Report must be discussed and cited within the various Accreditation Standards and sub-sections where reference to the information is relevant. Furthermore, the information should be supported by analysis in terms of its alignment with the institutional mission and how the outcome of the data analysis will impact the future planning and development of the institution.

*i. Student Achievement Data**

Student achievement data is end-point data that provides an institution with basic information about achievement of its educational mission. Collected longitudinally, such data and analyses will inform the college whether changes in pedagogy or services are effective in improving student completion, or whether a decline in student completion needs to be given attention and study so that trends can be reversed. It will also keep institutions informed about fluctuations and serve as a warning if completion rates decrease and trends need to be reversed. When collected in disaggregated form, it may also provide information about barriers to completion and transfer, the need to collect additional data, and indicate attention that needs to be given to various groups.

The ACCJC has developed a generic template for the presentation of institutional and programmatic student achievement data to assist institutions in implementing data-driven and informed evaluation and planning processes. The template is accompanied by a list of questions to encourage institutional analysis of data and identification of areas both in need of improvement and worthy of special note (see Appendix G). Some institutions and district/systems may have developed other means of presenting data for campus and district/system-wide discussion and decision-making. Those templates may be acceptable as well.

Student achievement data should be in disaggregated form by:

- Age
- Gender