**ACCJC Standards and Prompts Most Related to Institutional Set Standards**

**Relevant Standards (2024):**

**1.3.** The institution holds itself accountable for achieving its mission and goals and regularly reviews

relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued

improvement and innovation. (ER 3, ER 11)

**Review Criteria:**

• The institution has established and published standards for student achievement (i.e., institution-set

standards) in accordance with Commission policy.

• The institution regularly reviews and discusses qualitative and quantitative data to evaluate its

progress toward achieving the mission, enhancing understanding of students’ experience, informing

short and long term planning, and implementing improvements as needed.

• The institution regularly reviews meaningfully-disaggregated data, identifies equity gaps, and engages

in planning and improvement to close these gaps.

**Possible Sources of Evidence Could Include:**

• Documentation of how institution-set standards and assessment of student learning are used to

support the institution as it evaluates progress towards its mission

• Examples of improvements and/or innovations implemented as a result of discussions of progress

toward the mission

• Minutes or other documentation of meaningful discussion of disaggregated data, equity gaps, and

action plans in response to the data

**2.9.** The institution conducts systematic review and assessment to ensure the quality of its academic,

learning support, and student services programs and implement improvements and innovations in

support of equitable student achievement. (ER 11, ER 14)

Review Criteria:

• The institution follows established processes that include analysis of data related to student learning

(i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate

completions), disaggregated for student subpopulations and/or learning modalities as appropriate.

• Faculty and other educators engage in dialogue about learning and achievement data, disaggregated

for student subpopulations and/or learning modalities as appropriate, in order to guide program

improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.

• The institution’s dialogue about disaggregated learning and achievement data informs institutional

goal-setting.

**Possible Sources of Evidence Could Include:**

• Documentation of processes for design and evaluation of curriculum

• Documentation of processes for program review and outcomes assessment, including consideration of

how disaggregated data are incorporated, analyzed, and used for improvement

• Examples of completed reviews and/or assessments outlining how results inform improvements in

curriculum design, service delivery, and/or teaching and learning practices to support equitable

achievement

**From Mid-Term Report Template:**

# Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

**2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

**3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform**