***(Previous)* ACCJC Standard I.B**

**I.B.6.**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

***(Previous)* ACCJC Standard II.A**

**II.A.3.**

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.*

***From our Peer Review Report***

*“The team encourages the college to continue the implementation of eLumen to assist with the disaggregation of student learning outcomes. (I.B.6)”*

***Page 18 – Peer Review Team Report***

[***https://www.losmedanos.edu/accreditation/LosMedanos\_PRTR2020\_FINAL.PDF***](https://www.losmedanos.edu/accreditation/LosMedanos_PRTR2020_FINAL.PDF)

***(New) 2024* ACCJC Standard 2**

**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.*

**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 goal-setting.*

*• The institution’s dialogue about disaggregated learning and achievement data informs institutional goal-setting.*

***2024* Midterm Report Section Requirement Prompt**

**C.2**

*How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?*