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Research Briefs from the Office of Research & Planning
Review of Accreditation Requirements for Evidentiary Information

Overview: The purpose of this brief is to review the evidentiary requirements for accreditation in order to help identify any areas that might be missing and that could add to the process of evidence-based decision making. In June 2011 the Accrediting Commission for Community and Junior Colleges (ACCJC) published the *Manual for Institutional Self Evaluation: Assessing Educational Quality and Institutional Effectiveness*. Section 5.2, Requirements for Evidentiary Information, includes a list of data that must be included in the Institutional Self Evaluation Report. To help ensure that Crafton Hills College (CHC) and the CHC Office of Research and Planning meet this requirement, a summary of the data required is provided here. In addition, publications where the CHC Office of Research and Planning is already providing this information to facilitate evidence-based decision making are identified.

The evidentiary information included in the Self-Evaluation report must be presented throughout the Accreditation Standards and sub-sections to help demonstrate how data analysis at Crafton is used to impact the future planning and development at the college. Student Achievement data is defined as "…end-point data that provides an institution with basic information about achievement of its educational mission." The commission requires that student achievement data be used to inform decision-making and that it is also disaggregated by age, gender, ethnicity, socio-economic status, delivery mode, and other measures that the institution considers relevant for its population. In addition, the data provided needs to include data for the most recent five years by year, excluding the year during the accreditation visit. For example, Crafton is required to provide data by year from 2008 – 2009 to 2012 – 2013. In addition, where appropriate the data needs to be provided separately for the following programs: transfer, Career and Technical Education, and Basic Skills.

Findings: The table below illustrates the ACCJC requirements and identifies at least one location where the data can be obtained. There may be other reports that contain the information, but they are not all included here. One area where Crafton may not have the data required is providing FT/PT enrollment information by instructional programs. A limitation to providing FT/PT enrollment by program is that CHC needs to explore how a program is defined and how the data could be informative to planning at CHC.

Data Required by ACCJC	CHC Location
FT/PT student enrollment by instructional programs	College Snapshot. Not currently provided by program. How do we define a program (e.g.: counseling, EOPS, Respiratory, etc.)? **Accreditation Committee suggested examine by course status (e.g.: CTE, transfer, basic skills), and ask at ACCJC Regional Workshop.**
Annual growth in headcount enrollment	Educational Master Plan (p. 65)
Course success rate	Educational Master Plan (p. 47) Student Equity Data (p. 8 – 10)
Term to term Retention (i.e. Persistence)	Educational Master Plan (p. 49)
Basic Skills Improvement	Student Equity Data (p. 11 – 25)
Number of Degrees and Certificates	Educational Master Plan (p. 50) Student Equity Data (p. 26 – 28)
Student Transfer Numbers or Rates	Educational Master Plan (p. 51-52) Student Equity Data (p. 29 – 30)
Student Job Placement Rates	Educational Master Plan (p. 54)
Licensure certification/Exam Results	Individual Programs track these.
Data Recommended by ACCJC	**CHC Location**
Student Preparedness for College • Assessment Scores • Need for Counseling • Need for Student Ed Plan	CHC Student Placement by Academic Year CHC Counseling and Student Success Santos Manuel Students