Accreditation Glossary

**ACCJC—Accrediting Commission for Community and Junior Colleges**

**Actionable Improvement Plans** (AIPs) now called Improvement Plans—“Continuous quality improvement is a hallmark of institutional effectiveness. As an institution evaluates its programs and services with reference to each Standard, it identifies areas in need of change. The Commission expects the institution to identify goals related to the areas that require change and decide on the action required to meet these goals. The institution should include required actions in improvement plans . . . The Commission expects these actionable improvement plans to be integrated into the institution’s continuous evaluation and planning processes. Subsequently, the institution is required to report in the institutional Midterm Report how the improvement activities have been integrated into the institutional planning processes and to what extent the intended outcomes have been met.”

**Commendation**—“commend exemplary practices”


**Eligibility Requirements** (ERs)—“the basic criteria that must be met by all institutions in order to be declared Candidates for Accreditation. Institutions must continue to meet the requirements after achieving initial accreditation.” [http://www.accjc.org/eligibility-requirements-standards](http://www.accjc.org/eligibility-requirements-standards)

**Recommendation**—“Team members . . . make recommendations to meet Eligibility Requirements, Accreditation Standards, and Commission policies, make recommendations for improvement to an institution . . .”

**Standards**—“The Accreditation Standards are statements of excellent practice and they are written broadly to apply to the diverse institutions accredited by ACCJC. The Standards were developed by the ACCJC membership and they are necessary conditions for high-quality education. They do not represent regulations or requirements of state or local agencies or the standards of other groups that may establish best practices or criteria for quality.”

**Student achievement**—“(student movement through the institution) and should include data on the following:

- Student preparedness for college, including performance on placement tests and/or placement
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.
- Course completion data
- Retention of students from term to term
- Student progression to the next course/next level of course
- Student program (major) completion
• Student graduation rates
• Student transfer rates to four-year institutions
• Student job placement rates
• Student Scores on licensure exams”

“The evidence should be disaggregated by age, gender, race/ethnicity, socio-economic status, delivery mode, instructional site, cohort group, and other categories relevant to the institution’s service area and mission.”

**Student learning outcomes**—“mastery of the knowledge, skills, abilities, competencies attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college’s mission and population) and should include data on the following:

• Development, dissemination, and assessment of student learning outcomes attainment
• Samples of student work/performance (recitals, projects, capstone courses, etc.)
• Summary of assessment data on student learning outcomes
• Measurement and analysis of student attainment learning outcomes used as part of the institution’s self evaluation and planning processes
• Improvement of the teaching/learning process as a result of the above analysis”

**WASC**—Western Association of Schools and Colleges