
constituencies and work together on appropriate policy, planning, and special-purpose bodies.

- a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
 - What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?
 - What evidence demonstrates that these policies and procedures are functioning effectively?
 - b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
 - What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
- Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?
 - Are staff and students well informed of their respective roles? Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvement?
 - Is there effective communication at the college - clear, understood, widely available, current communication?
 - Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
- What does documentation of the institution's past accreditation history demonstrate about integrity in its relationship with the Commission - has it