At the September 4th Planning & Budgeting Council meeting, a request was made to provide the campus community with some idea of the questions which might be asked by the visiting accreditation team in October. The questions below are from the ACCJC "Guide to Evaluating Institutions" and are organized by accreditation standard.

Please note, that for most questions, individuals will be asked to *"provide an example or evidence for your response".*

Standard 1: Institutional Mission and Effectiveness

1A. Mission
- Do you know where the mission statement is printed?
- Was the campus community involved in the revision of the mission statement? When?
- What students does Cañada serve based on the mission statement? And how does Cañada know it is serving the students identified in the mission statement?
- How effectively do you feel the mission statement guides planning and decision-making?

1B. Institutional Effectiveness
- How does the campus community communicate/dialogue about student learning and institutional processes? Who is involved in that dialogue?
- What research/data is used in the evaluation of student learning?
- To what extent are planning, program review, resource allocation and student learning assessments integrated?
- How effective is the Annual Plan/Program Review process in contributing to improvement of programs and services?

Standard 2: Student Learning Programs and Services

2A. Instructional Programs
- How does the college assure course offerings align with the stated mission and student needs?
- What research is conducted to inform the college of student learning needs?
- What process is used to develop SLOs for course, programs, certificates and degrees, assess the student learning, and make changes based on the assessments?
- How does the college evaluate courses and programs to assure quality?
- What is the rationale for general education and how is it communicated? How are the general education SLOs (institutional learning outcomes) assessed and revised?

2B. Student Support Services
- By what means does the college determine the support needs of students?
- How does the college assure the quality of student support services?
- How are distance education students supported with comparable student support services?
- What programs or services are provided to promote an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all students?
- How do student support services contribute to SLOs? How are evaluation results used to improve services?

2C. Library and Learning Support Services
- How does the college assess the effectiveness of the library and determine whether it is enhancing student achievement of SLOs?
- What information competencies are taught and how are they assessed?
- What methods are used to determine the learning support services needed?
- How are learning support services evaluated?

Standard 3. Resources

3A. Human Resources
- How are faculty involved in the selection of faculty and what criteria are used?
- What is the connection between personnel evaluations and institutional effectiveness and improvement?
- How has professional development supported faculty performance in development and assessment of SLOs?
- How does the institution foster ethical behavior?
- By what means does the institution determine appropriate staffing levels for each program and service and decide on organization and support staffing?
- In what ways does the college foster an appreciation for diversity?

3B. Physical Resources
- How well does the college/district meet facility needs?
- How does the college ensure that the institution bases its physical resource decisions on the results of evaluation of program and service needs?
- How does the institution prioritize needs when making decisions about equipment purchases?

3C. Technology Resources
- How does the college evaluate the effectiveness of its technology in meeting the range of needs? How well are the needs met?
- How has the college provided for the management, maintenance, and operation of its technological infrastructure and equipment?
- How does the college integrate technology planning with institutional planning?

3D. Financial Resources
- Does the college establish priorities among competing needs?
- Does the financial planning process rely on Annual Plans/Program Reviews?
- How do individuals participate in financial planning and budget development?

Standard 4. Leadership and Governance
4A. Decision-making Process
- Do institutional planning efforts provide opportunity for appropriate staff participation?
- How do individuals and groups use the governance process to enhance student learning?
- Are the various governance groups working well together to promote student learning?
- Are staff and students well informed of their roles in participatory governance?

4B. Board and Administrative Organization
- Are the board policies and procedures updated regularly and available to staff?
- Does the president have the primary responsibility for the quality of the college?
- What processes does the president have in place to link institutional research, particularly research on student learning, institutional planning and resource allocation processes?