

# Lessons Learned – Implications for Accreditation Process

*Informed by Classified Communication Summit (2-6-12) & Post-Accreditation Reflection (3-11-11)*

Areas of Focus	Implication for Accreditation
<b>Committee Structures</b>	
Ongoing Accreditation Committee	<ul style="list-style-type: none"> <li>• Guide the accreditation progress and process for the college</li> <li>• Establish protocol for accreditation participants to share concerns</li> <li>• Determine alternates for each representative</li> <li>• Check-in with all constituents throughout process for inclusion at all stages</li> <li>• Create annual accreditation status report</li> </ul>
Team Leadership	<ul style="list-style-type: none"> <li>• Tri-Chairs for Standards' Teams (management, classified, faculty)</li> <li>• Criteria for selection of Chairs (expertise, organization, facilitation skills, etc.)</li> </ul>
Team Membership	<ul style="list-style-type: none"> <li>• Broadly representative (experts/non-experts, veterans/novices)</li> <li>• Transparent selection process</li> <li>• Solicit broad participation through awareness training, newsletters, and personal invitation</li> <li>• Plan for change in student participation based on A.S. term limits</li> <li>• Solicit firm commitment/participation agreement</li> </ul>
<b>Committee Processes</b>	
Team Leaders	<ul style="list-style-type: none"> <li>• Regular, group debriefing meetings w/ALO</li> <li>• Established agendas/tasks based on timeline and calendar</li> <li>• Protocol for assessment of standards</li> </ul>
Standards' Teams	<ul style="list-style-type: none"> <li>• Establish facilitation/discussion protocols to solicit and value input from all</li> <li>• Establish and implement group norms of professionalism and respect within each team (including negative body language)</li> <li>• Establish protocol for group decision making (consensus building)</li> <li>• Choose and commit to communication method for meetings &amp; shared documents (emails, portal announcements, chat room, Dropbox, etc.)</li> <li>• Establish meeting dates, times, and locations each term (include on master calendar with minimum # meetings &amp; internal writing deadlines/review)</li> <li>• Define and review roles and responsibilities frequently (substitutes /double representation in case of absence or attrition)               <ul style="list-style-type: none"> <li>○ Foster trust through team member self-identified strengths (leadership, writing, organization, etc.)</li> <li>○ Identify writers early in process</li> </ul> </li> <li>• Structures in place to ensure training and ongoing support (roles/responsibilities, FAQ's, glossary of terms, mentoring/pairing)</li> </ul>
<b>Communication</b>	
Campus-wide	<ul style="list-style-type: none"> <li>• ANNOUNCE campus emails must be perceived as directly affecting the participant. (target each group/listserve: classified, faculty, management.)</li> <li>• Written and verbal recognition for individual contributions</li> <li>• Continue newsletters and Presidential emails</li> </ul>
Two-way dialogue	<ul style="list-style-type: none"> <li>• Structures for sharing documents (Ex: Shared folder, Dropbox, Google Drive)</li> </ul>
Timeline/Calendar	<ul style="list-style-type: none"> <li>• General timeline with overview of tasks</li> <li>• Monthly calendar with ALL team meetings, tasks, due dates</li> <li>• Periodic self-reflection/wrap-up (best practices &amp; effective logistics)</li> <li>• Early due dates may interfere with relevancy of process</li> </ul>

Areas of Focus	Implication for Accreditation
<b>Communication</b>	
Surveys	<ul style="list-style-type: none"> <li>• Transparency and inclusion of all in design process (questions solicited from all teams in addition to RIE experts)</li> <li>• Send results to the campus along with planned use/action to be taken</li> </ul>
Open Forums	<ul style="list-style-type: none"> <li>• Opportunity for input and questions</li> <li>• Use during review of self-study draft</li> </ul>
<b>Training</b>	
General	<ul style="list-style-type: none"> <li>• Ongoing through use of POD, Convocation Day, etc.</li> <li>• Include “big picture” of accreditation (general overview to specific team participation)</li> <li>• Orientation/pre-training regarding roles and responsibilities</li> <li>• Separate workshops/training as necessary to support targeted groups (classified, faculty, management)</li> <li>• Link accreditation to ongoing work of ongoing committees, processes</li> </ul>
Team Chairs	<ul style="list-style-type: none"> <li>• Structured, targeted meetings (timelines, agendas, minutes, time-keepers)</li> <li>• Training in effective group facilitation (team building activities, meeting conduct, collaboration, dialogue, constructive feedback, consensus building)</li> <li>• Effective written &amp; verbal recognition for member contributions</li> </ul>
Standards’ Team Members	<ul style="list-style-type: none"> <li>• Orientation and notebook of resources (updated frequently)</li> <li>• Focus on final product &amp; overall Self-Study process/procedures</li> <li>• Transparency in writing, Self-Evaluation, and Planning Agenda</li> <li>• Workshops on specific committee tasks <ul style="list-style-type: none"> <li>○ Understanding the standard <ul style="list-style-type: none"> <li>▪ Define terminology/acronyms</li> <li>▪ How to address duplication of standards</li> </ul> </li> <li>○ Gathering evidence (brainstorm for what to gather, how to cite, how to gather, where to turn it in)</li> <li>○ Writing (formatting, style, content, voice, amount of detail)</li> <li>○ Aggregating data to determine planning agenda</li> </ul> </li> <li>• Re-training check-points for new members</li> </ul>
Managers	<ul style="list-style-type: none"> <li>• Minimize conflict between Classified contractual obligations and participation by establishing clear guidelines regarding participation commitment and release time (1-on-1 with ALO?)</li> </ul>
Classified	<ul style="list-style-type: none"> <li>• Clear explanation regarding roles/responsibilities/time commitment of participation</li> <li>• Training in regarding final product &amp; overall Self-Study process/procedures</li> <li>• Establish clear connections between accreditation process and direct effect on classified service/job responsibilities/department</li> </ul>
<b>The Report</b>	
Editing	<ul style="list-style-type: none"> <li>• Determine editing criteria for final version (transparency in what will be edited and why)</li> <li>• Strict adherence to calendar for last day to make changes</li> </ul>
Drafts	<ul style="list-style-type: none"> <li>• User-friendly access to report feedback (bullet outline, standard sub-sections, etc.)</li> <li>• Solicit wider-range of input <ul style="list-style-type: none"> <li>○ Ask department teams and ongoing committees to include review of draft as agenda item</li> </ul> </li> <li>• More time to review (30 days)</li> </ul>