## Lessons Learned – Implications for Accreditation Process

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

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<th>Areas of Focus</th>
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<td><strong>Committee Structures</strong></td>
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| Ongoing Accreditation Committee | • Guide the accreditation progress and process for the college  
• Establish protocol for accreditation participants to share concerns  
• Determine alternates for each representative  
• Check-in with all constituents throughout process for inclusion at all stages  
• Create annual accreditation status report |
| Team Leadership       | • Tri-Chairs for Standards’ Teams (management, classified, faculty)  
• Criteria for selection of Chairs (expertise, organization, facilitation skills, etc.) |
| Team Membership       | • Broadly representative (experts/non-experts, veterans/novices)  
• Transparent selection process  
• Solicit broad participation through awareness training, newsletters, and personal invitation  
• Plan for change in student participation based on A.S. term limits  
• Solicit firm commitment/participation agreement |
| **Committee Processes** |                                                                                                                                                               |
| Team Leaders          | • Regular, group debriefing meetings w/ALO  
• Established agendas/tasks based on timeline and calendar  
• Protocol for assessment of standards |
| Standards’ Teams       | • Establish facilitation/discussion protocols to solicit and value input from all  
• Establish and implement group norms of professionalism and respect within each team (including negative body language)  
• Establish protocol for group decision making (consensus building)  
• Choose and commit to communication method for meetings & shared documents (emails, portal announcements, chat room, Dropbox, etc.)  
• Establish meeting dates, times, and locations each term (include on master calendar with minimum # meetings & internal writing deadlines/review)  
• Define and review roles and responsibilities frequently (substitutes /double representation in case of absence or attrition)  
  o Foster trust through team member self-identified strengths (leadership, writing, organization, etc.)  
  o Identify writers early in process  
• Structures in place to ensure training and ongoing support (roles/responsibilities, FAQ’s, glossary of terms, mentoring/pairing) |
| **Communication**      |                                                                                                                                                               |
| Campus-wide           | • ANNOUNCE campus emails must be perceived as directly affecting the participant. (target each group/listserv: classified, faculty, management.)  
• Written and verbal recognition for individual contributions  
• Continue newsletters and Presidential emails |
| Two-way dialogue       | • Structures for sharing documents (Ex: Shared folder, Dropbox, Google Drive) |
| Timeline/Calendar      | • General timeline with overview of tasks  
• Monthly calendar with ALL team meetings, tasks, due dates  
• Periodic self-reflection/wrap-up (best practices & effective logistics)  
• Early due dates may interfere with relevancy of process |
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| Surveys               | • Transparency and inclusion of all in design process (questions solicited from all teams in addition to RIE experts)  
                          • Send results to the campus along with planned use/action to be taken |
| Open Forums           | • Opportunity for input and questions                                                          
                          • Use during review of self-study draft                                                       |
| **Training**          |                                                                                               |
| General               | • Ongoing through use of POD, Convocation Day, etc.                                           
                          • Include “big picture” of accreditation (general overview to specific team participation)  
                          • Orientation/pre-training regarding roles and responsibilities                           
                          • Separate workshops/training as necessary to support targeted groups (classified, faculty, management)  
                          • Link accreditation to ongoing work of ongoing committees, processes                   |
| Team Chairs           | • Structured, targeted meetings (timelines, agendas, minutes, time-keepers)                   
                          • Training in effective group facilitation (team building activities, meeting conduct, collaboration, dialogue, constructive feedback, consensus building)  
                          • Effective written & verbal recognition for member contributions                         |
| Standards’ Team Members| • Orientation and notebook of resources (updated frequently)                                  
                          • Focus on final product & overall Self-Study process/procedures                          
                          • Transparency in writing, Self-Evaluation, and Planning Agenda                            
                          • Workshops on specific committee tasks                                                     
                          • Understanding the standard                                                              
                          • Define terminology/acronyms                                                              
                          • How to address duplication of standards                                                   
                          • Gathering evidence (brainstorm for what to gather, how to cite, how to gather, where to turn it in)  
                          • Writing (formatting, style, content, voice, amount of detail)                           
                          • Aggregating data to determine planning agenda                                              
                          • Re-training check-points for new members                                                  |
| Managers              | • Minimize conflict between Classified contractual obligations and participation by establishing clear guidelines regarding participation commitment and release time (1-on-1 with ALO?) |
| Classified            | • Clear explanation regarding roles/responsibilities/time commitment of participation          
                          • Training in regarding final product & overall Self-Study process/procedures               
                          • Establish clear connections between accreditation process and direct effect on classified service/job responsibilities/department |
| **The Report**        |                                                                                               |
| Editing               | • Determine editing criteria for final version (transparency in what will be edited and why)    
                          • Strict adherence to calendar for last day to make changes                                  |
| Drafts                | • User-friendly access to report feedback (bullet outline, standard sub-sections, etc.)        
                          • Solicit wider-range of input                                                                
                          • Ask department teams and ongoing committees to include review of draft as agenda item    
                          • More time to review (30 days)                                                              |

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