

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
Committee Structures	
Ongoing Accreditation Committee	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Tri-Chairs for Standards' Teams (management, classified, faculty) • Criteria for selection of Chairs (expertise, organization, facilitation skills, etc.)
Team Membership	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Regular, group debriefing meetings w/ALO • Established agendas/tasks based on timeline and calendar • Protocol for assessment of standards
Standards' Teams	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> ○ Foster trust through team member self-identified strengths (leadership, writing, organization, etc.) ○ 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	<ul style="list-style-type: none"> • ANNOUNCE campus emails must be perceived as directly affecting the participant. (target each group/listserve: classified, faculty, management.) • Written and verbal recognition for individual contributions • Continue newsletters and Presidential emails
Two-way dialogue	<ul style="list-style-type: none"> • Structures for sharing documents (Ex: Shared folder, Dropbox, Google Drive)
Timeline/Calendar	<ul style="list-style-type: none"> • 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

Areas of Focus	Implication for Accreditation
Communication	
Surveys	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Opportunity for input and questions • Use during review of self-study draft
Training	
General	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Understanding the standard <ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> • Minimize conflict between Classified contractual obligations and participation by establishing clear guidelines regarding participation commitment and release time (1-on-1 with ALO?)
Classified	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • User-friendly access to report feedback (bullet outline, standard sub-sections, etc.) • Solicit wider-range of input <ul style="list-style-type: none"> ○ Ask department teams and ongoing committees to include review of draft as agenda item • More time to review (30 days)