

Organization of the Self-Evaluation Process

Monterey Peninsula College began planning for its self-evaluation in fall 2013, by selecting two Self-Evaluation Co-chairs and establishing an Accreditation Steering Committee comprised of the faculty, staff, administrators/managers, and student on the existing SLO Committee. The Committee was expanded to include additional managers from Student Services and Administrative Services. The Accreditation Steering Committee was initially co-chaired by the Vice President, Academic Affairs (at that time, the Accreditation Liaison Officer) and the Faculty Coordinator of Accreditation. When that Vice President, Academic Affairs left the College in summer 2014, the Superintendent/President named the Faculty Coordinator as the Accreditation Liaison Officer (ALO) to provide continuity for the self-evaluation process during the transition between administrative personnel. The Interim Vice President, Academic Affairs and an Academic Affairs dean served on the steering committee to ensure appropriate coverage of instructional topics.

The Accreditation Steering Committee established five writing teams were developed – one for the four individual Standards, and one for the introductory content. Writing teams included a mix of faculty, administrators, and classified staff, as appropriate; a member of the Governing Board also served as a co-writer for Standard IV. Within those parameters, the writing teams for each of the four main Standards consisted of a representative from the Steering Committee, a representative from the Administration, and a lead writer for each of the sub-sections within the main standard (e.g., a lead writer for IA, a lead writer for IB, etc.). Roles and responsibilities of the team members were defined as follows:

- **Steering Committee Representative (aka, “Standards Chairs”):** works with the lead writers of the sections within their standard, oversees the direction of the drafts, does first-line editing of sub-section drafts as they are completed, and communicates information from the Steering Committee that would affect the draft-writing process.
- **Administration Representative:** represents team concerns, interests, or resource requests within the administration.
- **Lead writer(s):** responsible for preparing the first draft of writing of his/her sub-section and for incorporating feedback from the Steering Committee into the second draft.

In addition, each writing team included a group of “area experts” to serve as information resources. Area experts helped to identify and prepare key pieces of evidence to support the narrative of the sub-section through interviews and occasionally through preparation of content (at the discretion of the lead writer and team Standard Chair). Since there is some overlap in the areas addressed by the Standards, some area experts provided information for more than one team.

Standards Chairs organized the work within each of their standards as appropriate in order to meet writing deadlines. Throughout the process, the main Steering Committee met at least bi-

weekly (often weekly) to check-in, address issues, review drafts, and discuss evidence. Steering Committee members also provided regular reports of progress to other constituency groups on campus, in order to keep the community informed of progress. The Chair for Standard I was the sitting Academic Senate president, which ensured Senate involvement and awareness.

The first and second internal drafts were completed during fall 2014, with the intention of preparing for a March 2016 site visit. When the College received notice that its visit would be delayed until October 2016, Standards Chairs were able to spend more time refining drafts and updating evidence. Broad findings emerging from the self-evaluation were presented to the campus at fall 2015 Flex Days. During the fall 2015 semester, the entire campus was invited to review the first public draft and provide feedback via committee meetings and through online surveys. Feedback from this draft was incorporated into the final draft in the spring 2016 semester. The final draft was presented to the Governing Board in summer 2016.