In spring of the fourth year of the accreditation cycle, the superintendent/president, in consultation with the cabinet, appoints an accreditation liaison and establishes a team of three accreditation co-chairs. The team of three co-chairs consists of a faculty member, appointed by the Academic Senate President in consultation with the superintendent/president, a classified staff member, appointed by the Classified Senate President in consultation with the superintendent/president, and an administrator appointed by the chair of the Administrative Council in consultation with the superintendent/president. As determined by the superintendent/president in consultation with the appropriate council leaders, the three accreditation co-chairs will receive appropriate reassigned time in order to fulfill their roles.

The three co-chairs and the accreditation liaison establish an accreditation steering committee comprised of the three accreditation co-chairs, the accreditation liaison, the Director of Institutional Research, and other members as needed to steer the process to completion (including posting on the Web). All employees, including associate faculty, are invited to volunteer to serve on committees for each standard and sub-standard. In consultation with the accreditation steering committee, the leaders of each council select appropriate faculty, classified staff members, and academic and classified administrators to chair and co-chair teams, and to serve as team members on each standard or sub-standard. An Academic Senate member chairs or co-chairs each team that addresses a standard or sub-standard that involves academic and professional matters. The Associated Student Government (ASG) seeks student volunteers who are then appointed to the teams. Each team includes appropriate representation by faculty members, classified staff members, and administrators. Leadership and membership of each team is announced to the college community. This process is completed by the end of the spring semester of the fourth year of the accreditation cycle.

During the summer, the accreditation steering committee works with the Director of Institutional Research to begin to formulate the survey. Starting with the survey questions from the last accreditation, the steering committee uses the current ACCJC (Accrediting Commission for Community and Junior Colleges) standards as the basis for suggesting edits, deletions, and additional questions.

During staff development week in the fall of the fifth year in the accreditation cycle, the three co-chairs conduct a training session at which they present the format for writing and submitting responses to the standards. The three co-chairs maintain training material on file in hard copy and electronic version.

Early in fall of the fifth year of the accreditation cycle, the teams for each standard and sub-standard meet to affirm the accreditation timeline and determine the research that
will be needed for that standard or sub-standard. The steering committee meets with the Director of Institutional Research to review the survey draft and prepare the final survey for distribution to all constituencies.

In October of the fifth year of the accreditation cycle, surveys are distributed to all administrators, all classified staff members, all faculty members, and a random sample of students from all sites and online. Throughout the fall of the fifth year of the accreditation cycle, the teams for each standard and sub-standard research and gather evidence. The accreditation steering committee meets with the team chairs regularly to provide support and assistance. In November the teams begin to incorporate the survey results with the results of their other research to draft responses for each standard and sub-standard.

Early in the spring semester of the fifth year of the accreditation cycle, a technical writer is hired and a secretarial-support person designated to work on the drafts of the self-study.

In March of the fifth year of the accreditation cycle, chairs of the teams submit first drafts of the responses to each standard and sub-standard.

By the end of spring of the fifth year of the accreditation cycle, the steering committee and technical writer review drafts from each team and the secretarial-support person indexes support documents and helps to place them in proper context within the self-study. The drafts are then returned to the chairs of each team with comments. Teams for each standard and sub-standard revise the responses as necessary and resubmit them to the accreditation steering committee.

In summer the technical writer works on a first draft of the entire self-study document with the assistance of accreditation steering committee members who work as liaisons with the team chairs for each standard and sub-standard to ensure the technical writer has all of the information necessary to prepare a draft according to each team's intent. The steering committee reviews the first draft and provides feedback and editing for the technical writer to incorporate. In July a draft of the self-study is sent to the ACCJC consultant, possibly the director, for preliminary review.

At the All College Day in fall of the sixth year of the accreditation cycle, the steering committee presents an overview of the accreditation process. A draft of the document is posted on the college Web site. In early fall the Academic Senate Council, Classified Senate Council, and the Student Senate review and provide feedback on the draft self-study report. The accreditation steering committee members meet with the chairs of the teams on each standard and sub-standard to determine which suggestions should result in revisions to their responses to the standards and sub-standards. The steering committee makes final revisions and the technical writer edits the document for grammar and consistency. The final draft is posted on the college Web site for campus review.

In October and November of the sixth year of the accreditation cycle, the self-study is signed by the three co-chairs, the accreditation liaison, the president of the Academic Senate, the president of the Classified Senate, the president of the Student Senate, and the superintendent/president. The accreditation self-study is presented to the Board of Trustees for review and approval and is signed by the president of the Board of Trustees.
In December the final, approved accreditation self-study and supporting documents are mailed to the ACCJC and the visiting team.

In spring of the sixth year of the accreditation cycle, an all-college meeting is held to discuss the accreditation visit. Details of a visiting team brochure are finalized, and the brochure is prepared for distribution at all college sites. Logistical arrangements for the accreditation site visit are made in consultation with the site visit team chair in January and February in preparation for the March accreditation visit.