| NAME OF COMMITTEE | *ACCREDITATION STEERING COMMITTEE (bc_asc)* |
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| COMMITTEE CHARGE | Standing governance committee charged with the following:<br>1. ensure accreditation is an on-going process by guiding preparation of self-evaluation, midterm reports, and responses to recommendations.<br>2. facilitate the development and integration of college processes for on-going data collection, providing for on-going assessment<br>3. link committee actions to specific college goals<br>4. develop timelines and meeting schedules to accomplish the committee charge<br>5. review and monitor progress on Actionable Improvement Plans and accreditation recommendations<br>6. engage and involve the entire college community in accreditation and task standing committees to report progress toward campus goals on a regular basis<br>7. assist with recruiting members for accreditation processes |
| SCOPE OF AUTHORITY | Formed to institutionalize the dynamic accreditation process, establish the structure of the Self-Evaluation, methodically gather data, and prepare for on-site visits of Accreditation Teams. |
| REPORTS TO | College Council, Academic Senate |
| COMMUNICATES WITH | The college community |
| MEMBERSHIP | Co-Chaired by Exec VP/Academic Affairs & Student Services/Faculty Co-chair (will also serve on Academic Senate Exec Board)<br><u>5 Administrators</u>: selected from Student Services, Research, Facilities, Instruction, IT<br><u>2 Classified Representatives</u>: appointed by CSEA<br><u>8 Faculty</u>: appointed by the Academic Senate – Assessment Co-chair, Program Review Committee Co-chair; five (5) from areas directly related to one or more of the accreditation standards (Library, CTE, General Education, Basic Skills, and Student Services); and one (1) at-large member.  The initial term for faculty shall be three (3) years, ending May 2013.<br>1 student<br>2 Community Members: serving as ad hoc members<br>All members of the committee should have the following:<br>1. understanding of the mission of the college<br>2. understanding of data analysis<br>3. understanding of technical writing<br>4. research capabilities |