ACCREDITATION SPOTLIGHT

CHABOT COLLEGE

OFFICE OF ACADEMIC SERVICES

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ACCREDITATION LEADERSHIP TEAM

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STANDARD SUBCOMMITTEES

I.A. Mission and
I.B. Assuring Academic Quality and Institutional Effectiveness

I.C. Institutional Integrity

II.A. Instructional Programs

II.B. Library and Learning Support Services

II.C. Student Support Services

III.A. Human Resources

III.B Physical Resources

III.C. Technology Resources

III.D. Financial Resources

IV.A. Decision-Making Processes

NEWSLETTER PURPOSE

This is the inaugural bi-weekly accreditation newsletter designed to update the college on the progress of our 2022 accreditation report.

We still need to fill spaces on individual Standard teams. Please contact Samantha Kessler and/or Heather Clements if you are interested in serving on one of the Standard Subcommittees.

Mission and Goals of Accreditation

Chabot College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. In January 2016, the Commission reaffirmed Chabot College's accreditation.

Additional information about accreditation can be found at ACCJC.

The purposes of accreditation is to assure the public that the College:

1. Evaluates its educational quality and institutional effectiveness
2. Can provide assurance to the public that it meets the Standards of quality
3. Assures that the education earned at the institutions is of value to students

Chabot College meets the standards of the ACCJC's Accreditation Standards stated in the Manual for Institutional Self Evaluation, August 2014 and the Manual for Institutional Self Evaluation, October 2015.

Standard IA and IB Mission, Academic Quality, and Institutional Effectiveness

Standard IA focuses on the mission of Chabot College. The mission statement must be relevant to our student population and the programs we offer. The results from our data research should use the mission as a guide to determining success and improvement.

Thank you to team members Robert Nakamoto, Jennifer Lange, Patricia Shannon, Ghazaal Hamid, and Terri Anderson

Standard IC: Institutional Integrity

The team working in Standard IC will closely examine the communications and documents available to students, employees, and the community. College documents, such as the college catalog and board policies, communicate clearly and honestly what Chabot will provide and how content will be delivered. Lastly, the team will gather evidence demonstrating Chabot's commitment to academic excellence and that student's achievement is a paramount focus.

Thank you to team members Arnold Paguio, Julie Coan, Megan Parker, Paulette Lino, Manny Kang and Lannibeth Calvillo

Standard II A Instructional Programs

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

We are very appreciative of our team members Aaron Deetz, Cheree Manicki, Claire Bailey, Lael Adediji, Ming Ho, Dara Greene, Na Liu, Susan Williams, Nancy Cheung and co-chairs Kristin Lima and Safiyyah Forbes.

We have started collecting evidence that highlights instructional programs that are consistent with our institution's mission. The data being collected highlights student learning outcomes, success and transfer rate and variety of programs that supports student success.

Standard II B Library and Learning Support Services

Library and Learning Support assures that the institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support.

The team will collect information that measures the services, educational programs, and learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

The team members are Abigail Patton (co-lead), Jamal Cooks (co-lead), Pedro Reynoso, Gabriel Chaparro, Jane Wolford, Patrick Mwamba, Rachael Tupper-Eoff, and Roland Belcher.

Standard II C Student Support Services

Student Support Services requires us to assess student support service areas and demonstrate that the institution uses assessment data to continuously improve student support programs and services in areas such as counseling, admissions & records and many of the learning communities and special programs.

We have started collecting data that highlights how the institution advises students on clear pathways to complete degrees, certificate and transfer goals and assures equitable access to all students. The data being collected highlights many of the special programs, general counseling, and admissions and records policies and procedures.

Thanks to team members Frances Fon, Shannon Stanley, Osibisa Roseby, Theresa Pedrosa, Paulette Lino, Sean Day, Kathryn Medina, Patricia Molina, Yvette Nahinu and co-chairs Debbie Trigg and Jeanne Wilson,

Standard IIIA Human Resources:

Human Resources examines how Chabot College effectively uses its resources to achieve its mission and to improve academic quality and institutional effectiveness. Multi-college systems are organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

We are collecting the following types of evidence:

1. Job descriptions, hiring procedures, Collective Bargaining Agreements/Contracts, interviews/emails requesting evidence (HR), Equal Employment Opportunity Plan & complaint resolution, Memorandums Of Understandings and processes

2. Trainings related to tenure review, new employees, management and professional development at college and district levels, student assistants, Classified Professionals, Administrators, part time employees

3. Part-time employee recruitment, hiring, selection and process analysis documents

Thank you to team members Sadie Ashraf, K Metcalf, Theresa Pedrosa, Mona Abdoun, Scott Hildreth, Matt Kritscher, Jennifer Druley.

Standard III.B Physical Resources

This standard assures that the college's physical resources are safe, sufficient and well constructed and maintained. Chabot College maintains a safe, secure and healthy learning and working environment.

The campus assures the feasibility and effectiveness of physical resources in supporting institutional programs and services. Facilities and equipment are evaluated on a regular basis, taking relevant data into account. Long-range capital plans support institutional improvement goals and reflect the total cost of ownership of new facilities and equipment.

We are collecting evidence that shows that campus conversations and review of data are taking place to maintain physical resources and ensure that they support institutional programs and services. Evidence can be found in Facilities and Infrastructure Technology (FIT) meeting agenda's and minutes, Board Policy and Accreditation Sub-Committee agenda's and minutes

Thank you to our team: Kevin Kramer, Mark Stephens, Christine Herrera, Bob Buell, Rick Hassler, Christina Read and Ellie Hirstein.

Standard III.C Technology Resources

Technology Resources standards require us to assess the technology resources in use on campus, as well as their maintenance and replacement processes and procedures, to demonstrate that our technology planning, training, and use is sufficient to effectively and adequately support the needs of students, faculty, staff, and administration, both on and off campus.

A data collection plan has been laid out and the data collection process has begun. Much of it is set by the district office, which will be reflected, but the elements specific to the campus will be included as well.

The team members on Standard III.C are Sara Woods, Manny Kang, Melissa Patterson, and Thomas Dowrie, and the Instructional and Services Technology Committee tri-chairs, Mumtaj Ismail, Morgan Butler, and Nathaniel Rice.
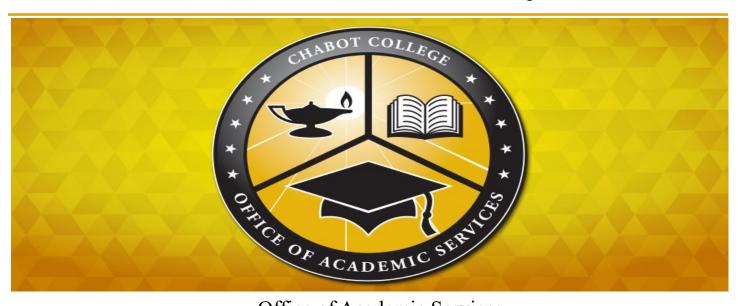
Standard III D Financial Resources

Financial Resources focuses on the College's planning, fiscal responsibilities, liabilities, and contractual agreements. The team will look into evidence that shows that our financial planning is grounded in the mission of the college and demonstrates our integrity in spending and planning for the future of the institution.

Thank you team members Dale Wagoner, Dave Fouquet, Heather Hernandez, Stacy Harris and Manny Kang

Standard IV A Decision Making Processes and Governance

Standard IV A examines the structure of governance and the role of the campus community. Decision making processes should be rooted in the mission of the college and promote institutional effectiveness. The roles of students, classified professionals, faculty, and administrators are clearly defined and the views and perspectives from each party are incorporated in all decisions.

Thank you team members Yvonne Wu Craig, Miguel Colon, Noell Adams, Andrew Pierson, Katrin Field, and Virginia Criswell

Office of Academic Services
Dr. Stacy Thompson, Vice President
Cheree Manicki, Executive Assistant