



ACCREDITATION SPOTLIGHT



Spring | Issue 5 | February 15, 2021

ACCREDITATION LEADERSHIP TEAM

Accreditation Liaison Officer (ALO)

Dr. Stacy Thompson

Faculty Co-Chair

Heather Clements

Director of Institutional Effectiveness

Samantha Kessler

Coordinator, Institutional Research

Dr. Cynthia Gordon da Cruz

Evidence Coordinator

John Chan

Editor

Deonne Kunkel-Wu

STRATEGIES FROM OUR LEADERSHIP TEAM

Dr. Thompson - VP Academic Svc

No matter what standard you are on, be sure that the college is using its mission as a guide. Evidence should be specific. You only need to provide a few pieces of evidence not the kitchen sink!

Deonne Kunkel-Wu - Dean of AMC

Make the connection explicit for your reader between the evidence/ data and the standard. How does the evidence demonstrate the standard? If the data refers to precise percentages, use them!

OER Sessions - Flex-Day February 16th

- How to find OER material that is accessible
- Mapping Z-degrees and certificates
- Using Libretexts for Math and Science
- Learn about copyright, fair use, licensing and attribution

A NOTE FROM DR. SPERLING



It is a pleasure to offer my thoughts about our current accreditation cycle and to express my gratitude to all of our colleagues working on this important project. Several years ago I was invited to sit on a small panel of Statewide educators to review and recommend new directions for community college accreditation which had become, according to many across the State, a rather narrowly conceived focus on “accountability” rather than active support for improvement! In response to some of our recommendations, the ACCJC, our accrediting organization, intentionally and successfully shifted to a much more holistic focus. This has supported all of the California Community Colleges in making accreditation a meaningful self-analysis that can and should lead to fruitful change.

So I encourage us to approach the accreditation process not as an empty chore, but as a creative act in which our teaching and learning community come together in self-reflection. There is so much that we have to highlight in our programs that support and sustain equity and achievement and no one can reflect on this better than you who nurture these programs! That said, I am also mindful of the struggles and challenges each of us face during the Pandemic, in which so much of life and work as we knew it has changed. All the more praiseworthy that you and we continue to sustain this work as we move into a brighter future.

Dr. Susan Sperling

What do you call writing without evidence?

...Fiction! - Dr. Botenbal (see more, pg 2)

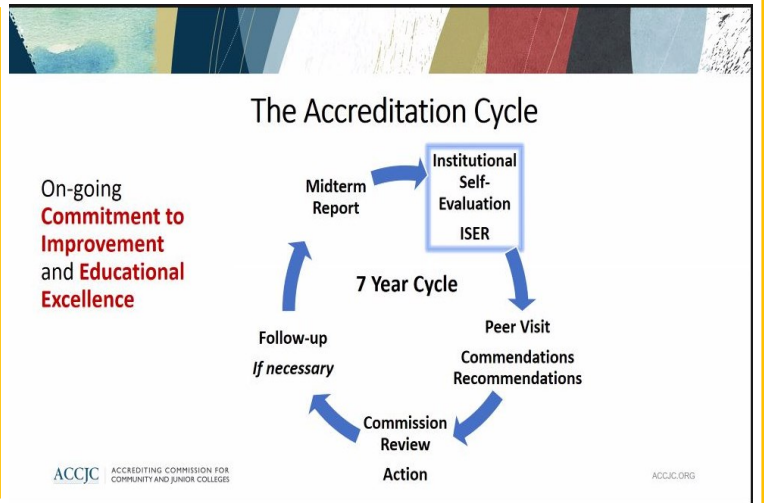
Ha Ha

ACCJC Advanced Training

ACCJC liaisons work with the college and the review team throughout the process, and are available for questions and support. On February 10, Dr. Kevin Bontenbal, Chabot's ACCJC Liaison, joined our Steering Committee for an Advanced ISER training. About half of the Accreditation Steering Committee attended the training and were able to ask questions about the new formative and summative evaluation process, the standards, and the ISER.

Dr. Bontenbal explained that the review team is looking for a few basic things in our ISER:

- we have processes in place tied to our Mission and student learning;
- we follow our processes;
- our college community is aware of our processes



Tips For Writing About Data:

By Cynthia Gordon da Cruz

- Make the connection explicit for your reader between the evidence/data and the standard. How does the evidence demonstrate the standard?
- If the data refers to precise percentages, use them!

Here's an example. Let's say you want to illustrate that the institution evaluates [fill-in program/service/etc.] and that the program/service/etc. supports students.

"The institution regularly evaluates the quality of [fill-in program/service/etc.], as can be seen in the Fall 2019 and Fall 2017 "Student Satisfaction Surveys (fill in title of evidence--this evidence should also be listed in the appendix). For example, on pp 4-5 of the results from the Fall 2019 survey and pp. X of the Fall 2017 survey results, students are asked whether they are aware of a range of students services and, if they've used the service, how satisfied they are. As you can see from responses to both the Fall 2017 and Fall 2019 surveys, student satisfaction is generally Z% or higher, illustrating the quality of these services."

What Does Accreditation Mean to You?

Jeffrey Nelson—Campus Safety

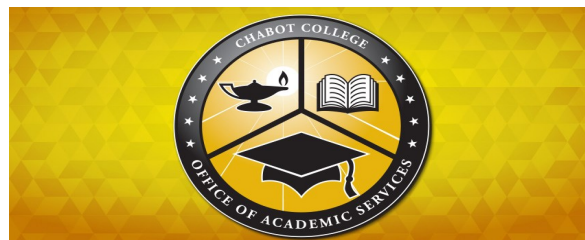
Accreditation means the CLPCCD - Chabot or Las Positas colleges adhere to the goals and standards of service, making sure the Federal and State funding is achieved so we can best serve our Students who want to attend our College District for their education. Accreditation for the College District is the check and balances for all parties involved who provide services.

Emmanuel Lopez - Counselor/Instructor

Our college has maintained a strong standard of accountability and excellence. Chabot is a place that students can count on!

SHOUT OUT

Standard IIA would like to give a special shout out to Ming Ho, Aaron Deetz & Clara McLean for taking on the writing and helping to move this sub standard forward. We are truly appreciative of your energy, diligence and commitment. - Dean Forbes



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