



# ACCREDITATION SPOTLIGHT



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## ACCREDITATION LEADERSHIP TEAM

Accreditation Liaison Officer (ALO)  
**Dr. Stacy Thompson**

Faculty Co-Chair  
**Heather Clements**

Director of Institutional Effectiveness  
**Dr. Samantha Kessler**

Coordinator, Institutional Research  
**Dr. Cynthia Gordon da Cruz**

Evidence Coordinator  
**John Chan**

Editor  
**Dr. Deonne Kunkel Wu**

## TIPS FROM OUR LEADERSHIP TEAM



### Making Our Way to the Finish Line!

*By Heather Clements and Dr. Audrey Trotter*



As the academic year ends, the Chabot College Accreditation Leadership Team (CALTeam) and Accreditation Steering Committee is pleased to announce that writers have submitted their 2022 Institutional Self-Evaluation Report (ISER) drafts of Standards I, II, III and IV and that progress has been made in writing other sections of the ISER in accordance with the timeline, as well. These are important and crucial milestones for the College in its work toward Reaffirmed Accreditation.

The CALTeam and the Accreditation Steering Committee met twice a month throughout fall 2020 and spring 2021 to collaborate and achieve this goal. First, a six-member CALTeam was established with written job descriptions of their leadership roles and responsibilities. The self-evaluation process then began with a call for volunteers, across campus, to join one of four Standard teams. More than 45 classified professionals, faculty and administrators responded and consistently served as active participants throughout the process.

Once Standard team members were on board, they read and reviewed required accreditation resource materials and specific excerpts of the January 2020 ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review. Then began the first work task of compiling college evidence documents. Utilizing an Evidence Document Collection Template developed for each of the Standards, team members collected evidence documents to demonstrate the College's alignment and compliance with ACCJC Standards. Once sufficient evidence was collected, writers were selected for each Standard.

By early December, the CALTeam and Accreditation Steering Committee participated in a work session on Standard narrative writing guidelines and expected structures for institutional analysis and evaluation of Standards. Examples of other California community college ISERS were also presented. More importantly, another training session was conducted by the ACCJC Liaison to Chabot College in February 2021. This workshop focused on:

- a review of the new formative/summative accreditation process
- writing to the Standards
- writing a report that is concise, clear, and based on evidence
- improvement plans and the Quality Focus Essay (QFE), and
- an overview of peer review team expectations for the evaluation process.

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*This newsletter is brought to you by The Office of Academic Services*

**Dr. Stacy Thompson, Vice President**

**Cheree Manicki, Executive Assistant**

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In spring 2021, writers for each Standard wrote two drafts working in consultation with Dr. Kunkel Wu, ISER Editor, on suggested edits and with John Chan, Evidence Coordinator, our evidence guru, in guiding team members in following strict evidence citation guidelines. Dr. Cynthia Gordon da Cruz, Institutional Research Coordinator, and the Institutional Research (IR) team developed and administered the Spring 2021 Chabot College Accreditation Employee Survey to retrieve valuable data from our colleagues. Standard writers were also provided with a crosswalk document, developed by Dr. Samantha Kessler, highlighting areas of the new 2021-2026 Educational Master Plan (EMP) aligned as evidence for individual Standards. To the greater benefit of the College and its students, initial institutional self-evaluation led President Susan Sperling to convene an ad hoc website committee charged with validating accurate college web page information.

Dr. Stacy Thompson, Accreditation Liaison Officer (ALO)/Chair is leading the overall institutional self-evaluation process in planning and preparing an evidence-supported ISER. Dr. Samantha Kessler, Director of Institutional Effectiveness, is leading in coordination with the ALO, planning and implementing an effective 2022 ISER framework. Dr. Kessler also provides outreach, coaching and support to Steering Committee and CALTeam members. Heather Clements, ISER Faculty Co-Chair leads, in coordination with the ALO, auditing of ISER processes and timelines, serves as a resource person, and ensures the distribution and the documentation of meeting agendas and minutes. Furthermore, Ms. Clements and Cheree Manicki, Executive Assistant, Office of Academic Services prepare and disseminate the bi-weekly Spotlight Accreditation Newsletter. President Susan Sperling meets regularly with the CALTeam to maintain open lines of communication on the ISER process and to provide support, as needed. The CALTeam also participates in district and sister college meetings to collaborate on self-evaluation report requirements.

Over summer 2021, the CALTeam will be working diligently to carry out specified roles and responsibilities for ISER editing, rewrites, completion of other sections of the report, and ongoing confirmation of evidence documentation. The IR team will continue the preparation of institutional data and associated written narratives required for the front of the ISER. The CALTeam goal is to open the fall 2021 semester with the college wide dissemination of the first compiled draft of the Chabot College 2022 Institutional Self-Evaluation Report.

In summary, the CALTeam expresses sincere appreciation to Accreditation Steering Committee classified professionals, faculty, administrators, and other college constituencies for dedicated service and countless hours of work to get to this point. There is still a long list of "to do's" ahead of us, however, we are proud to have met our ISER goals to date!

By



*Safiyah Forbes*

We are excited to share the news that the Chabot College MESA program has been renewed through a competitive Request for Application (RFA) process for another three-year cycle! In the first round of funding announcements, Chabot College was selected as the ONLY Bay Area program funded. MESA is the oldest and largest statewide program supporting financially and educationally disadvantaged students focusing in science, technology, engineering, and mathematics (STEM).

The Chabot College MESA program serves 125 low income/first generation students majoring in calculus-based STEM fields who seek to transfer to a four-year university. The program assists students in developing, updating, and making progress on their Student Educational Plan (SEP) by increasing access to counseling, providing faculty mentors,

providing academic support and career exploration, and increasing professional and leadership skills.

MESA students regularly persist in college at rates of 95%+ semester to semester, pass their classes at an average of 15% higher rates than their non-MESA peers, and each year 40-50 participants transfer to UCs and CSUs!

MESA students are strongly supported by the Science and Math division dean, faculty and classified professionals, and counseling faculty across the college campus, as well.

Special thanks to the MESA team Maria Rodriguez-Larrain, Donna Gibson, Laura Jimenez Olvera, and Emmanuel Lopez; the Institutional Advancement work of Yvonne Wu Craig and Nicole Albrecht; and the Institutional Research support of Dr. Cynthia Gordon da Cruz and Dr. Na Liu.

The Chabot College MESA program has rolling admission year-round so if you are advising a student who may be eligible, please direct them to:

<http://www.chabotcollege.edu/academics/sciencemath/mesa/>



## Shout Out

### Talk About Chabot College Commitment!!!! (CCC)

Who completes a doctorate while working full-time, in the middle of a pandemic and serving in a leadership role on the College's Accreditation Leadership Team to complete the 2022 Institutional Self-Evaluation Report (ISER)?

**Answer: Dr. Samantha Kessler and Dr. Deonne Kunkel Wu**

### Join us in Congratulating Dr. Kessler and Dr. Kunkel Wu!!!!

**Samantha Kessler, Ed.D.** completed a Doctor of Education, Educational Leadership at San Francisco State University.

Dissertation Title: *The Virtual Front Door: How Digital Inequities Impact Access to Online Education*

“In fall 2018, before the pandemic, I started the doctoral program and inquiry into equity and access in community college online education. The pandemic resulted in a lot of personal stress for about half the program, but also a hyper awareness and interest in the topic, which was intimidating! I had to pivot my methods and framing to make sure the research would still be relevant in the context of COVID and beyond with even greater growth of online education. I enjoyed the final chapter the most, which allowed me to apply the findings to recommendations for policy, equity, and leadership. I am grateful for the opportunity and privilege to complete the program and learn and growth with a community of amazing educators who are all devoted to equity and improving education! It was a wild ride!”

**Deonne Kunkel Wu, Ph.D.** completed a Doctor of Philosophy, Leadership at the University of the Cumberlands

Dissertation Title: *The Impact of Leadership and Personality on Organizational Citizenship Behavior in Community College Settings*

My “...dissertation focuses on how leadership traits and behaviors impact the voluntary contributions of faculty and classified professionals in community college shared governance settings and explores why traditional, well-validated and reliable measurements that predict and explain employee behavior in non-academic hierarchical

### What Does Accreditation Mean to You?

**Rosie Paulo, Student**

Accreditation means the inclusion of the disabled population at Chabot college. Importantly, endorses communication and faculty empowerment across all learning platforms.



### Dr. Susan Sperling President

#### Chabot Mission Statement

Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.