



ACCREDITATION SPOTLIGHT



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CHABOT ACCREDITATION LEADERSHIP TEAM (CALTeam)

Accreditation Liaison Officer (ALO)

Co-Chair

Jamal Cooks, Ph.D.

Faculty Co-Chair

Heather Clements

Evidence Coordinator

John Chan, J.D.

Coordinator, Institutional Research

Cynthia Gordon da Cruz, Ed.D.

ISER Editor

Deonne Kunkel Wu, Ph.D.

Faculty Lead

Pedro Reynoso

Accreditation Liaison Officer (ALO)

Stacy Thompson, Ed.D.

(Through August 2021)

Director of Institutional Effectiveness

Samantha Kessler, Ed.D.

(Through July 2021)



With Deep Appreciation

By Susan Sperling, Ph.D.

It is with gratitude and pride that I accept the invitation to contribute to the final 2021 edition of Chabot's Accreditation Newsletter! I am grateful for the work of the leadership team, consultant, editor, and our Accreditation Liaison Officers (ALOs) Emeritus VP of Academic Affairs Dr. Stacy Thompson and Interim VP of Academic Affairs Dr. Jamal Cooks. And I am proud to be part of the dedicated College whose work is so aptly reflected in the Report.

The Report reflects continuity and change at Chabot College, and a deep commitment to equity, upon which student success is founded. I am struck by the ISER reflections on Chabot's signature programs in support of our diverse and often First Gen students. EOPS, El Centro, Puente, and Daraja Programs well- represent this continuity of purpose; linking excellence in academics to highly intentional student service. But the College has never rested on its laurels. New programs and initiatives represent an ongoing refinement of this work, from the Black Excellence Collective, to our Dreamers and RISE Programs, HPI and the new ANIPISI Program, and the new support strategies offered through Spark Point.

A number of new partnerships are highlighted in the ISER: College and City of Hayward state-of-the-art Fire Sciences and Emergency Services Training Center (supported at the College and District levels by Measure A funds. The Hayward Promise Neighborhood Grant represents our firm commitment to working with educational, civic, and non-profit partners in linking services across sectors.

Equity is only realized through action, including how we support the agency of those across our work community. This precept is reflected in changes to the Chabot Shared Governance model that further empower all voices across our work community. Finally--- and importantly---the ISER opens with an acknowledgement that we do all of this work on the land of two language communities of the Ohlone Nation. This too represents the continuity of our College's vision.

Susan Sperling

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

Jamal Cooks, Ph.D., Interim Vice President

Cheree Manicki, Executive Assistant

“THANK YOU” JUST DOESN’T COVER IT

By Jamal Cooks, Ph.D.

The accreditation process is a complete team effort and I have to say, we really made a great team! I appreciate the CALTeam for organizing the timeline, editing the ISER document, and always meeting set deadlines. The Steering Committee gets a huge round of applause for their collective efforts in writing all the standards and sticking with the tight timelines over the past year. A HUGE thank you to Dr. Audrey Trotter and Dr. Sara Henry for their dedication, organization, nurturing approach, and perspective. Moreover, I can't express the gratitude I have for the entire Chabot college campus community for their contributions to the final ISER report.

Finally, thank you to President Sperling, college and district leadership for their continued support. We are one step closer to the team review for reaffirmation of accreditation because of the effort of all of you for the successful completion of the Chabot Institutional Self-Evaluation Report (ISER).

Acknowledgements

• President Susan Sperling, Ph.D. • Chabot Accreditation Leadership Team (CALTeam) • Chabot Accreditation Steering Committee • Chabot Faculty Senate • Chabot Classified Senate • Student Senate of Chabot College • Chabot Shared Governance Committees • Chabot Senior Administrators, Deans, and Program Directors • Chabot Institutional Research Office

Special Thanks!

• Na Liu, Ph.D., Research Analyst, Institutional Research Office • Indra Liauw, Ph.D., Research Analyst, Institutional Research Office • Cheree Manicki, Executive Assistant, Vice President, Academic Services • Sienna Dalton, Senior Administrative Assistant, Language Arts Division • Kirti Reddy, Executive Assistant, Office of the President • Wing Kam, Webmaster, Office of the President

Chabot Accreditation Leadership Team (CALTeam)

• Jamal Cooks, Ph.D., Interim Vice President, Academic Services/ALO • Heather Clements, Faculty, Co-Chair • John Chan, J.D., Evidence Coordinator • Cynthia Gordon da Cruz, Ed.D., Coordinator, Institutional Research • Deonne Kunkel Wu, Ph.D., Editor • Pedro Reynoso, Faculty Lead • Audrey Trotter, Ph.D., External Consultant • Sara Henry, Ph.D., Heartful Editor • Stacy Thompson, Ed.D., Vice President, Academic Services/ALO (Through August 2021) • Samantha Kessler, Ed.D., Director of Institutional Effectiveness

Standard I - Mission, Academic Quality and Institutional Effectiveness, and Integrity

Jennifer Lange, Bobby Nakamoto, Ed.D., Bobby Nakamoto, E.D., Trish Shannon, Ph.D., Terri Anderson Ed.D., Ghazaal Hamid, Martin Medeiros, Bobby Nakamoto, Ed.D., Ghazaal Hamid, Arnold Paguio, Julie Coan, Megan Parker, Lannibeth Calvillo, Paulette Lino, Mark Anderson, Manny Kang,

Standard II - Student Learning Programs and Support Services

Jamal Cooks, Ph.D., Abigail Patton, Kristin Lima, Ed.D., Safiyah Forbes, Ph.D., Aaron Deetz, Cheree Manicki, Lael Adediji, Ming Ho, Kim Morrison, Dara Greene, Na Liu, Ph.D., Susan Williams, Clara McLean, Ph.D., Pedro Reynoso, Rachael Tupper-Eoff, Gabe Chaparro, Jane Wolford, Roland Belcher, Patrick Mwamba, Salimah “Mrs. Mak” Shabazz, Debbie Trigg, Jeanne Wilson, Ed.D., Shannon Stanley, Kathy Medina, Paulette Lino, Frances Fon, Patricia Molina, Yvette Nahinu, Sean Day, Theresa Pedrosa

Standard III - Resources

Kevin Kramer, Matt Kritscher, Sadie Ashraf, K Metcalf, Mona Abdoun, Scott Hildreth, Wyman Fong, Jennifer Druley, Theresa Pedrosa, Mark Stephens, Christine Herrera, Christina Read, Bob Buell, Rick Hassler, Ellie Hirstein, Nathaniel Rice, Mumtaj Ismail, Morgan Butler, Sara Woods, Christy Davis, Manny Kang, Thomas Dowrie, Dale Wagoner, Heather Hernandez, Mimi Munoz, Billy De Los Santos, Angela Castellanos

Standard IV - Leadership and Governance

Yvonne Wu Craig, Noell Adams, Miguel Colon, Andrew Pierson, Ph.D., Katrin Field, Virginia Criswell Susan Sperling, Ph.D., Samantha Kessler, Ed.D., District Coordination, Pedro Reynoso

Quality Focus Essay (QFE)

Pedro Reynoso, Lead and Writer



Quality Focus Essay Update

By Pedro Reynoso

The newest component of the Institutional Self-Evaluation Report (ISER) is the Quality Focus Essay (QFE). According to the Accrediting Commission for Community and Junior Colleges (ACCJC), the QFE provides the opportunity to be innovative and propose new ideas and projects that will improve student learning and/or student achievement at the institutional level. At Chabot College, the QFE served as the launching point for a campus-wide conversation about new and current project initiatives, specifically those in need of an update, expansion, or further development. Using the ISER as a guide, the Chabot Accreditation Leadership Team (CAL Team), engaged the College (faculty, classified professional, students, and administrators) in a productive discussion via multiple venues (e.g., College Day, Accreditation Steering Committee, Academic, Classified, and Student Senates, President Council, and shared-governance committees) and methods (QFE survey, ISER data analysis), which resulted in three major areas of interest:

- Equity-minded initiatives
- Technology-centered projects
- Guided Pathways efforts

Taken together, the areas of interest identified through this collaborative process informed the selection of Chabot's QFE Projects: 1) Building upon the Guided Pathways framework with an Equity and Technology Lens, and 2) Further Development of the Black Excellence Collective 10x10 Village Project with a Mental Health and Technology Lens. Additionally, the QFE Projects were vetted in close consultation with the College's Planning and Resource Allocation Committee (PRAC). Similarly, both projects were reviewed by Dean Patton (Academic Pathways and Student Success) and Brian Augsburg (BEC/Black Cultural Resource Center Coordinator) respectively. Special thanks to both! Lastly, it is worth noting that though the QFE is part of the ISER, ACCJC will not use the QFE as a factor in making its determination for the College's accreditation. But the commission will still evaluate the QFE and follow-up on the progress the College has made toward achieving the QFE projects. On behalf of the CAL Team, thank you all for your participation!

Next Steps in the Institutional Self-Evaluation Report (ISER) Process

Team ISER Review: February 23, 2022—This will be a one-day, virtual meeting in which the peer review team develops a series of **Core Inquiries**. The college does not participate in this event itself. Please know, however, that the team may ask for some additional evidence prior to the Team ISER Review.

Formative Peer Team Review (January through September 2022)—The team will specify where the college meets the Standards, identify **Core Inquiries** of standards the Team will pursue to validate compliance, improvement, or areas of excellence. Based on Core Inquiries, the college will work on structures or processes to demonstrate alignment and compliance with Standards /policies.

Summative (September through October 2022)—At the time of the Focused Site Visit, the College will have produced additional supporting evidence, as specified by the **Core Inquiries** and documented continued maturation of its structures or processes to demonstrate alignment and compliance with Standards and policies.

Focused Site Visit: Week of October 10, 2022—This will be an on-site visit at Chabot in which the team will gather additional information via interviews, data requests, and meetings to discuss the **Core Inquiries**.

January 2023—ACCJC Commission Action on Chabot College Reaffirmation of Accreditation



Dr. Susan Sperling
President

Chabot College 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.