

Student Equity Plan Summary

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Details

Assurances

* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

The majority of members of our two largest Disproportionately Impacted groups, White Males and Hispanic/Latino Males, are full time employees of industries in our energy sector (oil and petroleum industry). In order to be initially employed – and to remain employed – they must take short-term extended safety courses mandated for California oil producers. They complete these through our contracted education partner, WESTEC (Westside Energy Services Training and Education Center). While these courses also serve as entry level courses to certificates through Taft College, students taking these courses are doing so primarily for the purpose of continued employment. Their success goals are not typically toward obtaining a college certificate or degree, rather their immediate goal is continued family wage employment. However, Taft College realizes the importance of obtaining certificates or degrees, so Taft College will continue to provide academic counseling on a regular basis on site at WESTEC, and will begin a more robust outreach program directed to these students in Fall 2019, to be reassessed in Fall 2021. Taft College has an interest in promoting student success for students who were not identified as Disproportionately Impacted, but could benefit from equity focused activities. These groups include foster youth, veterans, and students with disabilities. By race or ethnicity, the next largest group of students in need of outreach and resources to improve success rates is our African-American students. Taft College will begin focused outreach activities to these four student groups in Fall 2019, to be reassessed in Fall 2021.

Success Criteria

Taft College, a Guided Pathways institution, has implemented several processes to ensure the institution consistently and regularly reviews its practices, activities, and policies integral to supporting an equitable learning experience for underserved students. Formal practices include monthly meetings attended by categorical program leaders to discuss services and support available for students (Student Services Staff Meeting, DSPTS Staff Meeting, EOPS/CARE/CalWORKS Staff Meeting) and semi-annual advisory board committee meetings (DSPTS, EOPS/CARE/CalWORKS). These categorical programs have also created formal processes for referral to capture students identified from general populations who may benefit from categorical program supports. The college's federal TRIO program is integrated into the student services structure to identify students who may not be eligible for state sponsored programs. There are assigned staff and faculty members to support the needs of current and former foster youth, veterans, and students with disabilities. Other formalized institutional practices which support the coordination of equity-related programs include annual program review, mandated state and federal annual reporting, and categorical program plans. Through these formal processes, the faculty and administrative leadership responsible for various categorical programs and services coordinate efforts to recruit students, implement program plans, and align program goals with the district's identified institutional planning priorities (as identified in the district's Strategic Action Plan, EEO Plan, Educational Master Plan, and SEA Plan). In addition to reporting and planning practices, several faculty, staff, and administrative members from categorical programs serve on various shared governance committees, including: the Governance Council, the Guided Pathways Oversight Committee, the Academic Development Committee, the 508 Accessibility Committee, Student Services Coordinators Team, the Student Success Committee, and the Access Committee. It is in these settings that the objectives and activities of categorical are shared with other college members, enhancing efforts to coordinate across categorical and college programs.

Executive Summary

<https://www.taftcollege.edu/wp-content/uploads/2019/06/Equity-Executive-Summary-2019-2022.pdf>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	344	347	+0.87%
Attained the Vision Goal Completion Definition	391	395	+1.02%
Completed Both Transfer-Level Math and English Within the District in the First Year	50	100	+100%
Retained from Fall to Spring at the Same College	2388	2400	+0.5%
Enrolled in the Same Community College	4247	4390	+3.37%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
White	Male	Attained the Vision Goal Completion Definition	50	50	0% ◀ ▶
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	63	63	0% ◀ ▶
LGBT	Female	Transferred to a Four-Year Institution	0	1	0% ◀ ▶
Some other race	Male	Transferred to a Four-Year Institution	1	1	0% ◀ ▶
Black or African American	Male	Transferred to a Four-Year Institution	3	8	+166.67% ▶▶◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	0	3	+200% ▶▶◀
Foster Youth	Female	Attained the Vision Goal Completion Definition	2	3	+50% ▶▶◀
Black or African American	Male	Attained the Vision Goal Completion Definition	2	17	+750% ▶▶◀
Asian	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▶▶◀
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	0	2	+100% ▶▶◀
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	0	1	0% ◀ ▶
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	12	37	+208.33% ▶▶◀
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▶▶◀
Hispanic or Latino	Male	Retained from Fall to Spring at the Same College	495	495	0% ◀ ▶
White	Male	Retained from Fall to Spring at the Same College	297	297	0% ◀ ▶
Black or African American	Male	Retained from Fall to Spring at the Same College	42	42	0% ◀ ▶
LGBT	Male	Enrolled in the Same Community College	35	35	0% ◀ ▶
White	Female	Enrolled in the Same Community College	890	890	0% ◀ ▶

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Male	Enrolled in the Same Community College	68	68	0% ◀▶
Black or African American	Female	Enrolled in the Same Community College	135	135	0% ◀▶
Asian	Male	Enrolled in the Same Community College	71	71	0% ◀▶
Disabled	Male	Enrolled in the Same Community College	32	59	+84.38% ▶▶◀
Veteran	Male	Retained from Fall to Spring at the Same College	15	16	+6.67% ▶▶◀
Foster Youth	Female	Retained from Fall to Spring at the Same College	44	45	+2.27% ▶▶◀
Foster Youth	Male	Retained from Fall to Spring at the Same College	14	15	+7.14% ▶▶◀
Veteran	Female	Retained from Fall to Spring at the Same College	5	6	+20% ▶▶◀
Disabled	Female	Enrolled in the Same Community College	85	105	+23.53% ▶▶◀

Additional Categories

No population groups selected.

Activities

Outreach to WESTEC Students

Brief Description of Activity

Outreach includes these activities: - contact first time students with information on obtaining certificates and degrees available at Taft College. - provide on-site academic counseling and financial aid information to students at WESTEC.

Related Metrics

- White : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition

Outreach to Underserved Students Eligible for Categorical Programs

Brief Description of Activity

Obtain disaggregated data from the Institutional Research Office to identify students eligible for specific categorical programs. Perform a root cause analysis to determine barriers to student success by gender and eligibility for categorical

programs. Create outreach activities and materials for identified students eligible for categorical programs. Identify resources to serve students identified in specific categorical programs. Designate counselors to specific groups.

Related Metrics

- White : Male : Attained the Vision Goal Completion Definition
- Overall : All : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition



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