

ARCC 2012 Report: College Level Indicators

Taft College

West Kern Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	38.3%	38.6%	34.9%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	66.2%	64.0%	65.6%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	58.7%	29.3%	47.6%



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	96.5%	93.0%	93.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	61.7%	58.0%	60.5%

Table 1.5:
Improvement Rates for
ESL and Credit Basic
Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	70.6%	63.4%	78.6%
Basic Skills Improvement Rate	61.3%	59.6%	62.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



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College Profile

Table 1.7:
Annual Unduplicated
Headcount and Full-Time
Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	24,253	14,256	15,977
Full-Time Equivalent Students (FTES)	2,551	2,566	2,481

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	10.3%	11.8%	12.5 %
20 - 24	20.8%	20.9%	22.1 %
25 - 49	58.2%	56.3%	54.7 %
Over 49	10.7%	10.9%	10.8 %
Unknown	0.0%	0.0%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	17.8%	24.0%	21.5%
Male	82.1%	75.7%	78.3%
Unknown	0.1%	0.3%	0.3%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.3%	4.8%	5.5%
American Indian/Alaskan Native	1.5%	1.2%	0.9%
Asian	1.3%	1.0%	1.1%
Filipino	1.2%	0.7%	1.0%
Hispanic	46.7%	39.7%	50.6%
Pacific Islander	0.4%	0.4%	0.4%
Two or More Races	0.0%	0.4%	1.3%
Unknown/Non-Respondent	3.3%	15.7%	1.9%
White Non-Hispanic	38.3%	36.3%	37.4%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	34.9	48.3	34.9	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	65.6	70.1	65.6	74.7	B5
C	Persistence Rate	47.6	57.8	46.3	74.5	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	93.9	89.6	83.1	96.7	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	60.7	50.8	73.1	E2
F	Improvement Rate for Credit Basic Skills Courses	62.3	55.0	48.6	62.3	F6
G	Improvement Rate for Credit ESL Courses	78.6	45.6	.0	78.6	G1

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

Table 1.1: Student Progress and Achievement Rate.

TC's progress rate is hovering around 35% to 39% for three years running and is about 13 points below the peer group average. TC has a high rate of unprepared students: over 99% of students place below college level in math, and of those, 70% place two or more levels below college level. Consequently, it takes TC students longer to progress.

Table 1.1a: Percent of Students Who Earned at Least 30 Units.

TC's rate is consistently 64% to 66% for the three cohorts and is only 4 points below the peer group average. TC students take a long time to earn 30 units due to a high rate of working students.

Table 1.2: Persistence Rate.

The drop in TC's persistence rate to 47.6% for the fall 2009 cohort is due to the loss of several hundred incarcerated students at a local prison, which changed its population during that time period. The 29.4% rate in fall 2008 is due to a data reporting error.

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses.

TC has frequently topped the state on vocational course completion rates. The small drop to 93% in the 09/10 cohort is due to a huge drop in enrollments for a one day oil field safety course offered by the off-campus center which affects the overall successful completion rate.

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses.

TC's 2010-2011 60.5% BS course completion rate is right at the peer group average; nonetheless, attempts are being made to increase this rate by new programs focused on basic skills math, in particular.

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses.

TC's BS improvement rate increased from the lowest in the system a decade ago to the highest in its peer group at present. Likewise, the ESL improvement rate of 78.6% for the 08-09 cohort is the peer group highest. TC has made numerous changes in its BS and ESL programs in recent years that are reflected in these outcomes.

Table 1.7: Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES).

The large drop in headcount in 09/10 is not a data reporting error; it is due to a very large drop in enrollments for the one day oil field safety course following a slowdown in the local oilfield economy. On-campus FTES has remained fairly steady over the observed time period.

Table 1.8: Age of Students at Enrollment.

The age distribution tends to reflect the older age of the oil field safety program students mentioned in Table 1.7. The actual age distribution of on-campus and distance learning students is similar to statewide trends across all three time periods.

Table 1.9: Gender of Students.

Same as Table 1.8.

Table 1.10: Ethnicity of Students.

Same as Table 1.8.

