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2016 Annual Report

Final Submission

03/18/2016

Taft College
 29 Cougar Court
 Taft, CA 93268

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Eric Berube
3.	Phone number of person preparing report:	(661) 763-7944
4.	E-mail of person preparing report:	eberube@taftcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.taftcollege.edu/student_services/catalog/2015-16/2015-16%20Taft%20College%20Catalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://ct-prod-wp.taftcollege.edu/iarp/accreditation-2015/
6.	Total unduplicated headcount enrollment:	Fall 2015: 4,615 Fall 2014: 5,349 Fall 2013: 5,565
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	4,398
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	325
9.	Number of courses offered via distance education:	Fall 2015: 141 Fall 2014: 138 Fall 2013: 125
10.	Number of programs which may be completed via distance education:	36
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 1,916 Fall 2014: 1,832 Fall 2013: 1,778
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 244 Fall 2014: 258 Fall 2013: 284

13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	Yes
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67.7%									
14b.	Successful student course completion rate for the fall 2015 semester:	68.4%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>305</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>N/A</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>N/A</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	305	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	305									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	347									
16b.	Number of students who received a degree in the 2014-2015 academic year:	300									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	66									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	203									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	231									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Independent Living Skills									
19a.	Number of career-technical education (CTE) certificates and degrees:	217									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	16									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2									

19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	7			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Dental Hygiene	51.06	state	95 %	100 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Dental Hygiene (AS)	51.06	0 %	100 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
	Retention	The percent of students retained to the end of the fall term using the RP Group definition		94.2%	
	Persistence	The percent of students who complete the first fall term and subsequently enroll or graduate in the following two primary terms		50.9	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	Taft College has adopted an equity-based model for evaluating its institution-set standards that utilizes the application of an "80% rule" to identify relatively under-performing subgroups on its institution-set standards. Each institution-set standard is disaggregated by selected variables into subgroups. The highest performing subgroup is first identified. Any subgroup that falls below 80% of the highest performing subgroup is then flagged and scrutinized. Appropriate interventions for the low performing subgroups are developed and implemented, and the cycle continues by reexamining the subgroup performance a year later.				

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	381
	b.	Number of college courses with ongoing assessment of learning outcomes	314
		Auto-calculated field: percentage of total:	82.4
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	90
	b.	Number of college programs with ongoing assessment of learning outcomes	90

		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	5
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	5
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://ct-prod-wp.taftcollege.edu/iarp/program-review/program-review-2015-2016-2/	
28.	Number of courses identified as part of the general education (GE) program:	96	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	95%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	91	
32.	Number of Institutional Student Learning Outcomes defined:	4	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	90%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Specific ILOs are mapped from Course SLOs. Non-instructional areas developed Program Effectiveness Measures and gather information through various means including student surveys. Feedback is provided at various committee meetings. This is an area of active engagement with the IEPI team and a plan is being developed to address the documentation of accomplishments so that the information is more readily available to students, staff, and the public-at-large.</p>		
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>			
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called mapping), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>For each of the social and behavioral science areas mapping has occurred beyond charting SLOs to program level SLOs. Each course level SLO was first sequenced within courses so</p>		

	<p>that the SLOs added to the Program level outcomes and were scaffolded from introductory to developmental to mastery. The last semester course in which all program level outcomes can be assessed provide data as to how well the students are mastering the intended program level outcomes. Since we have just completed the alignment project in this one division, no data has been collected. The sequencing of classes based on outcomes should provide the students with clearer expectations of the program.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Taft College is now sharing SLO data with our Advisory Committees within CTE programs to increase awareness of student learning and to obtain feedback as to what other areas students should be acquiring skills for success in employment situations. SLO data is reported in Annual Program Review reports and SLO reports per program on the SLO and Institutional Websites. Program SLOs are in the college catalog however the results of the SLO results are not yet publicized other than within the Annual Program Review Reports housed on the website.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Taft College developed a process for using SLO assessment data for institutional planning. During in-service, faculty within divisions to the department level meet to discuss SLO results that are now disaggregated by disproportionate groups (except disability) and the analysis are reported in the Annual Program Review Report. Taft College is strengthening implementation of SLO outcome data and resource allocations through a plan developed in concert with the IEPI team and Taft College's Strategic Planning Committee to allow for an integration of various committee input with budget allocation requests. To complete the cycle, program areas review how the allocations impacted student learning on the subsequent annual program review.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Taft College disaggregated our success data and determined disproportionate impacted groups as described in our Equity Plan. In addition, we are now able to disaggregate our SLO data by course by age, race, and gender. In review of the General Education courses, we are able to determine at the course level the same inequity groups. This will allow us the opportunity to target those particular courses to improve student achievement.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 2
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)

41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1. Welding program--new off campus facilities 2. DL-Correspondence Education
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Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	Welding Program
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	1. WESTEC 2. Welding
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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