TAFTCOLLEGE
WEST KERN COMMUNITY COLLEGE DISTRICT

2018 ACCREDITATION
MIDTERM REPORT

SUBMITTED BY:

Taft College | West Kern Community College District
29 Cougar Court
Taft, CA 93268

SUBMITTED TO:

Accreditation Commission for Community and Junior Colleges
Western Association of Schools and Colleges

—— **OCTOBER 15, 2018** ——

Taft College

October 2018 Midterm Report

Submitted by

West Kern Community College District
29 Cougar Court
Taft, CA 93268

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2018

CERTIFICATION OF THE MIDTERM REPORT

To: Accrediting Commission for Community and Junior Colleges,
           Western Association of Schools and Colleges

From: Dr. Debra S. Daniels, Superintendent/President
           Taft College
           29 Cougar Court
           Taft, CA 93268

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____   10-4-2018
Dr. Debra S. Daniels, Superintendent/President   Date

_____   10-4-2018
Dawn Cole, President, Board of Trustees   Date

_____   10-4-2018
Geoffrey Dyer, President, Academic Senate   Date

_____   10-4-2018
Greg Hawkins, President, California State Employees Association   Date

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Report Preparation

The Midterm Report was prepared by the Strategic Planning Committee (SPC), which includes members from all major constituent groups. The SPC began the process by establishing a timeline at its October 6, 2017 meeting. From October 2017 to July 2018, committee members worked with various college employees to gather evidence, and write the narrative portions of the Midterm Report. During August, September, and October of 2018, the Midterm Report was reviewed and approved by the Governance Council, and Academic Senate. Finally, the Midterm Report was approved by the Board of trustees on October 10, 2018.

Table 1: Participants Contributing to the October 2018 Midterm Report

	Name	Title
Strategic Planning Committee	Amanda Bauer	Executive Director of Fiscal Services
	Brandy Young	Classified Representative, Secretary
	Dr. Debra S. Daniels	Interim Vice President Instruction
	Dr. Greg Golling	Academic Senate Representative
	Kayla Meyer	Associated Students Representative
	Oleg Bespalov	Executive Director of Institutional Research & Planning
	Primavera Arvizu	Dean of Student Success
	Severo Balason	Vice President Student Services
	Dr. Sharyn Eveland	Academic Senate Representative
	Dr. Vicki Jacobi	Vice President Academic Senate, SLO Coordinator, Articulation Officer
	Name	**Title**
Members of Editing Team	Dr. Dan Hall	Distance Education Coordinator
	Geoffrey Dyer	Academic Senate President
	Jessica Grimes	Interim Dean of Instruction and CTE

Self-Identified Actionable Improvement Plans

Self-Identified AIP 1		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 1: To improve, fully implement the one-year annual program review and planning cycle.	IA4	Annual program review fully implemented since January of 2016.
The Strategic Planning Committee met over summer of 2015 and discussed how the eighteen-month annual program review cycle did not align with the annual budget cycle. Information was shared with Governance Council in August of 2015 and incorporated into the How-to Guide.		
Evidence		
AIP 1.01	August 28, 2015 Governance Council Minutes "2015/2016 Program Review Timeline"	
AIP 1.02	Annual Program Review Timeline 2015/2016	
AIP 1.03	How to Guide 2015-2016	
AIP 1.04	How to Guide 2018-2019	

Self-Identified AIP 2		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 2: To improve upon ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes implement the annual dialogue day focused on developing, implementing, and evaluating	IB1	SLO days occur twice a year during in-service.

strategies to improve student learning.		
Taft College has instituted two dialogue days as SLO Days during fall and spring in-service. Monthly, the SLO Committee reviews SLO data to report to Academic Senate. Faculty participated in the National Institute for Staff and Organizational Development (NISOD) training reflecting on course pedagogy and learning outcome.		

Evidence	
AIP 2.01	SLO Day Programs
AIP 2.02 AIP 2.02.1	SLO Assessment Steering Committee Minutes
AIP 2.03 AIP 2.03.1 AIP 2.03.3 AIP 2.03.4	Training for NISOD
AIP 2.04	In-service schedules
AIP 2.05	Administrative Procedure 4024 - Student Learning Outcomes

Self-Identified AIP 3		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 3: To strengthen the efforts to achieve the Strategic Action Plan (SAP) goals and other goals associated with student access and success, continue to develop the interactive calendar on the College's research website that allows easy monitoring of student access and success metrics.	IB2	As part of the new Strategic Action Plan, the college now monitors goal progress with current status indicators.

The interactive calendar was updated to include a reporting form. Completed reports from the 2015-16 to 2017-18 Strategic Action Plan are on the Taft College Planning Page. The interactive calendar was used by the Governance Council to schedule and receive regular updates on Strategic Action Plan objectives. The new SAP does not include objectives but instead identifies goals as leading and lagging indicators, which use current status indicators, replacing the calendar.

Evidence	
AIP 3.01	Strategic Action Plan Progress Reports
AIP 3.02	Strategic Action Plan 2018-2019 to 2020-2021

Self-Identified AIP 4		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 4: To improve, the Strategic Planning Committee (SPC) will redesign and recommend the annual program review and planning process to begin and end in a one-year cycle as opposed to the current 18-month cycle. To improve, the SPC will revise the annual program review and planning data set and program review forms to include data and fields that are more strongly linked to the recently identified SAP goals of the College.	IB3	Programs work from a variety of outcomes data in completing Annual Program Reviews (APR). Program Review goals are aligned with SAP goals.

The Annual Program Review process has been revised to reflect a one-year cycle with a scoring rubric for resource allocations aligned with SAP goals that are mapped through other campus plans and initiatives (see cross walk in SAP).

Evidence	
AIP 4.01	2017-18 Annual Program Review - APR Goal - Prioritization Rubric

❧ Taft College 2018 Accreditation Midterm Report ❧

AIP 4.02	Annual Program Review Goal Form
AIP 4.03	Strategic Action Plan 2018-2019 to 2020-2021 pg. 16
AIP 4.04	Program Review Submissions 2017-2018 – webpage

Self-Identified AIP 5		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 5: To improve, the SPC will refine the process by which program leads, division chairs, and vice presidents rank or score resource requests to strengthen the linkage between student learning, student achievement, the College's mission and strategic plan, and resource allocation.	IB4	Process of ranking resource allocations has been refined to strongly link outcomes data and the college's mission and plans.

New rubric for scoring APR-Based Resource Requests allows for alignment with any institutional plans, not only SAP objectives. Governance Council refined process of ranking so that its members have access to completed APRs sooner. Impacts of APR-based resource allocations have been evaluated by Governance Council in February of 2017 and 2018.

Evidence	
AIP 5.01	2017-18 Annual Program Review - APR Goal - Prioritization Rubric
AIP 5.02	APR Goal Rankings – Hyperlinked Goal Forms
AIP 5.03	Revised APR timeline (How to Guide pg. 14)
AIP 5.04	Final Tally of Governance Council Rankings
AIP 5.05	Impact of Funded 2016-2017 APR Goals
AIP 5.06	Governance Council Minutes – February 23, 2018
AIP 5.07	Governance Council Minutes – March 16, 2018

Self-Identified AIP 6		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 6: Progress has been made in many areas across the College. Faculty in various disciplines, programs, and activities regularly discuss, assess, and evaluate SLOs. Unfortunately, this documented progress is not consistent across the College and has not reached the level of institutionalization. More must be done to move the College forward in this area. With that recognition in mind, the College has requested a resource team through the Institutional Effectiveness Partnership Initiative (IEPI). The College was notified that an Institutional Effectiveness Partnership Resource Team (IEPRT) will begin working with the College in fall 2015.	IIA1c	Assessment Guidebook created. Board Policy and Administrative Procedure 4024 on SLO Assessment adopted.
An Institutional Effectiveness Partnership Initiative (IEPI) resource team has visited Taft College and a plan was developed to direct the College to meet this standard. An assessment guidebook outlines timelines and scheduled assessments on an on-going basis for all areas of the college.		
Evidence		
AIP 6.01 AIP 601.1	IEPI Letter, Innovation & Effectiveness Plan	
AIP 6.02	Assessment Guidebook	
AIP 6.03	SLO Day Program	
AIP 6.04 AIP 6.04.1	Board Policy/Administrative Procedure 4024	

Self-Identified AIP 7		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 7: While Taft College meets this standard, in the near future instructional scorecards and department/division dashboards for tracking student success after leaving the College (based on an instructional data mart) will be implemented in response to SB 1456. Furthermore, graduate success surveys will be implemented and made available on these dashboards.*	IIA3a	The Guided Pathways Oversight Committee is investigating instructional dashboards.
Taft College continues to assess the general education areas listed in the standards. The SLOs were developed in conjunction with the local CSU and value rubrics as well as compliance to title 5 regulations. Taft College has reflected on these during our SLO Days. *Taft College recognizes that there is a discrepancy between standards IIA3a-b and the actionable improvement plans identified in the Institutional Self Evaluation Report. These updates address both the standards and the status of the items in the AIPs.*		
Evidence		
AIP 7.01	General Education SLO (GELO) eLumen data	
AIP 7.02	Governance Council Minutes August 24, 2018	

Self-Identified AIP 8		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 8: While Taft College meets this standard, in the near future instructional scorecards and department/division dashboards for tracking student success after leaving the College (based on an instructional data mart) will be implemented in response to SB 1456. Furthermore, graduate success surveys will be implemented and made available on these dashboards.* Other work in progress includes collaboration with local CSU partners ensuring alignment of General Education SLOs.	IIA3b	The Guided Pathways Oversight Committee is investigating instructional dashboards. Taft College's GELOs are aligned with CSU Value Rubrics.
As part of the ISLO review cycle outlined in the Assessment Guide, the Academic Senate voted to redefine its Computation ISLO to include quantitative reasoning, using the VALUE Rubric. **Taft College recognizes that there is a discrepancy between standards IIA3a-b and the actionable improvement plans identified in the Institutional Self Evaluation Report. These updates address both the standards and the status of the items in the AIPs.*		
Evidence		
AIP 8.01	General Education SLO eLumen data	
AIP 8.02	Assessment Guide (Pg. 15)	
AIP 8.03	Academic Senate Minutes, March 21, 2018	

Self-Identified AIP 9		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 9: Current plans are to administer the [community/global consciousness and responsibility ISLO student] survey . . . that has been developed to ensure assessment, and to then close the loop for courses that have embedded affective SLOs to validate their treatment of these SLOs.	IIA3c	Assessment results shared with faculty. Discussion of results informed professional development on implicit bias.

This standard is covered in many of the social science and humanities courses at the General Education level and integrated throughout the curriculum in identified ethnic studies courses. Student services survey, which included questions on the ISLO of community/global consciousness, was administered in spring of 2015 and the results were shared broadly with faculty. The assessment is scheduled again for the 2019-2020 year.

Evidence	
AIP 9.01	Community Global Consciousness Report
AIP 9.02	Assessment Guide (Pg. 15)
AIP 9.03	Kimberly Papillion Presentation

Self-Identified AIP 10		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 10: Prepare a Substantive Change Proposal for the Auto Program and the Welding Program.	IIA6b	Automotive program has been discontinued, and welding program has been approved by ACCJC.
A Substantive Change report was submitted September of 2016 for Welding. In January of 2016, ACCJC advised that a substantive change report was not required for the discontinuation of the automotive program.		
Evidence		
AIP 10.01 AIP 10.01.1	Substantive Change Proposal - Welding	
AIP 10.02	Email from ACCJC - Automotive	

Self-Identified AIP 11		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 11: With the advent of the web the challenge is how to reliably maintain accuracy. To improve, Taft College is working to address this by integrating web updates into an Integrated Planning Model, as outlined in the College's Education Master Plan.	IIA6c	Smart Catalog has been purchased and implemented. Board Policies and Administrative Procedures are regularly updated and posted electronically.
The college elected not to use a web-updated Integrated Planning Model. However, the college has purchased the Smart Catalog.		
Evidence		
AIP 11.01	Smart Catalog	
AIP 11.02	Procedures and Policies webpage	

Self-Identified AIP 12		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 12: Taft College will continue to evaluate ways to provide the best services to students at sites throughout the District. The College will continue to improve the online orientation by developing additional video and module content and will continue to explore other platforms such as Comevo. An accurate and updated website, continual refinement of website navigation, along with branding guidelines and enhanced ADA website compliance and accessibility will also be beneficial for efficiency, consistency, and comparability of distance education student support services.	IIB1	Website is WCAGAA compliant. Additional support resources for students have been secured.

Taft College contracted with and piloted NetTutor and Cranium Café. As a new member of the 2018 Equity Cohort of the Online Education Initiative, Taft College will have access to enhanced student support services, including Quest, NetTutor, and Cranium Café. In the 2017/2018 year, an operational 508 Compliance Committee was created, which began to meet in spring of 2018. College website has been reviewed for 508 compliance.

Evidence	
AIP 12.01	OEI Agreement
AIP 12.02	508 Committee Charter
AIP 12.03 AIP 12.04	508 Minutes
AIP 12.05	Email from Jason Zsiba

<table>
<tr><td colspan="3" style="text-align:center">**Self-Identified AIP 13**</td></tr>
<tr><td>**Actionable Improvement Plan**</td><td>**Standard**</td><td style="text-align:center">**Outcome**</td></tr>
<tr><td>**AIP 13: Taft College will periodically review Student Services hours of operation and consider providing extended evening hours for students unable to visit during their normal hours.**</td><td>IIB3c</td><td>Student Services hours are adjusted during peak demand times to accommodate students.</td></tr>
<tr><td colspan="3">Counselors are available in evenings during registration period and other peak times.</td></tr>
<tr><td colspan="3" style="text-align:center">**Evidence**</td></tr>
<tr><td>AIP 13.01</td><td colspan="2">Student Services Operational Hours - email</td></tr>
</table>

<table>
<tr><td colspan="3" style="text-align:center">**Self-Identified AIP 14**</td></tr>
<tr><td>**Actionable Improvement Plan**</td><td>**Standard**</td><td style="text-align:center">**Outcome**</td></tr>
<tr><td>**AIP 14: Review and evaluate the recommendations of the 2015 Human Resources Report and improve selection committee training. Complete the Equal Employment Opportunity Plan and submit it to the State Chancellor's Office.**</td><td>IIIA1a</td><td>Equal Employment Opportunity Plan completed. Trainings conducted.</td></tr>
</table>

The Equal Employment Opportunity Committee was created to form Equal Employment Opportunity Plan. The Human Resources department reviewed the 2015 Human Resources Plan, improved selection committee training, and also completed the Equal Employment Opportunity Plan.

Evidence	
AIP 14.01	Human Resources Annual Program Review 15-16
AIP 14.02	Human Resources Annual Program Review 17-18
AIP 14.03	Equal Employment Opportunity Plan

Self-Identified AIP 15

Actionable Improvement Plan	Standard	Outcome
AIP 15: Taft College will complete the current HR/Staffing study and will consider its recommendations in future planning. **Evaluate the recommendations in the 2015 HR/Staffing plan and implement new practices and other improvements where appropriate.**	IIIA2 & IIIA6	Executive Director of Human Resources position created.

Collaborative Brain Trust was contracted to conduct a staffing study and survey. The study, in combination with Annual Program Review recommendations, led to reorganization of Human Resources.

Evidence	
AIP 15.01	Human Resources Project Final Report
AIP 15.02	Human Resources Annual Program Review 15-16

Self-Identified AIP 16		
Actionable Improvement Plan	**Standard**	**Outcome**
AIP 16: To improve, Taft College should ensure that all subcommittees reporting to the Governance Council are evaluated each year as indicated in their charters. The evaluations should include: **1. How well each subcommittee is meeting its charter.** **2. Whether each subcommittee's charter reflects the actions of the subcommittee.** **3. How each subcommittee met its goals for that year.** **Feedback from these evaluations should be included in the subcommittee's processes to increase the effectiveness of the subcommittees in achieving their charters and meeting their goals.**	IVB2b	The Governance Council implemented a new annual process for evaluating committees.
A new committee evaluation procedure was created and approved by Governance Council in fall of 2017. All Governance Council committees completed the evaluation.		
Evidence		
AIP 16.01	Completed Committee Evaluation Summary 2016-2017	
AIP 16.02 AIP 16.02.1	Annual Committee Review Forms	

> ### *Recommendation 1*
>
> *In order to increase effectiveness, the team recommends that student and learning support services and administrative units actively participate in regular program review cycles including outcomes assessment. Results should be evaluated and used as a basis for improvement. (I.B.3, I.B.6, II.B.4, II.C.2, IV.A.2.b, IV.A.5)*

Student and learning support services and administrative units actively participate in regular program review. (1.01) The Executive Director of Institutional Research and Planning had one-on-one meetings with each program review lead for the 2017-2018 program review cycle. These meetings provided program review leads an opportunity to have discussions about their outcomes assessment results and how these results can be used as a basis for improvement. (1.02) (1.03) Subsequently, program reviews for 2017-2018 were completed and posted publicly on the college website. (1.04) The SLO Coordinator met with Student Support Services faculty, who developed specific SLOs for each of their areas. (1.05) As a final step, the Vice Presidents of Student Services and Administrative Services reviewed their units' respective program reviews to ensure each section was completed correctly, especially sections related to using results as the basis for improvement. (1.06)

Evidence

1.01   List of Taft College Programs and Program Leads 2018-2019 (How to Guide Pg. iv)
1.02   Program Review working Spreadsheet
1.03   Email to Student Services staff
1.04   Institutional, Assessment, Research & Planning website – Program Review
1.05   Assessment Guidebook (Pg. 22)
1.06   APR Timeline

> ### Recommendation 2
>
> *In order to increase effectiveness and address the needs of online students, the team recommends that the College expand, diversify, and provide technology-related workshops that are based upon identified needs of distance education faculty.*
> *(II.A.1.c, II.A.2.a, II.A.2.b, II. A.2.e, II.A.2.f, II.B.4, III.A.5.a, III.A.5.b, III.C.1.c)*

Taft College continues to expand, diversify, and provide technology-related workshops that are based upon the identified needs of distance education faculty.

As new online teaching faculty have joined the college, Taft College continues to maintain the requirement that all online faculty must complete training on how to navigate the Canvas LMS. Several faculty completed their training through the Online Network of Educators. (@One)(2.01) Thirty-three Taft College faculty (full-time and adjunct) completed their Canvas training through online in-house workshops in late-Spring 2017 through Spring 2018. (2.02) (2.02.1) (2.03) (2.04) (2.05) (2.06)

At the end of the spring 2017 semester, twenty faculty completed a three-day Advanced Canvas workshop designed specifically for faculty by the instructional designers from @One. (2.07) (2.08) (2.09)

Much of the professional development offered to faculty and staff in the 2017-2018 academic year was based on responses received on the Professional Development Needs Analysis (PDNA) survey given to all Taft College employees in fall 2017. Two of the three topics that were selected the most, out of 16 professional development options given on the survey, were Student Engagement Strategies and Distance Education. Thirty-eight of the 102 responders indicated their interest in learning more about each of those topics. (2.10) (2.11)

The college became an Institutional Member of National Institute for Staff and Organizational Development (NISOD) in 2017-2018. (2.12) With this membership, all Taft College employees gained access to upcoming webinars, archived webinars, and publications that are geared for "…promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges." (2.13) (2.14) (2.15) (2.16)

In the spring 2018 semester, Taft College became part of the newest cohort of the CVC-OEI Consortium. CVC-OEI Consortium colleges willingly take on the responsibility to strengthen the quality of a collection of their online

classes to undergo an extensive peer-review process with the goal to offer the collection of online classes on the statewide CVC Course Exchange.

Given the opportunity to participate in the OEI Consortium, Taft College offered a three-day workshop at the end of the spring 2018 semester for all faculty who wanted to work on bringing at least one of their online classes up to the standards of the OEI Course Design Rubric. (2.17)

2.01	Canvas_S17B12_Cert_Sara Wallace
2.02	Intro to Canvas Late Spring 2017
2.02.1	Canvas Late Spring 2017 Completers
2.03	Intro to Canvas May 2017
2.04	Intro to Canvas June 2017
2.05	Intro to Canvas June 2018
2.06	Updated Canvas Trained SP18
2.07	Advanced Canvas May 2017
2.08	Advanced Canvas Final Announcement
2.09	Advanced Canvas Completers – May 2017
2.10	PDNA Fall 2017 Open Responses
2.11	PDNA Fall 2017 Responses
2.12	NISOD 2017-2018 Membership
2.13	May 2018 In-service email Announcement
2.14	May 2018 In-service Memo- Faculty
2.15	NISOD Webinar Participants
2.16	NISOD Webinars Write-Up Example
2.17	OEI Consortium In-Service Participant List

Recommendation 3

In order to increase effectiveness of distance education, the team recommends the College develop and implement a Distance Education Plan, which addresses issues of student achievement and faculty training that is consistent with AP 4105 - Distance Learning, and that this plan is incorporated into college governance dialog and the integrated planning process. (II.A.2, III.C.1.c)

Taft College continues to implement the Distance Education Plan adopted in 2017. (3.01) This commitment to following the Distance Education Plan played an integral part in Taft College's acceptance into the newest cohort of the CVC-OEI Consortium (http://ccconlineed.org/about-the-oei/college-participation/). The exchange courses benefit from having access to the OEI Accessibility Specialists and to the OEI Instructional Designers. The Distance Education Committee has discussed adopting the OEI Course Design Rubric to promote quality online course design for all online courses. (3.02) As a member of the CVC-OEI Consortium, Taft College now has access to a proctoring service, plagiarism detection, online tutoring, and an online counseling platform. (3.03)

Taft College's Distance Education Plan has been incorporated into college governance dialog and into the integrated planning process, as evidenced by the Strategic Action Plan, (3.04) Professional Development Plan, (3.05) and the Guided Pathways Plan. (3.06)

3.01   Distance Education Plan
3.02   Distance Education Committee Minutes Item 6
3.03   2018 CCC OEI Consortium Agreement
3.04   Strategic Action Plan
3.05   Professional Development Plan
3.06   Guided Pathways Plan

Annual Report Data
Institution-Set Standards

Student Course Completion			
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)			
Category	**Reporting Years since Comprehensive Review**		
	Year 1	**Year 2**	**Year 3**
Institution Set Standard	67.7%	68.7%	66.1%
Stretch Goal	70.%	70.0%	70.0%
Actual Performance	68.5	70.1%	70.0%
Difference between Standard and Performance	+0.8%	+1.4%	+3.9%
Difference Between Stretch Goal and Performance	-1.5%	+0.1%	0%
Analysis of the data: The college was able to meet the stretch goal. As part of its new Strategic Action Plan, the college has set a new stretch goal of increasing the student course completion rate to 75.4% by Fall 2020.			

Degree Completion			
(Students who received one or more degrees may only be counted once.)			
Category	**Reporting Years since Comprehensive Review**		
	Year 1	**Year 2**	**Year 3**
Institution Set Standard	305	305	323
Stretch Goal	n/a	n/a	n/a
Actual Performance	294	323	400
Difference between Standard and Performance	+11	+18	+77
Difference Between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data: The college was able to meet the Institution Set Standard. As part of its new Strategic Action Plan, the college has set a stretch goal of increasing degree and certificate completion by 9.4% over the next three years.			

**Annual Report Data
Institution-Set Standards**

Certificate Completion			
(Students who received one or more certificate may only be counted once.)			
Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	n/a	n/a	47
Stretch Goal	n/a	n/a	n/a
Actual Performance	39	50	58
Difference between Standard and Performance	n/a	n/a	+11
Difference Between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data: The college was able to meet the Institution Set Standard. As part of its new Strategic Action Plan, the college has set a stretch goal of increasing degree and certificate completion by 9.4% over the next three years.			

Transfer			
Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	203	199	223
Stretch Goal	n/a	n/a	n/a
Actual Performance	222	223	258
Difference between Standard and Performance	+19	+24	+35
Difference Between Stretch Goal and Performance	n/a	n/a	n/a
Analysis of the data: The college was able to meet the Institution Set Standard. As part of its new Strategic Action Plan, the college has set a stretch goal of increasing transfers by 9.4% over the next three years.			

Annual Report Data
Institution-Set Standards

Student Learning Outcomes Assessment			
	Year 1	**Year 2**	**Year 3**
Number of Courses	516	472	468
Number of Courses Assessed	449	361	434
Number of Programs	90	91	86
Number of Program Assessed	90	91	86
Number of Institutional Outcomes	5	5	5
Number of Outcomes Assessed	5	5	5
Analysis of the data: Over the past three years, the college was able to assess 100% of institutional and program outcomes. The college continues to improve its course outcomes assessment process, and was able to assess 92.7% of courses in year three.			

Licensure Pass Rate
(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Dental Hygiene	95%	100%	100%	100%	+5%	+5%	+5%	100%	0%	0%	0%

Annual Report Data
Institution-Set Standards

Job Placement Rate (Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)											
Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Management	83.5%	100%	71.4%	92.3%	+16.5%	-12.1%	+8.8%	n/a	n/a	n/a	n/a
Liberal Arts Allied Health	71.8%	77.8%	71.4%	77.4%	+6.0%	-0.4%	+5.6%	n/a	n/a	n/a	n/a
Dental Hygiene	86.5%	84.9%	100%	88.2%	-1.6%	+13.5%	+1.7%	n/a	n/a	n/a	n/a
Early Childhood Education	68.6%	65%	68.4%	83.3%	-3.6%	-0.2%	+14.7%	n/a	n/a	n/a	n/a
Admin of Justice	76.7%	75%	73.3%	93.8%	-1.7%	-3.4%	+17.1%	n/a	n/a	n/a	n/a

Annual Fiscal Report Data

General Fund Performance			
Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Revenue	$40,509,577	$38,920,732	$37,615,315
Expenditures	$27,710,882	$31,844,729	$32,599,682
Expenditures for Salaries and Benefits	$20,261,539	$22,260,996	$24,157,838
Surplus/Deficit	$12,768,675	$7,076,003	$5,015,633
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	31.52%	18.18%	13.33%
Reserve (Primary Reserve Ratio)	35.40%	31.20%	25.90%
Analysis of the data: Taft College continues to meet its Reserve targets.			

Other-Post-Employment Benefits			
Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Actuarial Accrued Liability (AAL) for OPEB	$19,940,867	$19,940,867	$22,731,236
Funded Ratio (Actuarial Value of Plan Assets/AAL)	16%	16%	20%
Annual Required Contribution (ARC)	$1,357,624	$1,357,624	$1,541,000
Amount of Contribution to ARC	$1,386,201	$1,759,099	$1,611,018
Analysis of the data: The college continues to work on lowering its unfunded liability.			

Enrollment (Students who received one or more certificate may only be counted once.)			
Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Actual Full-Time Enrollment (FTES)	2,532	2,557	2,641
Analysis of the data: The college continues to meet its FTES targets.			

Financial Aid			
Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
USED Official Cohort Student Loan Default Rate (FSLD-3 year rate)	0%	0%	0%
Analysis of the data: The college does not offer student loans.			

Appendix A: Master Evidence List

Report Preparation Evidence

Strategic Planning Committee Charter (SPC)
Strategic Planning Committee Meeting Minutes (October 6, 2017)
Governance Council Meeting Minutes (September 14, 2018)
Academic Senate Meeting Agenda (October 1, 2018)
Board Agenda Page 2 (October 10, 2018)

Self-Identified Actionable Improvement Plans Evidence

AIP 1.01   August 28, 2015 Governance Council Minutes "2015/2016 Program Review Timeline"
AIP 1.02   Annual Program Review Timeline 2015/2016
AIP 1.03   How to Guide 2015-2016
AIP 1.04   How to Guide 2018-2019
AIP 2.01   SLO Day Programs
AIP 2.02   SLO Assessment Steering Committee Minutes (January 22, 2016)
AIP 2.02.1   SLO Assessment Steering Committee Minutes (April 15, 2016)
AIP 2.03   NISOD Training (Announcement May 1, 2018)
AIP 2.03.1   NISOD Training (Memorandum – Inservice Program)
AIP 2.03.2   NISOD Training (May Inservice Track 1 participation list)
AIP 2.04   August 2018 Inservice Schedule
AIP 2.05   AP 4024 Student Learning Outcomes Procedure
AIP 3.01   Strategic Action Plan Progress Reports
AIP 3.02   Strategic Action Plan 2018-2019 to 2020-2021
AIP 4.01   2017-18 Annual Program Review – APR Goal – Prioritization Rubric
AIP 4.02   Annual Program Review Goal Form
AIP 4.03   Strategic Action Plan 2018-2019 to 2020-2021 pg. 16
AIP 4.04   Program Review Submissions 2017-2018 – webpage
AIP 5.01   2017-18 Annual Program Review – APR Goal – Prioritization Rubric

Self-Identified Actionable Improvement Plans Evidence (cont.)

AIP 5.02   APR Goal Rankings – Hyperlinked Goal Forms
AIP 5.03   Revised APR timeline (How to Guide pg. 14)
AIP 5.04   Final tally of Governance Council rankings
AIP 5.05   Impact of Funded 2016-2017 APR Goals
AIP 5.06   Governance Council Minutes (February 23, 2018)
AIP 5.07   Governance Council Minutes (March 16, 2018)
AIP 6.01   IEPI Letter
AIP 6.01.1   Innovation and Effectiveness Plan
AIP 6.02   Assessment Guidebook
AIP 6.03   SLO Day Program
AIP 6.04   BP 4024
AIP 6.04.1   AP 4024
AIP 7.01   General Education SLO (GELO) eLumen data
AIP 7.02   Governance Council Minutes August 24, 2018
AIP 8.01   General Education SLO eLumen data
AIP 8.02   Assessment Guide (pg. 15)
AIP 8.03   Academic Senate Minutes, March 21, 2018
AIP 9.01   Community Global Consciousness Report
AIP 9.02   Assessment Guide (pg. 15)
AIP 9.03   Kimberly Papillion Presentation
AIP 10.01   Substantive Change Proposal – Welding
AIP 10.01.1 Letter from ACCJC
AIP 10.02   Email from ACCJC - Automotive
AIP 11.01   Smart Catalog
AIP 11.02   Procedures and Policies webpage
AIP 12.01   OEI Agreement
AIP 12.02   508 Committee Charter
AIP 12.03   508 Committee Meeting (February 23, 2018)
AIP 12.04   508 Committee Meeting (March 23, 2018)
AIP 12.05   Email from Jason Zsiba
AIP 13.01   Student Services Operational Hours – email
AIP 14.01   Human Resources Annual Program Review 15-16

Self-Identified Actionable Improvement Plans Evidence (cont.)

AIP 14.02   Human Resources Annual Program Review 17-18
AIP 14.03   Equal Employment Opportunity Plan
AIP 15.01   Human Resources Project Final Report
AIP 15.02   Human Resources Annual Program Review 15-16
AIP 16.01   Completed Committee Evaluation Summary 2016-2017
AIP 16.02   Annual Committee Peer Assessment Form
AIP 16.03   Annual Committee Self Evaluation Form

Recommendation 1

1.01   List of Taft College Programs and Program Leads 2018-2019 (How to Guide Pg. iv)
1.02   Program Review working Spreadsheet
1.03   Email to Student Services staff
1.04   IAR&P website – Program Review
1.05   Assessment Guidebook (Pg. 22)
1.06   APR Timeline

Recommendation 2

2.01   Canvas_S17B12_Cert_Sara Wallace
2.02   Intro to Canvas Late Spring 201
2.02.1   Canvas Late Spring 2017 Completers
2.03   Intro to Canvas May 2017
2.04   Intro to Canvas June 2017
2.05   Intro to Canvas June 2018
2.06   Updated Canvas Trained SP18
2.07   Advanced Canvas May 2017
2.08   Advanced Canvas Final Announcement
2.09   Advanced Canvas Completers – May 2017
2.10   PDNA Fall 2017 Open Responses
2.11   PDNA Fall 2017 Responses
2.12   NISOD 2017-2018 Membership

Recommendation 2 (cont.)

Recommendation 3

Appendix B: List of Acronyms

AAL	Actuarial Accrued Liability		IEPRT	Institutional Effectiveness Partnership Resource Team
ADA	Americans with Disabilities Act		ISLO	Institutional Student Learning Outcome
AIP	Actionable Improvement Plan		LMS	Learning Management System
APR	Annual Program Review		NISOD	National Institute for Staff and Organizational Development
ARC	Annual Required Contribution		OEI	Online Education Initiative
CCC	California Community College		OPEB	Other Post-Employment Benefits
CSU	California State University		PDNA	Professional Development Needs Assessment
CVC	California Virtual Campus		SAP	Strategic Action Plan
EEO	Equal Employment Opportunity		SLO	Student Learning Outcome
FSLD	Federal Student Loan Default		SPC	Strategic Planning Committee
FTES	Full-Time Enrollment		WCAGAA	Web Content Accessibility Guidelines
GELO	General Education Learning Outcome			
IEPI	Institutional Effectiveness Partnership Initiative			

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