TAFTCO LLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT

STRATEGIC ACTION PLAN

(2018-2019 TO 2020-2021)

(2018-2019 Updates)

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VISION, MISSION AND VALUES

VISION

Taft College instills a passion for learning, leading to success for all.

MISSION

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

VALUES

1. Students and their success

2. A learning community with teaching excellence

3. An environment conducive to learning, fairness, dialogue, and continuous improvement

4. A communicative, collaborative, collegial, and respectful culture

5. A partnership of students, faculty, support services, and community

6. Innovation, diversity, creativity, and critical thinking

7. Academic, financial, personal, and professional integrity

8. Employees and their professional development

9. A transparent, accessible, participative governance structure

LETTER FROM THE PRESIDENT

Dear Taft College Community,

It is with a sense of pride, respect, and gratitude that I present to you the 2018-2019 to 2020-2021 Taft College Strategic Action Plan. The Strategic Action Plan clearly demonstrates the dedication and commitment of our community that is fully vested in making a lasting contribution to ensure that our College remains a vibrant, relevant, and resilient institution of higher education.

On behalf of our entire College community, I would like to thank the members of the Strategic Planning Committee for their considerable time and talent that they devoted to the development of this planning document. It will serve as a lasting contribution to the success of our institution and ultimately to our students.

Ensuring the success of our students through our Strategic Action Plan is the exciting and demanding work before us. I invite each of you to continue to lend your voice, efforts and expertise to accomplish our goals and priorities. I look forward to working together to achieve that end.

Sincerely,

Debra S. Daniels

Dr. Debra S. Daniels
Superintendent/President

OVERVIEW

PROCESS FOR DEVELOPING THE STRATEGIC ACTION PLAN

The Strategic Action Plan (SAP) was created by the Strategic Planning Committee (SPC) of the Governance Council. The SPC started the process in September 2017 by conducting two brainstorming exercises on the features and metrics of the SAP. Another brainstorming exercise was conducted in October 2017 to identify high-impact strategic directions. Based on these brainstorming sessions, the Institutional Assessment, Research & Planning (IARP) office created a draft of the SAP. The SPC reviewed the SAP draft in December 2017,and directed the IARP office to make various modifications to the layout and metrics. The IARP office completed the modifications in January 2018. In February 2018, the SAP was presented at a college townhall, approved by the SPC, approved by the Governance Council, and approved by the Academic Senate. In March 2018, based upon the recommendations of the Governance Council and Academic Senate, the SAP was approved by the President and the Board of Trustees.

INTEGRATED PLANNING MODEL

The SAP is an essential component of the college's integrated planning model (see Diagram 1). The goals of the SAP flow directly from the Educational Master Plan (EMP), which is based on the vision, mission, and values of the college. Through the Annual Program Review (APR) process, departments create goals that are directly mapped to the SAP goals. The collective efforts of programs to achieve APR goals each year will result in the college achieving the goals of the SAP. For example, if individual programs increase their course success rates, then the overall college-wide course success rate will also increase.

Diagram 1: The Integrated Planning Model

Integrated Planning Model Process (2018-19 to 2023-24)	2018-19 YEAR 1	2019-20 YEAR 2	2020-21 YEAR 3	2021-22 YEAR 4	2022-23 YEAR 5	2023-24 YEAR 6
Educational Master Plan & Strategic Action Plan	*Collect & Monitor Outcome Data; Update SAP Dashboard*	*Review Vision, Mission, and Values; Collect & Monitor Outcome Data; Update SAP Dashboard*	*Collect & Monitor Outcome Data; Update SAP Dashboard; Create new SAP*	*Collect & Monitor Outcome Data; Update SAP Dashboard*	*Collect & Monitor Outcome Data; Update SAP Dashboard*	*Collect & Monitor Outcome Data; Update SAP Dashboard; Create new EMP; Create new SAP*
Program Review	*Annual Update*	*Annual Update*	*Annual Update*	*Annual Update*	*Annual Update*	*Annual Update*
Course SLO & Program SLO Assessment	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*
Resource Prioritization & Allocation	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*
Institutional SLO Assessment	*Phase I: Global Awareness*	*Phase I: Communication*	*Phase I: Critical Thinking*	*Phase I: Computation*	*Phase I: Global Awareness*	*Phase I: Communication*
Curriculum Review	*5 Year Update*	*5 Year Update*	*5 Year Update*	*5 Year Update*	*5 Year Update*	*5 Year Update*
Accreditation	*Midterm Report*	*Self-Evaluation 1st Year*	*Self-Evaluation 2nd Year*	*Site Visit*	*Follow Up*	*Follow Up*

INTEGRATED CYCLICAL PROCESS

LEADING AND LAGGING INDICATORS

The goals of the plan are divided into leading and lagging indicators. Lagging indicators are those that are vital to the mission, but require years of effort to increase (e.g. number of associate's degree completions). Leading indicators are measures that the college can make immediate progress on (e.g. course success rates), which eventually lead to an increase in the lagging indicators. For example, a student success initiative can increase course success rates in just a semester, which eventually leads to an increase in the number of associate's degree completions in subsequent years.

HOW GOALS WILL BE TRACKED (DASHBOARD)

The SAP goals will be tracked on a dashboard. Each year, the IARP office will provide updated data for each metric, and the SPC will assign each goal a status of green (on schedule to meet goal), yellow (somewhat behind on meeting goal), or red (significantly behind on meeting goal). If a goal is assigned a status of yellow or red, the college may allocate more resources towards that goal through the annual resource allocation process by ranking related APR resource requests higher in the process. For example, if the SAP goal related to course success rates is assigned a red status, all APR goal resource requests directly related to improving course success rates could be prioritized higher in the ranking process (e.g. request for student worker tutors to increase success rates). If the college allocates more resources towards SAP goals that are yellow and red, that should increase the likelihood that those goals will eventually be assigned a green status. For illustrative purposes, the SAP lagging and leading indicators are presented in the dashboard format.

KEY		Watch
On schedule to meet goal	🟢	⬆️ ⬇️
Somewhat behind on meeting goal	🟡	⬆️ ⬇️
Significantly behind on meeting goal	🔴	⬆️ ⬇️

LAGGING INDICATORS DASHBOARD

GOAL	DATA SOURCE	2018-2019 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
1. Degrees and certificates awarded—increase number of students from 451 in 2016-2017 to 494 in 2019-2020	Data Mart	2020-21 Goal met, but the numbers decreased from previous academic year. ⬇️	🟢	2018 - 2019:	🟢
				2019 - 2020:	
				2020-2021:	
2. Transfers—increase from 258 in 2016-2017 to 283 in 2019-2020	UC Info. center, CSU Analytic Studies Division, CCCCO Data Mart	Decreased from Baseline but increased from previous academic year ⬇️	🔴	2018 - 2019:	🔴
				2019 - 2020:	
				2020 - 2021:	
3. Average number of units accumulated for associate's degree completers—decrease from 81.3 in 2016-2017 to 79 in 2019-2020	Banner ODS	2020-21 Goal met ⬇️	🟢	2018 - 2019:	🟢
				2019 - 2020:	
				2020 - 2021:	

GOAL	DATA SOURCE	2018-2019 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
4. Job placement rate (exiting CTE students who report being employed in their field of study)—increase from 67.6% in 2017 to 69% in 2020	CTEOS Survey	2020-21 Goal met ⬆	🟢	2018 - 2019:	🟢
				2019 - 2020:	
				2020- 2021:	
5. Institutional Student Learning Outcomes Proficiency Rate—increase all ISLO's to 84.5% in 2020-2021	eLumen	No baseline data. Current ISLO is 77.8% which is 92% of the goal of 2020-2021	🟡	2018 - 2019:	🟡
				2019- 2020:	
				2020 - 2021:	
6. Equity gaps for underrepresented groups for the above measures—decrease by 10% for each measure by 2020-2021	ODS, UC Info center, CSU Analytic Studies Division, CTEOS Survey, eLumen	No baseline data. Based on Student Equity Plan Submitted in June 2019, we are in good shape.	🟡	2018 - 2019:	🟡
				2019 - 2020:	
				2020 - 2021:	

LEADING INDICATORS DASHBOARD

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
1. Course Success Rates—increase from 71.8% in fall 2016 to 75.4% in fall 2020	CCCCO Data Mart	EMP 1 Student Learning/ Success OTHER PLANS Integrated Plan Guided Pathways Professional Development Distance Education	Students must succeed in courses to complete their studies	2020-21 Goal met, but the rate decreased from fall 2017 ⬇	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
2. Fall to spring persistence rate—increase from 79.9% in 2016-2017 to 87.4% in 2020-2021	Banner ODS	EMP 1 Student Learning/ Success OTHER PLANS Integrated Plan Guided Pathways	Students must persist to complete their studies	2020-21 Goal not met; Percentage decreased from fall 2017 ⬇	🔴	2018-2019:	🔴
						2019-2020:	
						2020-2021:	

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
3. New students successfully completing transfer level math and English in first year— increase from 6.0% in 2016-2017 to 16.0% in 2020-2021	CCCCO Data Mart	EMP 1 Student Learning/ Success

OTHER PLANS Integrated Plan Guided Pathways | Students who complete transfer level English and math are more likely to graduate | 2020-21 Goal not met, but the rate increased from 6.0% to 7.55% ↑ | 🟡 | 2018-2019: | 🟡 |
| | | | | | | 2019-2020: | |
| | | | | | | 2020-2021: | |
| 4. Students enrolling in 15+ credits per semester— increase from 11.5% in fall 2016 to 16.5% in fall 2020 | Banner ODS | EMP 1 Student Learning/ Success

OTHER PLANS Integrated Plan Guided Pathways | Students who enroll in 15+ units per semester are more likely to graduate in two years | 2020-21 Goal met. 16.7% in fall 2018 ↑ | 🟢 | 2018-2019: | 🟢 |
| | | | | | | 2019-2020: | |
| | | | | | | 2020-2021: | |

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
5. Financial aid recipients—increase from 69.1% of all students in 2016- 2017 to 73.6% of all students in 2020- 2021	CCCCO Data Mart	EMP 1 Student Learning/ Success OTHER PLANS Integrated Plan Guided Pathways	Students need to pay for courses, books, and living expenses to graduate	2020-21 Goal met in 2017-18 but decreased in 2018-19 ⬆	🟡	2018-2019:	🟡
						2019-2020:	
						2020-2021:	
6. Students engaged in student life/co-curricular activities—increase from 893 in 2016-2017 to 1092 in 2020-2021	Activity sign- in sheets /CCSSE	EMP 1 Student Learning/ Success OTHER PLANS Integrated Plan Guided Pathways	Students engaged in campus life are more likely to graduate	Goal cannot be met due to low survey participants. changed the measure from # to % starting from next year.	Measure Changed	2018-2019:	
						2019-2020:	
						2020-2021:	
7. Satisfaction—Ensure 95% satisfaction rate for each student-facing department by 2020-2021	CCSSE	EMP 1 Student Learning/ Success OTHER PLANS Professional Development	Satisfied students are more likely to graduate	2020-21 Goal met ⬆	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
8. Guided Pathways Plan—ensure 100% of goals are on target for completion by 2020-2021	Various data sources—see Guided Pathways Plan	EMP 1 Student Learning/ Success OTHER PLANS Integrated Plan Guided Pathways	Students who stay on a guided path to graduation are more likely to graduate	2020-21 Goal met based on Guided Pathways report	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
9. Integrated Plan—ensure 100% of goals are on target for completion by 2020- 2021	Various data sources—see Integrated Plan	EMP 1 Student Learning/ Success OTHER PLANS Integrated Plan Guided Pathways	The integrated SSSP/Student Equity/BSI program model streamlines coordination of student success initiatives	No Baseline & goal data for SSSP & BSI. Based on SEA report, the goal met.	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
10. FTES—meet annual targets	CCCCO Data Mart	EMP 2 Access OTHER PLANS Enrollment Management	The college must enroll enough students to stay financially viable	No Baseline data, set up 2% annual increase	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
11. CTE advisory committee employers that are actively engaged— increase from 45 in 2017-2018 to 50 in 2020-2021	CTE department spreadsheet of advisory committee members	EMP 3 Business, Industry and Community OTHER PLANS Guided Pathways	Advisory committee employers help our students get jobs	Making progress	🟡	2018-2019:	🟡
						2019-2020:	
						2020-2021:	
12. Foundation donors— re-establish relationships with 100% of donors who have given over $1,000 by 2020-2021	Foundation spreadsheet of donors	EMP 3 Business, Industry and Community	Donations enable us to offer more programs and services	Working in progress	🟡	2018-2019:	🟡
						2019-2020:	
						2020-2021:	
13. New Competitive Grant Revenue— increase from $0 per year in 2017-2018 to $1M per year in 2020- 2021	CTE department spreadsheet of grant revenue	EMP 3 Business, Industry and Community	Grant revenue enables us to offer more programs and services	Hired a new grants writer and will be working to increase our grant output. Continue to be creative.	🟡	2018-2019:	🟡
						2019-2020:	
						2020-2021:	

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
14. Facilities Master Plan—ensure 100% of goals are on target for completion by 2020-2021	Various data sources—see Technology Master Plan	EMP 4 Facilities and Infrastructure OTHER PLANS Facilities Master Plan/ Land Acquisition Plan	New facilities and repairs enable us to serve more students	The District has refinanced the existing GO Bond; Has submitted all updated Five Year Capitol Outlay Plans, Initial Project Proposals, and Final Project Proposals; Deferred Maintenance Project Funding Proposals and 5 Year Plans to the CCCCO.	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
15. Technology Master Plan—ensure 100% of goals are on target for completion by 2020-2021	Various data sources—see Technology Master Plan	EMP 4 Facilities and Infrastructure OTHER PLANS Technology Master Plan	Technology enables us to be more efficient and provide faculty teaching tools	Completed Technology Master plan in Fall 2019	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
16. Maintenance, custodial, and grounds quality—increase to APPA standard level 2 by 2020-2021	APPA Standard level self-assessment tracked by M&O	EMP 4 Facilities and Infrastructure	Clean and safe facilities reduce student stress so they can focus on learning	Implementation of safety training and training for specific disciplines e.g; Cleaning chemical dispensing system, Bloodborne Pathogens (BBP); Streamlining the work order process and creating a paperless system. Re-alignment of staffing from the Child Development Center (CDC) and the Center for Independent Living (CIL) to the Facilities Maintenance and Operations department.	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
17. Federal, state, grant, and BOT policy compliance—ensure 100% compliance with requirements	Annual self-assessment documentation	EMP 5 Institutional Planning and Effectiveness OTHER PLANS Professional Development Distance Education	Non-compliance could result in closure of programs or the institution	The outcome of the external firm and CWDL audit testing found no findings for the fiscal year 2018-19. In addition, the District introduced a new position, Budget & Fiscal Analyst, to provide a higher level of grant compliance oversight. Some of the new processes developed by the Budget & Fiscal Analyst included centralized grant record retention and reporting approval pathway changes.	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
18. Accreditation Standards—meet 100% of ACCJC and other accrediting body standards	Annual self-assessment documentation	EMP 5 Institutional Planning and Effectiveness OTHER PLANS Distance Education	Non-compliance could result in closure of programs or the institution	In the process of preparing ISER. Had 2 ACCJC training, and currently, the subcommittees are working on finding evidence to meet the standards and gaps to make plan ⬆️	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
19. Fund Balance—meet annual targets	Budget office	EMP 5 Institutional Planning and Effectiveness	The college must maintain a fund balance to stay financially viable	The District was able to continue to meet Board Policy 6250 in maintaining a fund balance reserve target of a minimum of 12%. .	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	

GOAL	DATA SOURCE	EMP AREA/ OTHER PLANS	HOW GOAL SUPPORTS MISSION	2018-2019 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
20. Efficiency improvements to save employees time—save an average of one hour per week per FTE employee by 2020- 2021	Hours saved reported through APR process	EMP 5 Institutional Planning and Effectiveness OTHER PLANS Professional Development	Saving employees time allows them to use that time for student success	Timeclock Plus electronic timekeeping system implementation in progress Revised screening committee training to further streamline the process and improve effectiveness of interview process.	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	
21. Professional Development Plan— ensure 100% of goals are on target for completion by 2020- 2021	Various data sources—see Professional Development Plan	EMP 5 Institutional Planning and Effectiveness OTHER PLANS Integrated Plan Guided Pathways Professional Development Distance Education	Learning new skills improves employee effectiveness in serving students	Implemented summer Leadership 101 series to develop our management staff. Directly provided training for campus groups such as TIL and athletics to support staff development.	🟢	2018-2019:	🟢
						2019-2020:	
						2020-2021:	

INTEGRATING OPERATIONAL PLANS WITH STRATEGIC GOALS

The Strategic Planning Committee (SPC) created the below matrix to help guide the college in meeting its Strategic Action Plan goals. The actions specified in each operational plan are by no means exhaustive, and departments will likely identify many other actions. Nevertheless, the SPC encourages departments to consider the below operational plans when setting their annual goals during the annual program review process.

STRATEGIC ACTION PLAN GOALS	OPERATIONAL PLANS						
	INTEGRATED PLAN	GUIDED PATHWAYS*	FACILITIES MASTER PLAN/ LAND ACQUISITION PLAN	TECHNOLOGY MASTER PLAN	PROFESSIONAL DEVELOPMENT PLAN	ENROLLMENT MANAGEMENT PLAN*	DISTANCE EDUCATION PLAN
1. COURSE SUCCESS RATES	✔	✔			✔		✔
2. FALL TO SPRING PERSISTENCE RATE	✔	✔					
3. NEW STUDENTS SUCCESSFULLY COMPLETING TRANSFER LEVEL MATH AND ENGLISH IN FIRST YEAR	✔	✔					
4. STUDENTS ENROLLING IN 15+ CREDITS PER SEMESTER	✔	✔					
5. FINANCIAL AID RECIPIENTS	✔	✔					
6. STUDENTS ENGAGED IN STUDENT LIFE/CO-CURRICULAR ACTIVITIES	✔	✔					
7. SATISFACTION					✔		
8 GUIDED PATHWAYS PLAN	✔	✔					
9. INTEGRATED PLAN	✔	✔					
10. FTES						✔	
11. CTE ADVISORY COMMITTEE EMPLOYERS THAT ARE ACTIVELY ENGAGED		✔					
12. FOUNDATION DONORS							
13. NEW COMPETITIVE GRANT REVENUE							
14. FACILITIES MASTER PLAN			✔				
15. TECHNOLOGY MASTER PLAN				✔			
16. MAINTENANCE, CUSTODIAL, AND GROUNDS QUALITY							
17. FEDERAL, STATE, GRANT, AND BOT POLICY COMPLIANCE					✔		✔
18. ACCREDITATION STANDARDS							✔
19. FUND BALANCE							
20. EFFICIENCY IMPROVEMENTS TO SAVE EMPLOYEES TIME					✔		
21. PROFESSIONAL DEVELOPMENT PLAN	✔	✔			✔		✔

Under development

APPENDIX A: HOW GOAL WAS SET

LEADING INDICATORS

1. COURSE SUCCESS RATES

INCREASE FROM 71.8% IN FALL 2016 TO 75.4% IN FALL 2020

Course success rate is a vital metric for the college, since students must pass their courses to persist and complete their educational goals. Compared to our peers (single-college districts of similar size), Taft College has the second lowest course success rate. That said, there is only a 3.6 percentage point gap between Taft and the highest performing college in the peer group (Lake Tahoe). Therefore, Taft has set a goal of increasing its transferable course success rate by 3.6 percentage points (or 5.0%) from 71.8% to 75.4%.

	Barstow Total	Lake Tahoe Total	Mendocino Total	Siskiyou Total	Taft Total
FALL 2016 COURSE SUCCESS RATE (TRANSFERABLE COURSES)	71.7%	75.4%	75.0%	73.8%	71.8%
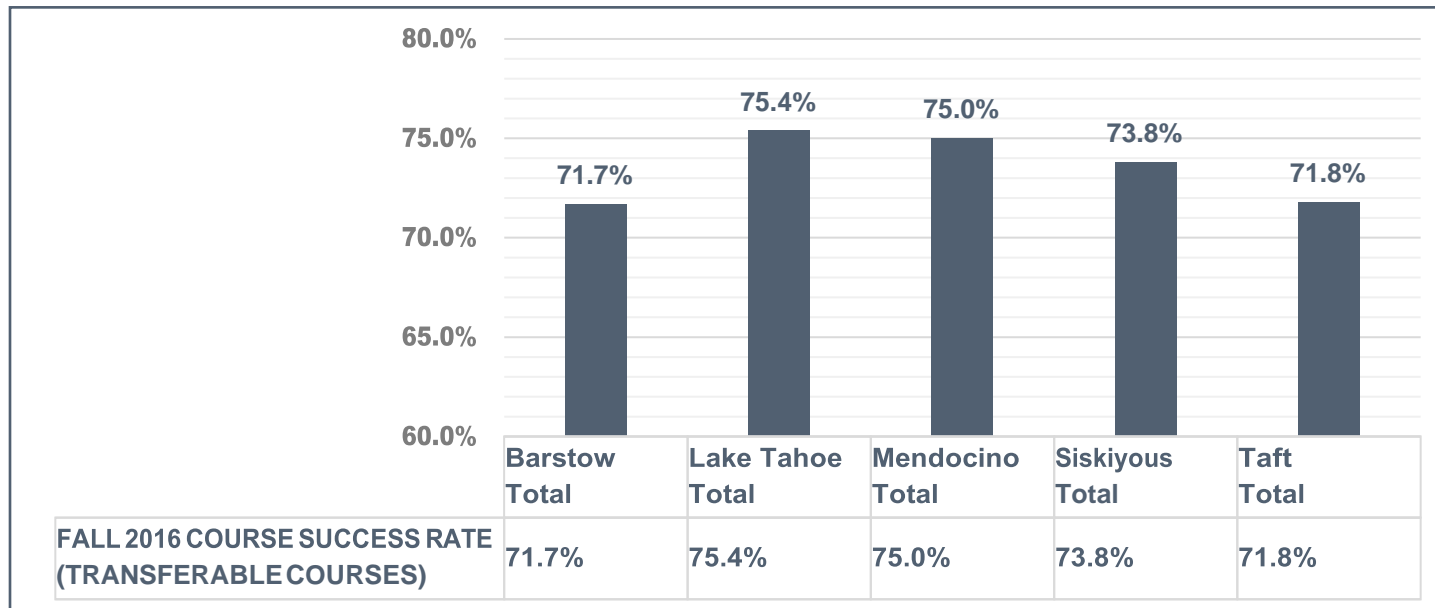
Source: http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

2. FALL TO SPRING PERSISTENCE RATE

INCREASE FROM 79.9% IN 2016-2017 TO 87.4% IN 2020-2021

For students to complete their educational goals, they must persist through multiple semesters. According to two different sources with varying calculation methods (CCCCO and USDE), Taft outperforms all of the colleges in our peer group. This performance speaks to the ongoing dedication of our faculty and staff. Furthermore, high performance on this metric has also resulted in Taft outperforming our peers on lagging indicators for degree/certificate and transfer completion (see lagging indicators one and two). In the absence of higher performing peer groups, Taft has chosen to set an aspirational goal to match the rate of Bakersfield College using CCCCO Scorecard data (75.6%), which is not a peer college per se but does serve our local region. Meeting this goal would require increasing the persistence rate by 7.5 percentage points. Using internal data, this would require increasing our fall to spring persistence rate of first-time non-exempt students from 79.9% to 87.4%.

CCCCO SCORECARD METRIC SUMMARY REPORT OVERALL PERSISTENCE

	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
COHORT YEAR 2010-2011 (OUTCOMES BY 2015-2016)	49.8%	57.4%	57.4%	67.0%	68.1%
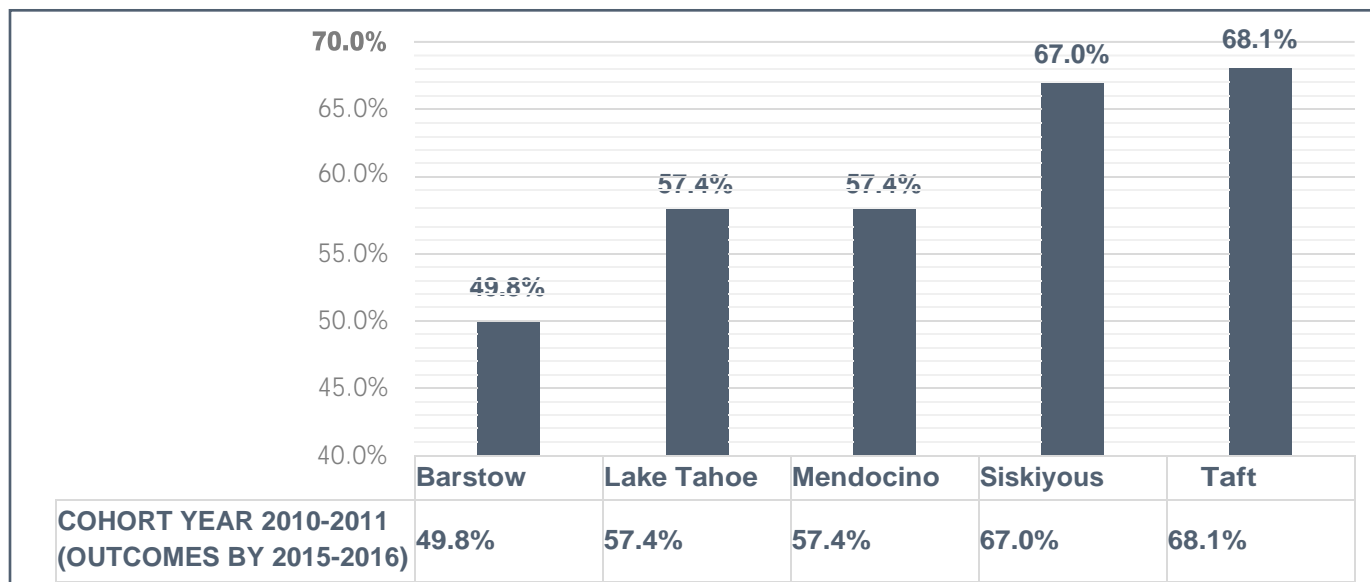
Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

IPEDS
FIRST-TIME FULL-TIME STUDENTS WHO RETURN AFTER THEIR FIRST YEAR

	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
FALL 2015	61%	51%	57%	54%	71%

Source: https://collegescorecard.ed.gov/
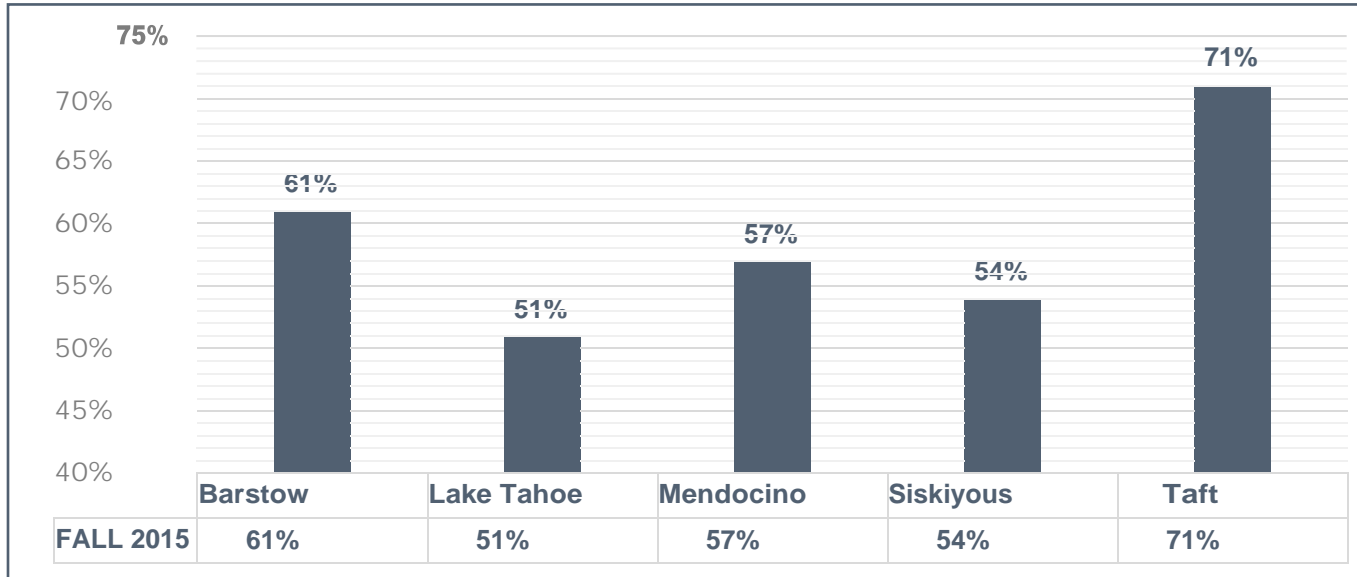
FALL 2016
FIRST-TIME NON-EXEMPT STUDENTS PERSISTING TO SPRING 2017 - EXCLUDING WESTEC

Fall 2016 Cohort	Persisted to Spring 2017	%
678	542	79.9%

Source: DSS data pulled 11/14/2017

3. NEW STUDENTS SUCCESSFULLY COMPLETING TRANSFER LEVEL MATH AND ENGLISH IN FIRST YEAR

INCREASE FROM 6.0% IN 2016-2017 TO 16.0% IN 2020-2021

Completion of transfer level math and English are key milestones on a student's path to graduation. Unfortunately, few students reach this milestone in their first year. According the CCCCO Scorecard, only 44.1% of Taft College students complete transfer level English and only 10.7% complete transfer level math. As stated in the CCCCO Vision for Success, "...even this rate is overstated: CCC students earning less than 6 units or students who did not attempt a math or English course...are not counted in this calculation". An alternative method posted on the Cal-PASS Plus Launchboard Guided Pathways tab expands the cohort to include all first time ever in college students. This method shows that only 13% of Taft College students complete transfer level English and only 5% complete transfer level math in their first year; only 3% complete both math and English in their first year. Data from our peers suggests that we may be able to achieve a much higher rate. For example, using the CCCCO Scorecard methodology, Lake Tahoe's English rate is 26% higher than ours, and Mendocino's math rate is 47% higher. Using the Cal-PASS Plus Launchboard methodology, Mendocino's rate for completion of both English and math is 167% higher than ours (8% vs 3%). Given the importance of this key milestone, Taft College has chosen to set this goal using the highest performing peer. This would require increasing the rate that new students successfully complete transfer level math and English in their first year by 167%. Using internal data, the 167% goal translates to increasing the current internally calculated rate by ten percentage points from 6.0% to 16.0%.

	% of Cohort Completing Outcome 1st Year (ENGLISH)*	% of Cohort Completing Outcome 1st Year (MATH)*
Barstow	0.3%	0.0%
Lake Tahoe	55.4%	7.9%
Mendocino	38.2%	15.7%
Siskiyous	50.0%	12.8%
Taft	44.1%	10.7%

* The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.

Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

TRANSFERRABLE MATH AND ENGLISH COMPLETION
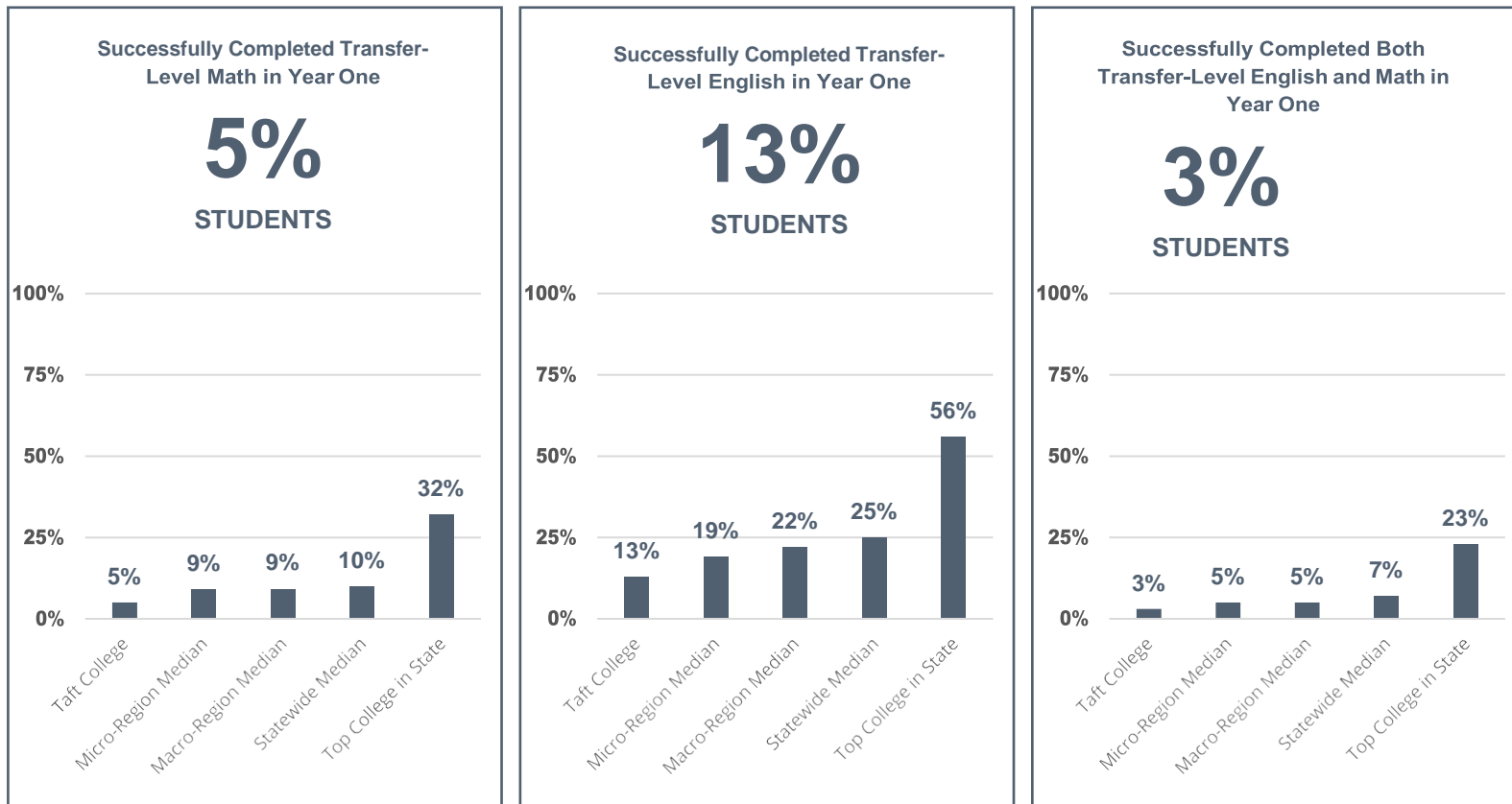
Successfully Completed Transfer-Level Math in Year One	Successfully Completed Transfer-Level English in Year One	Successfully Completed Both Transfer-Level English and Math in Year One
5% STUDENTS	**13%** STUDENTS	**3%** STUDENTS

Chart 1 (Math):
- Taft College: 5%
- Micro-Region Median: 9%
- Macro-Region Median: 9%
- Statewide Median: 10%
- Top College in State: 32%

Chart 2 (English):
- Taft College: 13%
- Micro-Region Median: 19%
- Macro-Region Median: 22%
- Statewide Median: 25%
- Top College in State: 56%

Chart 3 (Both):
- Taft College: 3%
- Micro-Region Median: 5%
- Macro-Region Median: 5%
- Statewide Median: 7%
- Top College in State: 23%

Cohort: Includes students who enrolled in a community college for the first time in fall 2015, excluding current and past concurrent enrollment students and other students with prior community college credit.

Source: https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx#

SUCCESSFULLY COMPLETED BOTH TRANSFER LEVEL ENGLISH AND MATH IN YEAR ONE

	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
SUCCESSFULLY COMPLETED BOTH TRANSFER LEVEL ENGLISH AND MATH IN YEAR ONE	6%	7%	8%	7%	3%

Cohort: Includes students who enrolled in a community college for the first time in fall 2015, excluding current and past concurrent enrollment students and other students with prior community college credit.

Source: https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx#
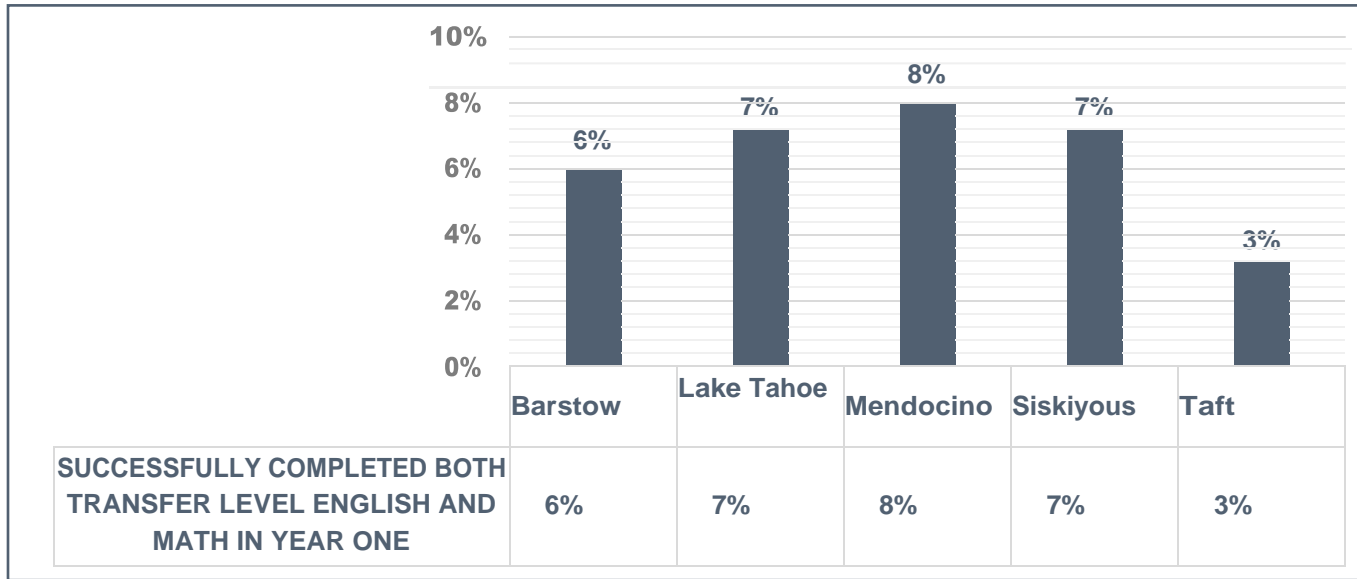
Fall 2016 Cohort	Transfer Level Math and English Completion in 2016-2017	%
678	41	6.0%

Cohort: Fall 2016 First-Time Non-Exempt Students Completing Transfer Level Math & English-Excluding WESTEC.

Source: DSS data pulled 11/14/2017

4. STUDENTS ENROLLING IN 15+ CREDITS PER SEMESTER
INCREASE FROM 11.5% IN FALL 2016 TO 16.5% IN FALL 2020

In order to complete a 60-unit associate's degree in two years, a student needs to enroll in at least 15 units per semester, or 30 units per year. However, most community college students are also balancing work and life, which hampers their ability to enroll full-time. As a result, only 11.6% of Taft College students are enrolled in 15 or more units. This rate is lower than most of our peer colleges, with Taft having the fourth highest rate out of five colleges. As stated in the CCCCO Vision for Success, "colleges can and should encourage more students to attend full time than currently do". While it can be difficult to convince someone working full-time and taking care of dependents to increase their unit load from 6 credits to 15 credits, it should be feasible for a student enrolled in 12 units to enroll in three additional units. As of fall 2016, these students (12-14.9 units) represent 27.0% of our student body. Based on our highest performing peer, as well as the availability of students taking 12-14.9 units, the college has set a goal to increase the number of students enrolled in 15+ units by five percentage points. Using internal data, this would require increasing the rate from 11.5% to 16.5%.

Unit Load	Fall 2016 Students
3.0 - 5.9	28.7%
6.0 - 8.9	16.4%
9.0 - 11.9	16.3%
12.0 -14.9	27.0%
15 +	11.6%

Note: Excludes students taking less than 3.0 units as a proxy for filtering out WESTEC
Source: http://datamart.cccco.edu/Students/Unit_Load_Status.aspx

PERCENT OF FALL 2016 STUDENTS ENROLLED IN 15+ UNITS
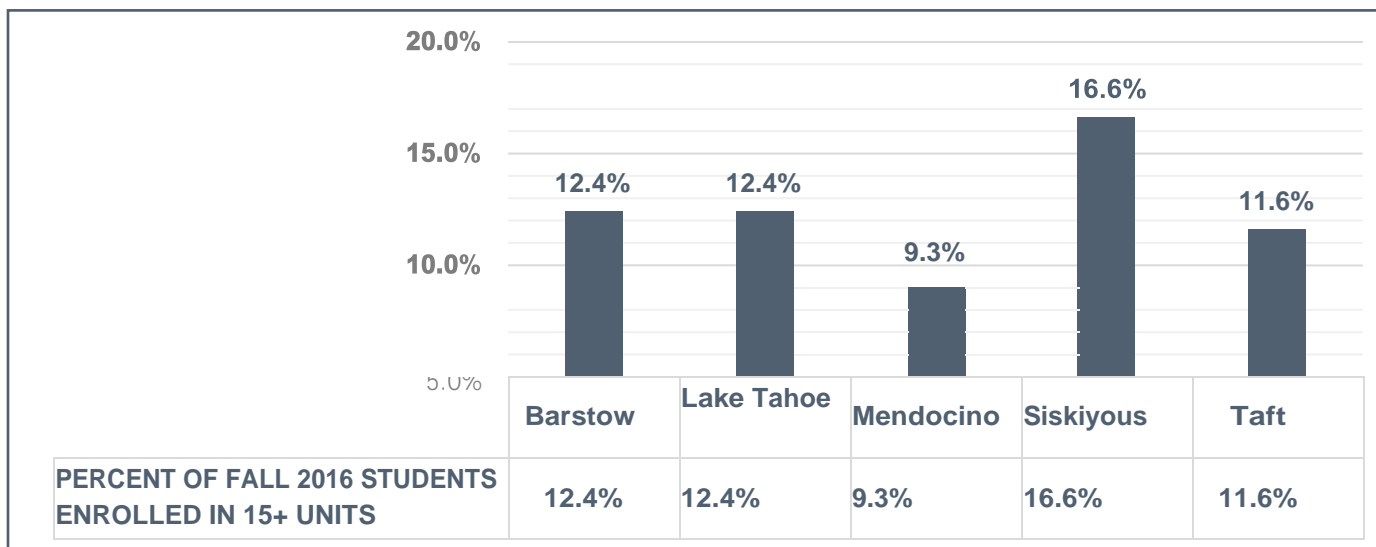
	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
PERCENT OF FALL 2016 STUDENTS ENROLLED IN 15+ UNITS	12.4%	12.4%	9.3%	16.6%	11.6%

Note: Excludes students taking less than 3.0 units as a proxy for filtering out WESTEC.
Source: http://datamart.cccco.edu/Students/Unit_Load_Status.aspx

Fall 2016 Headcount excluding WESTEC	Fall 2016 students enrolled in 15+ units in 2016-2017	%
3,178	364	11.5%

Source: DSS data pulled 11/15/2017

CCCCO Vision for Success: *"Colleges should also monitor and aim to grow full-time enrollment (15 units per semester) and continuous enrollment. Of course, not all students can attend full-time and continuously, such as working adults who need to learn and learn at the same time. Still, colleges can and should encourage more students to attend full time than currently do, especially those who are young and not financially supporting others."*

5. NEW STUDENTS COMPLETING ALL REQUIREMENTS OF MATRICULATION

INCREASE FROM 31.3% IN 2016-2017 TO 95% IN 2020-2021

The college has made good progress in ensuring students complete the requirements of matriculation, with the most recent data showing the 31.3% of students completed assessment, orientation, and an abbreviated education plan. That said, the CCCCO Board of Governors has set a goal of having 100% of students complete an education plan by 2022. Furthermore, having all students complete matriculation is a key component of the Guided Pathways Plan (see Goal 9). Therefore, the college has set a goal to increase the percentage of students who complete matriculation to 95% by 2020-2021, and eventually to 100% by 2022.

	All Three Above	Abbreviated Education Plan	Orientation	Assessment
PERCENT OF FIRST-TIME NON-EXEMPT STUDENTS EXCLUDING WESTEC THAT COMPLETE MATRICULATION (2016-2017)	31.3%	47.6%	44.2%	46.7%
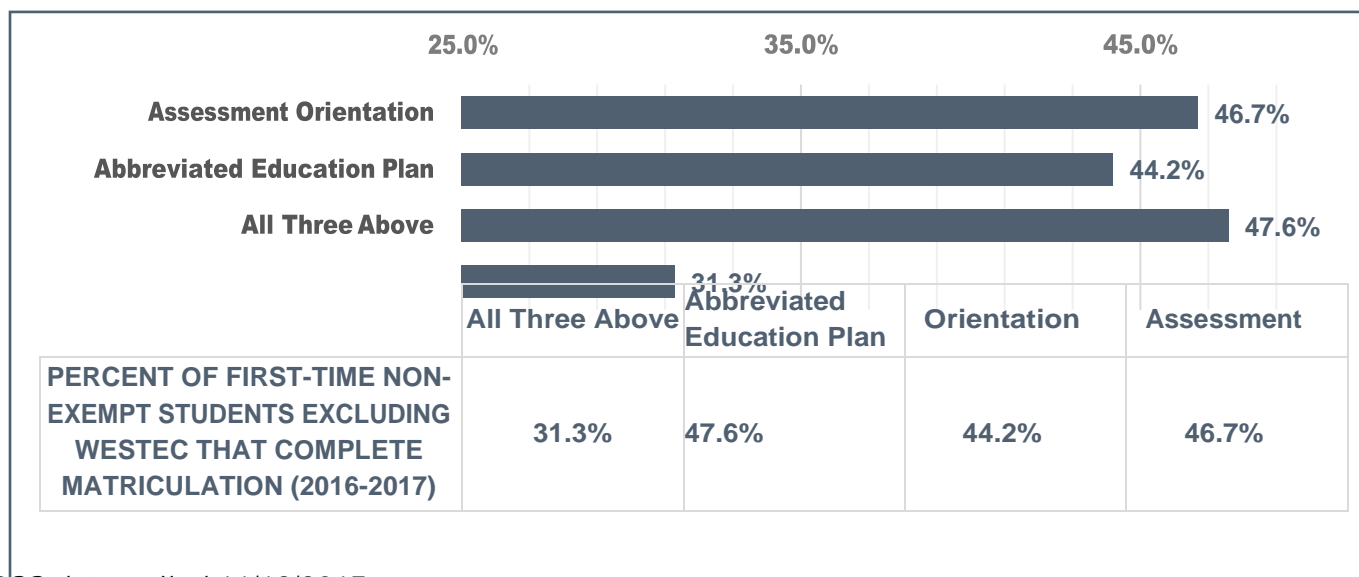
Source: DSS data pulled 11/13/2017

CCCCO Vision for Success: *"Colleges should be striving to reach the Board of Governors goal of having 100 percent of students complete an education plan to help students get focused on a clear path from the beginning."*

6. FINANCIAL AID RECIPIENTS

INCREASE FROM 69.1% OF ALL STUDENTS IN 2016-2017 TO 73.6% OF ALL STUDENTS IN 2020-2021

The college is effective in ensuring that the majority of our students receive financial aid, as measured by the percentage of students who received a BOG Waiver. Excluding WESTEC, Taft has the second highest rate out of the peer group. That said, Taft College is committed to continuously improving this rate. Survey data suggests that there may be additional students who could qualify for a BOG, with 73.6% of students stating that a lack of finances could cause them to withdraw from their courses. Therefore, the college has set a goal to increase the percentage of students who receive a BOG waiver from 69.1% to 73.6%.

PERCENT OF STUDENTS RECEIVING BOG

	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft (excluding WESTEC)
% RECEIVING BOG	78.1%	33.8%	45.5%	20.4%	69.1%
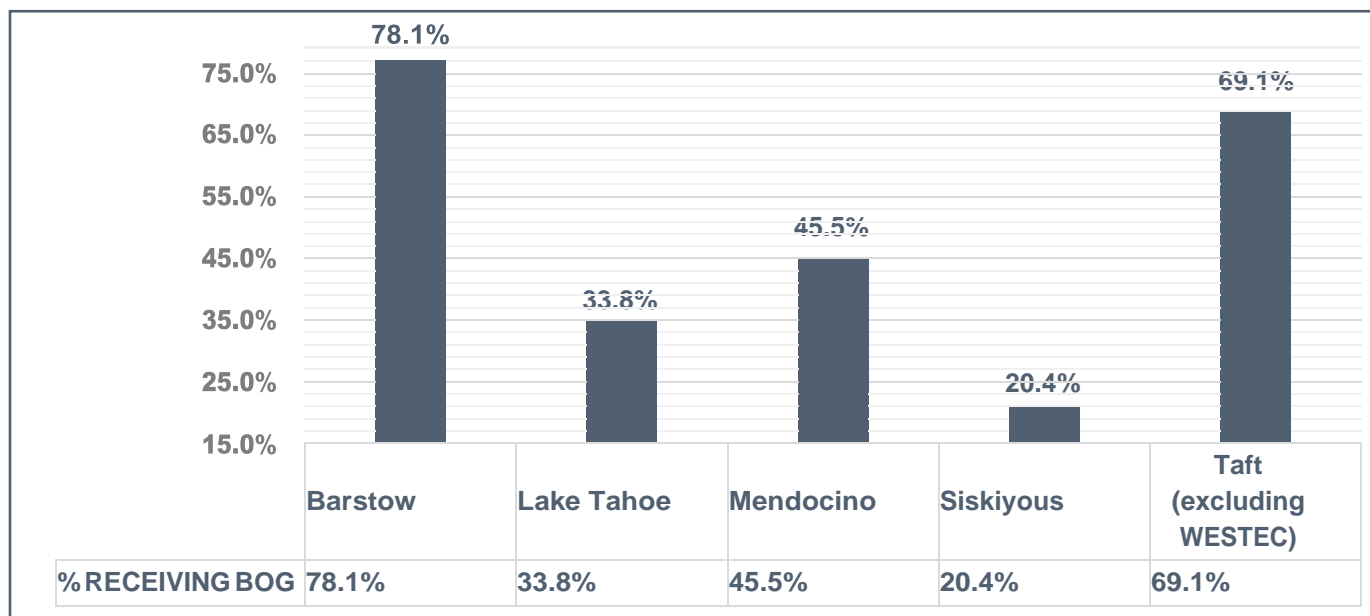
Sources: http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx http://datamart.cccco.edu/Services/FinAid_Summary.aspx
DSS data pulled 10/25/2017

		Taft College	Small Colleges	2015 Cohort
Item 14: How likely is it that the following issues would cause you to withdraw from class or from this college?				
14d. Lack of finances	Not Likely	26.3%	29.7%	29.6%
	Somewhat Likely	25.8%	22.8%	22.7%
	Likely	21.5%	19.5%	19.5%
	Very Likely	26.3%	28.0%	28.2%

Source: 2015 Community College Survey of Student Engagement

7. STUDENTS ENGAGED IN STUDENT LIFE/CO-CURRICULAR ACTIVITIES

INCREASE FROM 893 IN 2016-2017 TO 1,092 IN 2020-2021

Survey data suggests that only about 27% of students at Taft College participate in student life/co-curricular activities. These findings are consistent with results from other community colleges in the survey, and are consistent with expected behaviors of our non-traditional students who are balancing school with other life responsibilities. For example, 69.1% of these students report working for pay each week. That said, in the same survey, 70% of students stated that student organizations are somewhat or very important to them. It is possible that many of these students would be interested in joining organizations, but do not have the time available. The college is committed to engaging more of these students, and has set a goal to increase the number of students who participate in student life by six percentage points. This represents the gap between the percentage of students who currently participate in student life (27%) and the percentage of students who stated that student organizations are very important to them (33%). Unfortunately, the survey is administered once every other year, which means the data is lagging. To ensure this goal is actionable, the college will instead track the number of students participating in activities through a sign-in sheet collected for each activity. The college has set a goal to increase the number of students who participated by six percentage points, which translates to a 22.2% increase in sign-ins (from 893 to 1,092). In the upcoming months, the college will explore an alternative method to collect student participation, given the inherent limitations of sign-sheets (i.e. students don't sign in, duplicated records, etc.). One option could be the use of card readers at each event to capture each student. Once an approach is in place, the college may need to revise this goal with the more reliable data.

	Taft College	Small Colleges	2015 Cohort
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?			
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc. — None	73%	77%	80%
1 – 5 Hours	19%	16%	14%
6 – 10 Hours	4%	4%	3%
11 – 20 Hours	2%	2%	2%
21 – 30 Hours	2%	1%	1%
More than 30 Hours	1%	1%	1%
Item 13: How important are the following services to you at this college?			
13.3i. Student organizations — Not at all	30%	35%	37%
Somewhat	37%	37%	36%
Very	33%	28%	27%
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?			
10b. Working for pay — None	30.9	26.8	24.8
1 – 5 Hours	9.4	6.8	6.3
6 – 10 Hours	9.4	7.3	6.8
11 – 20 Hours	16.6	13.1	13.3
21 – 30 Hours	16.6	17.3	18.5
More than 30 Hours	17.1	28.7	30.3

Source: 2015 Community College Survey of Student Engagement

8. SATISFACTION

ENSURE 95% SATISFACTION RATE FOR EACH STUDENT-FACING DEPARTMENT BY 2020-2021

Survey data suggests that most students (98.7%) are satisfied with the overall service they have received from Taft College. However, when students are asked about individual departments, satisfaction rates vary from 90.3% for academic advising/planning to 59.3% for childcare. To address these discrepancies, the college has set a goal of ensuring a 95% satisfaction rate for each student-facing department. The current approach to measure department level satisfaction is through the Community College Survey of Student Engagement. Unfortunately, the survey is administered once every three years, which means the data is lagging. To increase the usefulness of department level satisfaction data, the IR office will work with departments to design instruments to measure satisfaction that are more timely and actionable. These instruments could include point-of-service satisfaction surveys administered to each student shortly after the service experience, as well as utilizing mystery shoppers.

PLEASE RATE THE CUSTOMER SERVICE YOU HAVE RECEIVED AT TAFT COLLEGE AS IT
RELATES TO YOUR OVERALL EXPERIENCES AND INTERACTIONS (PERCENT
ANSWERED VERY SATISFIED OR SATISFIED)

2016
96.9%
Very Satisfied or
Satisfied

2017
98.7%
Very Satisfied or
Satisfied

Source: Taft College Student Evaluation of Student Services (2016-2017)

		Taft College	Small Colleges	2015 Cohort
Item 13.2: How satisfied are you with the following services at this college?				
13.2a. Academic advising/planning	**% Satisfied (somewhat or very)**	90.3%	91.4%	88.8%
13.2b. Career counseling	**% Satisfied (somewhat or very)**	87.5%	79.8%	78.4%
13.2c. Job placement assistance	**% Satisfied (somewhat or very)**	69.5%	68.6%	65.2%
13.2d. Peer or other tutoring	**% Satisfied (somewhat or very)**	82.5%	84.0%	83.8%
13.2e. Skill labs (writing, math, etc.)	**% Satisfied (somewhat or very)**	86.4%	89.4%	88.5%
13.2f. Child care	**% Satisfied (somewhat or very)**	59.3%	59.2%	57.4%
13.2g. Financial aid advising	**% Satisfied (somewhat or very)**	86.9%	86.0%	83.1%
13.2h. Computer lab	**% Satisfied (somewhat or very)**	89.9%	93.7%	93.2%
13.2i. Student organizations	**% Satisfied (somewhat or very)**	77.1%	79.0%	77.0%
13.2j. Transfer credit assistance	**% Satisfied (somewhat or very)**	81.6%	78.9%	77.8%
13.2k. Services to students with disabilities	**% Satisfied (somewhat or very)**	74.8%	74.5%	72.8%

Source: 2015 Community College Survey of Student Engagement

9. GUIDED PATHWAYS PLAN

ENSURE 100% OF GOALS ARE ON TARGET FOR COMPLETION BY 2020-2021

10. INTEGRATED PLAN

ENSURE 100% OF GOALS ARE ON TARGET FOR COMPLETION BY 2020-2021

11. FTES

MEET ANNUAL TARGETS

State budget allocation fluctuations make it difficult to project an FTES target more than one year into the future. As a result, the goal is to meet annual FTES targets.

12. CTE ADVISORY COMMITTEE EMPLOYERS THAT ARE ACTIVELY ENGAGED

INCREASE FROM 45 IN 2017-2018 TO 50 IN 2020-2021

Ensuring CTE graduates get relevant jobs after graduation can be difficult, since economic conditions can change dramatically. As a result, job placement rates are a lagging indicator. Rather than focus on job placement rates, the metric for this goal is to increase the number of CTE advisory committee employers that are actively engaged (e.g. show up to advisory meetings). Over the long-term, having employers be actively engaged in our advisory committees will increase the likelihood that they will hire our students—especially since the advisory committees play a large role in helping to shape curricular requirements. Based on their in-depth knowledge of local employers, the CTE department proposes expanding the number of employers from 45 to 50. This will require finding new employers, and as crucially ensuring our current list of employers continues to stay actively engaged.

13. FOUNDATION DONORS

RE-ESTABLISH RELATIONSHIPS WITH 100% OF DONORS WHO HAVE GIVEN OVER $1,000 BY 2020-2021

Measuring the success of a foundation can be difficult, as it can take years of relationship building before donors make large contributions. As a result, donations could be considered a lagging indicator. Rather than focus on donations, the metric for this goal is to re-establish 100% of relationships with prior donors who have given over $1,000. Over the long-term, these relationships will lead to an increase in donations.

14. NEW COMPETITIVE GRANT REVENUE

INCREASE FROM $0 PER YEAR IN 2017-2018 TO $1M PER YEAR IN 2020-2021

Given its small size and CTE focus, the college has traditionally relied on competitive grants (i.e. grants awarded through a competitive process as opposed to categorical funding which is non-competitive) to provide a broader array of programs and services for our students. Many of these grants were secured in prior years, and are projected to expire soon. Unfortunately, the college has not pursued new competitive grants in recent years. As the college continues to grow (new facilities, more students), it will need to pursue new grant revenue to support this growth. Based on discussions with key personnel who oversee grants, the college set a target of increasing its new competitive grant revenue from $0 per year to $1M per year.

15. FACILITIES MASTER PLAN

ENSURE 100% OF GOALS ARE ON TARGET FOR COMPLETION BY 2020-2021

See the Facilities Master Plan for details of how each goal was set: http://www.taftcollege.edu/iarp/institutional-planning-documents/

16. TECHNOLOGY MASTER PLAN

ENSURE 100% OF GOALS ARE ON TARGET FOR COMPLETION BY 2020-2021

See the Technology Master Plan for details of how each goal was set: http://www.taftcollege.edu/iarp/institutional-planning-documents//

17. MAINTENANCE, CUSTODIAL, AND GROUNDS QUALITY

INCREASE TO APPA STANDARD LEVEL 2 BY 2020-2021

The Association of Physical Plant Administrators (APPA) provides guidelines on maintenance, custodial, and grounds quality. The guidelines establish service levels that a college can set, depending on its available resources. An abbreviated description of the five service levels is provided below:

APPA* CUSTODIAL MATRIX *The Association of Higher Education Facilities Officers					
LEVEL	**1**	**2**	**3**	**4**	**5**
DESCRIPTION	ORDERLY SPOTLESSNESS	ORDERLY TIDINESS	CASUAL INATTENTION	MODERATE DINGINESS	UNKEMPT NEGLECT
FLOORS	Bright/Shiny	Minimal Dust	Few Stains	Dull/Dingy Stained	Dull/Dingy Scarred
SURFACES	Freshly Cleaned	Clean w/ Few Marks	Obvious Dust, Dirt, Smudges	Conspicuous Dirt, Dust	Major Dust, Dirt
RESTROOMS	Freshly Cleaned	Clean w/ All Supplies	Obvious Dust, Dirt, Stains	Conspicuous Dirt, Stains	Major Dirt, Mold
TRASHCANS	Daily Waste, Odor Free	Daily Waste, Odor Free	Daily Waste, Odor Free	Old Waste, Malodorous	Overflowing, Malodorous
LIGHT FIXTURES	Freshly Cleaned	Clean	Clean	Dirty	Dirty Flies, Dust Balls

APPA* GROUNDS MATRIX *The Association of Higher Education Facilities Officers					
LEVEL	**1**	**2**	**3**	**4**	**5**
DESCRIPTION	STATE-OF-THE-ART	HIGH LEVEL	MODERATE LEVEL	MODERATELY LOW LEVEL	MINIMUM LEVEL
TURF CARE	Mowing < 5 Days, <1% Weeds	Mowing @ 5 Days, <5% Weeds	Mowing <10 Days, <15% Weeds	Low Freq. Mowing, Weed Control Limited	Very low Freq. Mowing, Min. Weed Control
FLORAL PLANTINGS	Extensive w/ Multiple Rotations	Many w/ 2 or more Rotations	Few w/ Only Perennials	None w/ Few Perennials	None w/ Few Perennials
SURFACES	Great Repair	Good Repair	Repaired as Budget Allows	Repaired as Safety vs. Budget	Repaired Only as Safety Requirement
SNOW REMOVAL	Same Day <0.5 inches	By Noon Following Day	Day After	Local Code Requirements	Local Code Requirements
LITTER CONTROL	1 x Day 7 Days/Week	1 x Day 5 Days/Week	2 – 3 Times Per Week	Once per Week	On Demand

APPA* MAINTENANCE MATRIX *The Association of Higher Education Facilities Officers					
LEVEL	**1**	**2**	**3**	**4**	**5**
DESCRIPTION	SHOWPIECE FACILITY	COMPREHENSIVE STEWARDSHIP	MANAGED CARE	REACTIVE MANAGEMENT	CRISIS RESPONSE
PM VS. RM	100% PM	75 – 99% PM	50 – 75% PM	25 – 50% PM	0 – 25% PM
SERVICE EFFICIENCY	Highly Organized	Organized w/ Direction	Somewhat Organized	Somewhat Chaotic	Chaotic w/ No Direction
BLDG SYSTEM RELIABILITY	Great Repair	Good Repair	Repaired as Budget Allows	Repaired as Safety vs. Budget	Many Not Functioning
BUDGET % OF CRV	> 4.0%	3.5 – 4.0%	3.0 – 3.5%	2.5 – 3.0%	<2.5%
CAMPUS AVG. FCI	<0.05	0.05 – 0.15	0.15 – 0.29	0.30 – 0.49	>0.50

Source: http://www.ucdenver.edu/about/departments/FacilitiesManagement/APPA%20Award%20For%20Excellence/APPA%20Levels%20Matrix%20-%20Exhibit%20YY.pdf

Based on the in-depth guidelines provided by APPA, and the college's available resources, the Maintenance and Operations department set a target of standard level 2 for maintenance, custodial, and grounds quality.

18. FEDERAL, STATE, GRANT, AND BOT POLICY COMPLIANCE

ENSURE 100% COMPLIANCE WITH REQUIREMENTS

The college must stay in compliance with all laws and policies. Non-compliance may result in various punitive actions, including but not limited to program or institutional closure. Therefore, the target metric was set at 100%.

19. ACCREDITATION STANDARDS

MEET 100% OF ACCJC AND OTHER ACCREDITING BODY STANDARDS

The college must stay in compliance with all accreditation standards. Non-compliance may result in various punitive actions, **including but not limited to program or institutional closure. Therefore, the target metric was set at 100%.**

20. FUND BALANCE

MEET ANNUAL TARGETS

Similar to FTES, state budget allocations make it difficult to project a target fund balance more than one year into the future. As a result, the goal is to meet annual fund balance targets.

21. EFFICIENCY IMPROVEMENTS TO SAVE EMPLOYEES TIME

SAVE AN AVERAGE OF ONE HOUR PER WEEK PER FTE EMPLOYEE BY 2020-2021

Our most precious resource is our employees. To help employees maximize their productivity, all departments are encouraged to find ways to make processes more efficient. To set this goal, the Strategic Planning Committee wanted to find a metric that was achievable and meaningful. Based on discussions, the committee came up with a target of saving an average of one hour per week per full-time equivalent employee. This would amount to an institutional savings of around 13,733 hours per year (1 hour X 52 weeks X 264.1 FTE employees).

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE REPORT ON STAFFING FOR FALL 2016							
Employee Category Full-time Equivalency (FTE) Distribution by District/College							
	Educational Administrator	Tenured/Tenure Track	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	Total FTE
Taft College	**7.1**	**83.3**	**37.7**	**18.8**	**4.0**	**113.2**	**264.1**

Source: http://employeedata.cccco.edu/fte_by_college_16.pdf

22. PROFESSIONAL DEVELOPMENT PLAN

ENSURE 100% OF GOALS ARE ON TARGET FOR COMPLETION BY 2020-2021

See the Professional Development Plan for details of how each goal was set: http://ct-prod-wp.taftcollege.edu/iarp/planning/

LAGGING INDICATORS

1. ### DEGREES AND CERTIFICATES AWARDED

INCREASE NUMBER OF STUDENTS FROM 451 IN 2016-2017 TO 494 IN 2019-2020

Ensuring that students complete degrees and certificates is an essential component of our mission. Over the past five years, the college has substantially increased the number of degrees and certificates it awards, from 412 in 2012-2013 to 563 in 2016-2017. Taft College also has a substantially higher rate of degree and certificate production per 100 FTES compared to our peers. By contrast, the second highest rate from Barstow is only 71% as high as Taft's (14.4 vs 20.4 degrees and certificates per 100 FTES). The CCCCO has set a goal by 2022 to "increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job." Given Taft's increases over the last five years on this metric, and its performance relative to its peers, we've already met the CCCCO goal. However, in the spirit of continuous improvement, we have set a more modest goal of increasing degrees and certificates awarded by 9.4%. This goal mirrors the 9.4% or 7.5 percentage point increase goal for persistence rate (79.9% to 87.4%). Using internal data, this would require increasing the number of students who complete a degree or certificate from 451 to 494.

DEGREES AND CERTIFICATES PER 100 FTES (2012-2013 – 2016-2017)
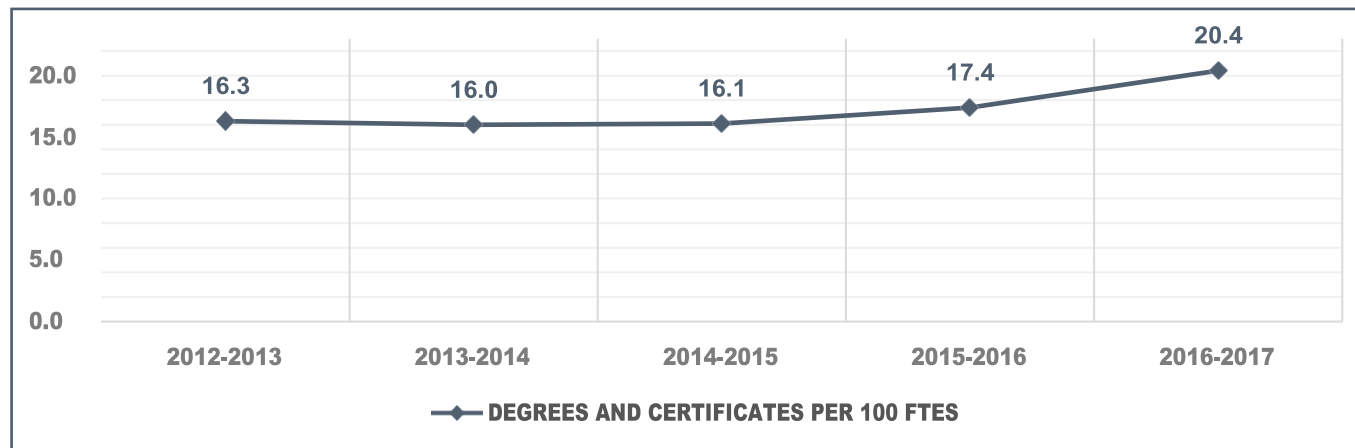
Taft College	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Degrees and certificates*	412	415	409	450	563
FTES	2,529	2,599	2,537	2,584	2,754
Degrees and certificates per 100 FTES	16.3	16.0	16.1	17.4	20.4

DEGREES AND CERTIFICATES PER 100 FTES (2016-2017)

	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
DEGREES AND CERTIFICATES PER 100 FTES	14.4	6.4	13.2	12.6	20.4
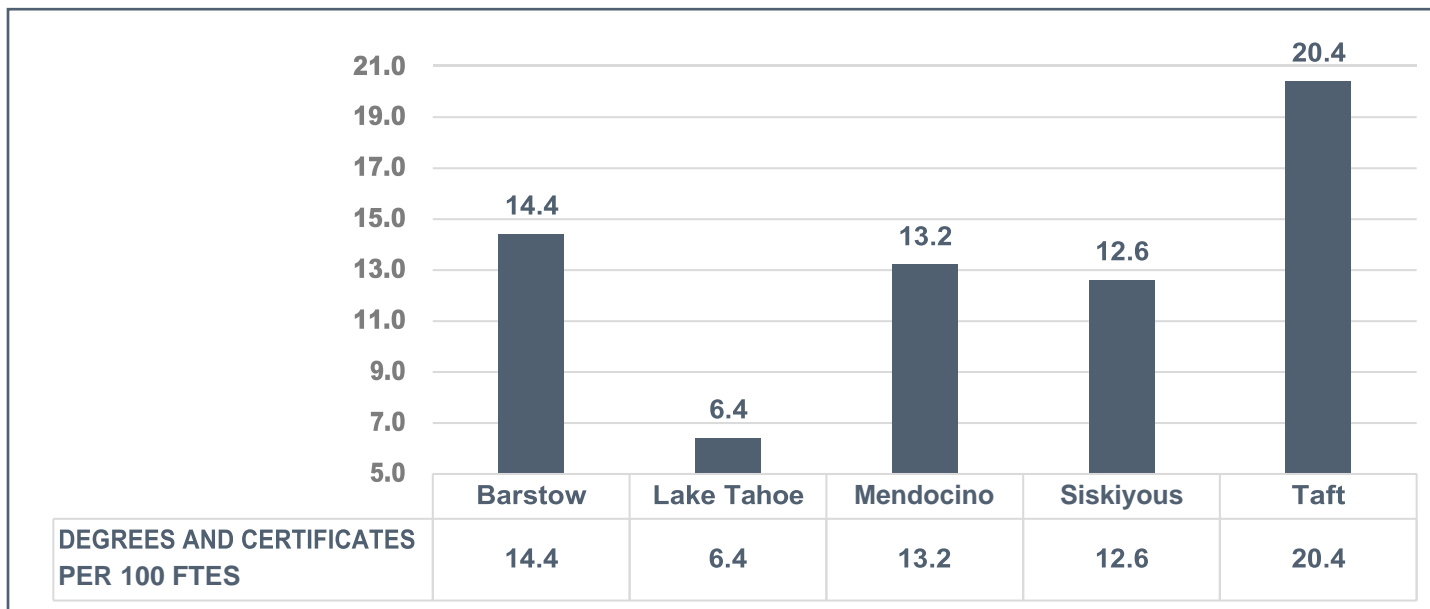
2016-2017	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
Degrees and certificates*	370	178	397	294	563
FTES	2,563	2,763	3,011	2,328	2,754
Degrees and certificates per 100 FTES	14.4	6.4	13.2	12.6	20.4
as % of Taft	71%	32%	64%	62%	100%

*Chancellor's office approved degrees and certificates
Sources: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
http://datamart.cccco.edu/Students/FTES_Summary.aspx

2016-2017 Students Awarded a Degree or Certificate (CCCCO Approved)
451

Source: DSS data pulled 11/16/2017. Students who received multiple awards are counted only once.

CCCCO Vision for Success Goal One: *"Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. This increase is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards, and course sequences need to match the needs of regional economies and employers."*

2. TRANSFERS

*INCREASE FROM 258 IN 2016-2017 TO 283 IN 2019-2020*

As with degrees and certificates above, ensuring that students transfer to a university is an essential component of our mission. Over the past five years, the college has substantially increased the number of transfers from 166 in 2012-2013 to 258 in 2016-2017. Taft College also has a substantially higher rate of transfers per 100 FTES compared to our peers. By contrast, the second highest rate from Barstow is only 87% as high as Taft's (8.2 vs 9.4 transfers per 100 FTES). The CCCCO has set a goal by 2022 to "Increase by 35 percent the number of CCC students system wide transferring annually to a UC or CSU." Given Taft's increases over the last five years on this metric, and its performance relative to its peers, we've already met the CCCCO goal. However, in the spirit of continuous improvement, we have set a more modest goal of increasing transfers by 9.4%. This goal mirrors the 9.4% or 7.5 percentage point increase goal for persistence rate (79.9% to 87.4%), and would require increasing the number of students who transfer from 258 to 283.

TRANSFERS PER 100 FTES (2012-2013 – 2016-2017)
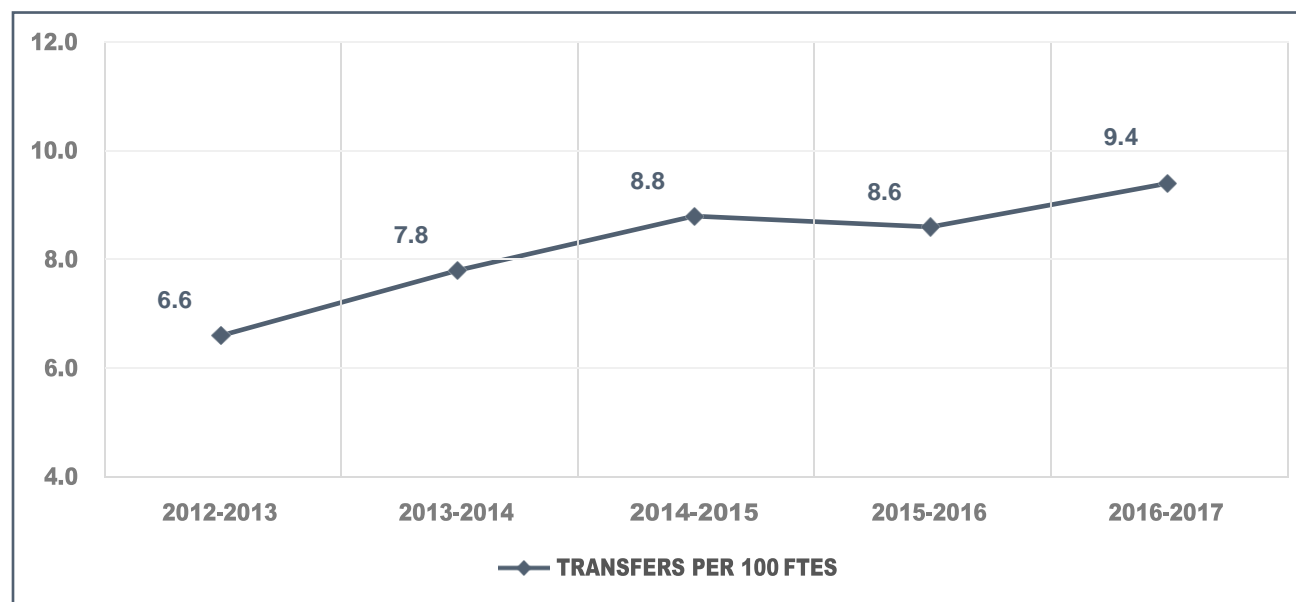
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CSU	101	129	141	150	179
UC	7	7	10	4	7
In-state Private	15	23	24	17	14
Out-of-State	43	44	47	52	58
Total	166	203	222	223	258
Taft FTES	2,529	2,599	2,537	2,584	2,754
Transfers per 100 FTES	6.6	7.8	8.8	8.6	9.4

TRANSFERS PER 100 FTES (2016-2017)

	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
TRANSFERS PER 100 FTES (2016-2017)	8.2	3.8	6.9	4.6	9.4
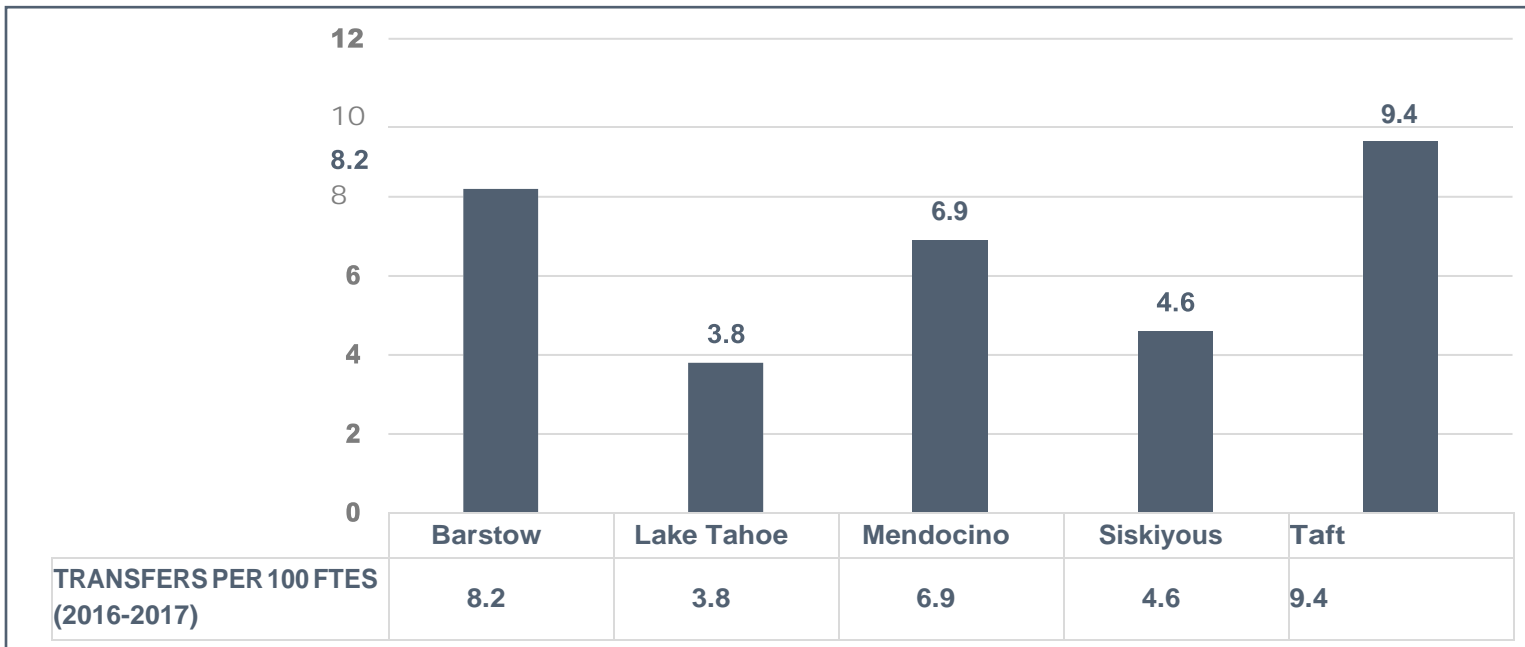
2016-2017	Barstow	Lake Tahoe	Mendocino	Siskiyous	Taft
CSU	62	43	123	23	179
UC	9	19	9	4	7
In-state Private	30	3	10	14	14
Out-of-State	109	40	65	65	58
Total	210	105	207	106	258
FTES	2,563	2,763	3,011	2,328	2,754
Transfers per 100 FTES	8.2	3.8	6.9	4.6	9.4
As % of Taft	87%	41%	73%	49%	100%

Sources: http://asd.calstate.edu/ccct/2016-2017/SummaryYear.asp

https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc

http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

http://datamart.cccco.edu/Students/FTES_Summary.aspx

CCCCO Vision for Success Goal Two: *"Increase by 35 percent the number of CCC students system wide transferring annually to a UC or CSU. This is the increase needed to meet California's future workforce demand for bachelor's degrees, as projected by the Public Policy Institute of California. (In California, occupations requiring bachelor's degrees are growing even faster than jobs requiring associate's degrees or less college.) Meeting this aggressive goal will require the full engagement and partnership of CSU and UC. While ambitious, the pace of improvement envisioned in this goal is not unprecedented: between 2012-13 and 2015-16 (a three-year period), CCC to CSU transfers increased by 32 percent and between Fall 1999 and Fall 2005 (a six-year period), CCC to UC transfers increased by 40 percent."*

3. AVERAGE NUMBER OF UNITS ACCUMULATED FOR ASSOCIATE'S DEGREE COMPLETERS

DECREASE FROM 81.3 IN 2016-2017 TO 79 IN 2019-2020

While most associate's degrees should take 60 units to complete, the average Taft College student accumulates 81.3 units before completing their degree. Per the CCCCO Vision for Success, "reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students." Unfortunately, peer data is not available. Therefore, the college set its target to decrease the average number of units completed by associate degree completers to 79 (average among the quintile of colleges showing the strongest performance on this measure), which mirrors the CCCCO goal.

2016-2017 2016-17 Average #Units Accumulated for Associate's Degree Completers
81.3

Source: DSS data pulled 11/16/2017

CCCCO Vision for Success Goal Three: *"Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. (Associate's degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students."*

4. JOB PLACEMENT RATE (EXITING CTE STUDENTS WHO REPORT BEING EMPLOYED IN THEIR FIELD OF STUDY)

INCREASE FROM 67.6% IN 2017 TO 69% IN 2020

It is difficult to ensure that all graduates can obtain a job in their field. Industries can change at a rapid pace, both in terms of required skill sets as well as hiring projections. Compared to our peers, Taft College has the second highest job placement rate. However, while the bottom four colleges in the peer group have placement rates that cluster between 63.6% and 67.6%, the top performing peer (Siskiyous) has a job placement rate that is somewhat of an outlier at 75.9% As a result, the college set a more realistic target to increase the job placement rate to 69.0%, which mirrors the CCCCO goal (the average among the quintile of colleges showing the strongest performance on this measure).

HOW MANY STUDENTS SECURED A JOB THAT IS CLOSELY RELATED TO THEIR PROGRAM OF STUDY?
(ANSWERED VERY CLOSE OR CLOSE)

	Barstow (2016)	Lake Tahoe (2016)	Mendocino (2016)	Siskiyous (2016)	Taft Total (2017)
HOW MANY STUDENTS SECURED A JOB THAT IS CLOSELY RELATED TO THEIR PROGRAM OF STUDY?	66.7%	63.6%	67.0%	75.9%	67.6%

Source: https://cteos.santarosa.edu/job-search-after-training
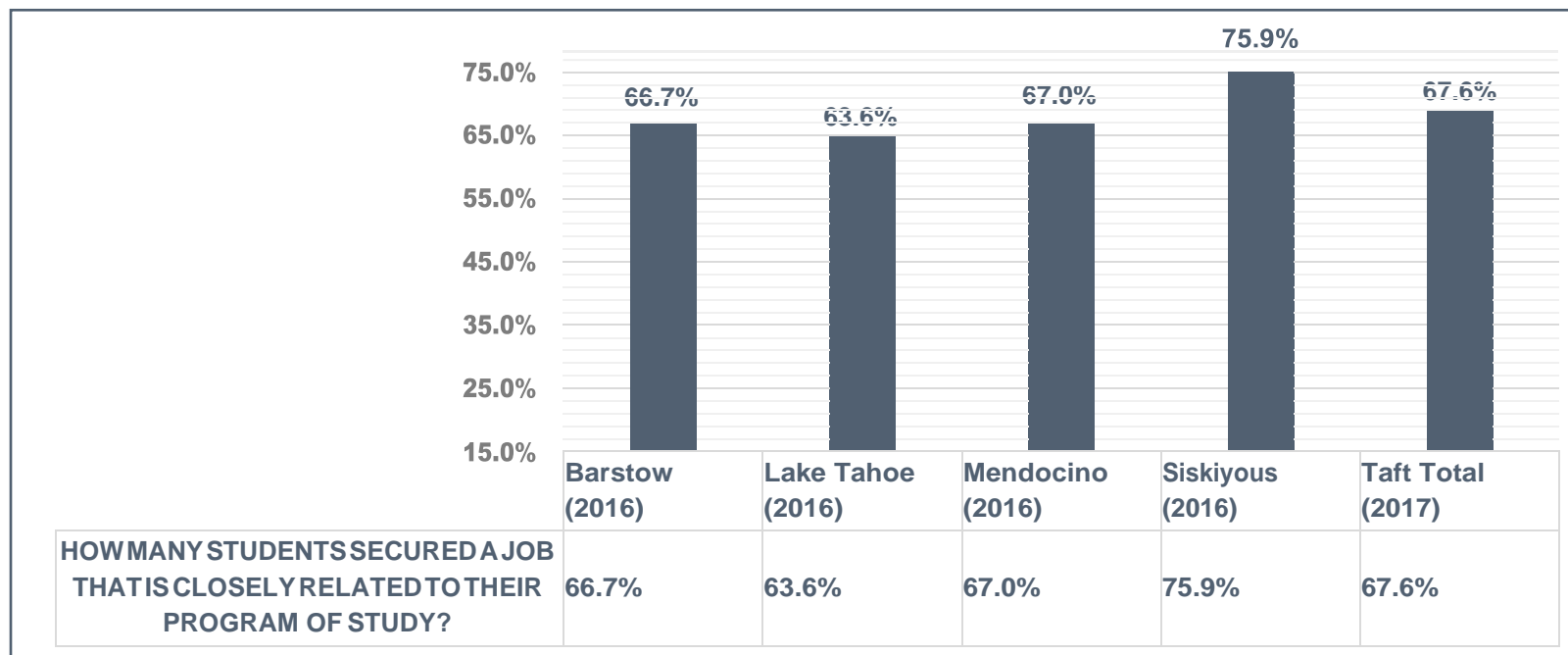
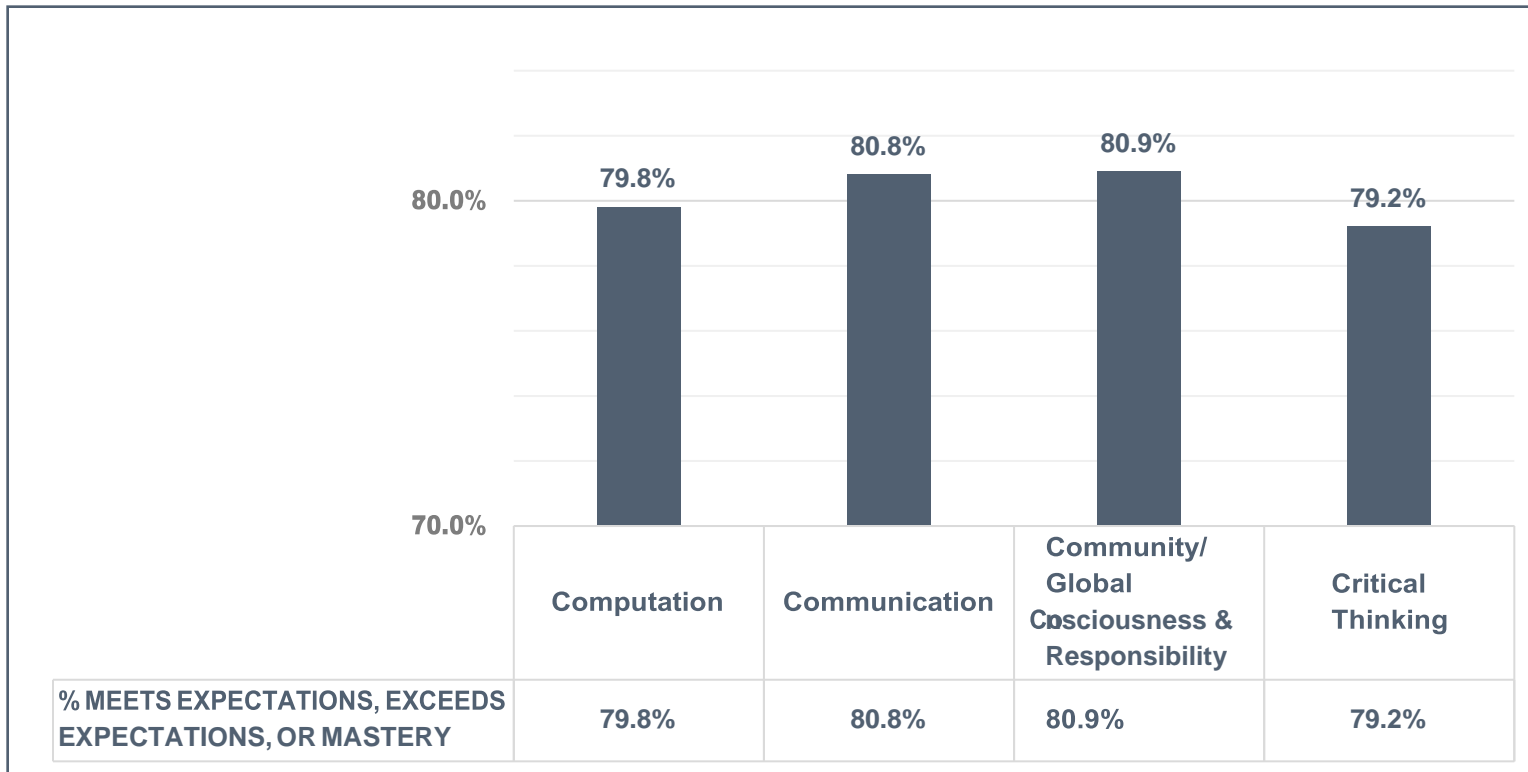**CCCCO Vision for Success Goal Four:** *"Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey. Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs."*

5. INSTITUTIONAL STUDENT LEARNING OUTCOMES PROFICIENCY RATE

INCREASE ALL ISLO'S TO 84.5% IN 2020-2021

In addition to ensuring that more students complete their programs of study, Taft College must ensure that students are learning. As stated on page 31 of the CCCCO Vision for Success, "ensuring that students are learning is at the core of the community college mission, the accreditation process, and one of the pillars of the Guided Pathways framework." Unfortunately, peer data is not available for ISLOs. However, the college can strive to close the performance gaps between ISLOs. For example, there is a 1.7 percentage point difference between the Community/Global Consciousness and Responsibility ISLO and Critical Thinking ISLO. Furthermore, while peer data is not available, SLO rates are closely correlated to course success rates. Since course success rates do have peer data available, we can tie the ISLO goal to the course success rate goal (see leading indicator one above). Therefore, the college has set a goal of increasing the highest performing ISLO by 3.6 percentage points (mirroring the success rate goal), and closing the gaps between the highest performing ISLO and all other ISLOs. This would require increasing each ISLO proficiency rate to 84.5%.

	Computation	Communication	Community/ Global Consciousness & Responsibility	Critical Thinking
% MEETS EXPECTATIONS, EXCEEDS EXPECTATIONS, OR MASTERY	79.8%	80.8%	80.9%	79.2%

Source: eLumen data pulled 11/14/2017

6. EQUITY GAPS FOR UNDERREPRESENTED GROUPS FOR THE ABOVE MEASURES

DECREASE BY 10% FOR EACH MEASURE BY 2020-2021

Part of Taft College's mission is to provide "an equitable learning environment". To meet our mission, Taft College is committed to closing equity gaps for the above metrics. While there are various groups that we serve, we decided that we could have maximum societal impact by limiting our focus in this strategic action plan to closing equity gaps for underrepresented ethnic groups. This focus is in alignment with the CCCCO Vision for Success, which solely focuses on ethnicity when discussing closing achievement gaps (see page 12 of the CCCCO Vision for Success).

The CCCCO Vision for Success identifies underrepresented as "groups that are much less likely to reach a defined end goal such as a degree, certificate, or transfer. Specifically, completion rates are lower among African-American students (36 percent), American Indian/Alaskan students (38 percent), Hispanic students (41 percent), and Pacific Islander students (43 percent), compared to stronger completion rates of Asian students (65 percent), Filipino students (57 percent) and White students (54 percent)."

In alignment with the CCCCO Vision for Success, Taft College is committed to fully closing the achievement gap within 10 years. However, the above metrics are lagging indicators, and this strategic action plan has a shorter time frame. Therefore, Taft College has set a more realistic goal of closing the achievement gaps of underrepresented minorities by 10% for each of the above measures, and eventually fully closing the achievement gap within 10 years. The current achievement gap and target rates for each metric are provided below.

CCCCO Vision for Success Goal Five: *"Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years"*

	# Students Who Complete a Degree/Certificate (2016-2017)	FTES (2016-2017)	# Students Who Complete a Degree/Certificate Per 100 FTES	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	167	1,591	10.5	56.5%	60.9%
Asian, Filipino, White	189	1,015	18.6	100%	100%

Notes: Excludes other, unknown, and two or more.
Source: DSS Data pulled 11/16/2017 | http://datamart.cccco.edu/Students/FTES_Summary.aspx

	Transfers (2016-2017)	FTES (2016-2017)	Transfers Per 100 FTES	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	**88**	**1,591**	**5.5**	**83.3%**	**85.0%**
Asian, Filipino, White	**67**	**1,015**	**6.6**	**100%**	**100%**

Notes: Excludes non-resident alien, two or more races, and unknown for CSU. Excludes domestic unknown, international, and ethnic categories with fewer than five students for UC. Excludes in-state private and out of state transfers--disaggregated data not available.

Source: http://asd.calstate.edu/ccct/2016-2017/SummaryYear.asp

https://www.universityofcalifornia.edu/infocenter/admissions-source-school http://datamart.cccco.edu/Students/FTES_Summary.aspx

	Average Number of Units Accumulated for Associate's Degree Completers (2016-2017)	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	**81.5**	**n/a**	**n/a**
Asian, Filipino, White	**82.0**	**n/a**	**n/a**

Notes: Excludes unknown and multi-ethnicity. Since the traditionally underrepresented group performs higher than the Asian/Filipino/White group, the equity gap is not applicable.

Source: DSS Data pulled 11/16/2017

	How many students secured a job that is closely related to their program of study? (Answered very close or close)	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	**71.5%**	**n/a**	**n/a**
Asian, White	**61.8%**	**n/a**	**n/a**

Notes: Excludes Filipino, unknown, and two or more. Since the traditionally underrepresented group performs higher than the Asian/White group, the equity gap is not applicable.

Source: https://cteos.santarosa.edu/job-search-after-training

	ISLO: Computation (meets expectations, exceeds expectations, or mastery)	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	79.4%	98.5%	98.7%
Asian, Filipino, White	80.6%	100%	100%
	ISLO: Communication (meets expectations, exceeds expectations, or mastery)	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	78.1%	94.2%	94.8%
Asian, Filipino, White	82.9%	100%	100%
	ISLO: Community/Global Consciousness and Responsibility (meets expectations, exceeds expectations, or mastery)	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	79.3%	96.4%	96.8%
Asian, Filipino, White	82.3%	100%	100%
	ISLO: Critical Thinking (meets expectations, exceeds expectations, or mastery)	Equity Gap	Equity Gap Cut by 10%
African-American, American Indian/Alaskan, Hispanic, Pacific Islander (traditionally underrepresented)	78.4%	97.8%	98.0%
Asian, Filipino, White	80.2%	100%	100%

Notes: Excludes unknown and multi-ethnicity.
Source: 2016-2017 eLumen data pulled 11/14/2017

TAFT COLLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT