

**Taft College
Planning Guide
Manual of Institutional Plans**

West Kern Community College District
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Introduction

Best practices for educational institutions and accreditation standards require integrated planning. Taft College uses best practices as a means of accomplishing the mission of the college. Integration of plans and activities throughout the college requires an intentional process of communication, evaluation, and improvement. This document provides a record of how Taft College achieves integrated planning.

The Taft College *Responsibilities and Schedule of Plans* documents the schedule, responsible entity, and institutional areas involved in maintaining currency for institutional-wide planning at Taft College.

The manual begins with an overview of the planning process. Subsequent sections provide detailed descriptions of the elements used throughout the process along with specific information to develop the individual plans.

Taft College Mission Statement

Our Vision

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

Our 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.

Our Values

- Students and their success.
- A learning community with teaching excellence.
- An environment conducive to learning, fairness, dialogue, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, support services, and community.
- Innovation, diversity, creativity, and critical thinking.
- Academic, financial, personal, and professional integrity.
- Employees and their professional development.
- A transparent, accessible, participative governance structure.

Overview

Taft College integrated planning uses a multi-layered system of plans. Plan development works from the top down for institution level plans and from the bottom up for unit level plans. In this manner, both institution level plans and unit level plans work in conjunction to direct activities at all levels of the College.

Institution level plans consist of the Educational Master Plan (EMP) and the Strategic Action Plan (SAP). The EMP defines the long-term goals and direction for the College while the SAP documents broad efforts to achieve the goals through movement in the identified direction. The institution level plans are supplemented by four area plans specific to broad areas within the College:

- Technology Master Plan (Standard III)
- Facilities Master Plan (Standard III)
- Student Equity and Achievement -- Program Plan (Standard II)

Each of the area plans link to elements of the SAP. The institutional area plans include details intended to move subcomponents of the college forward in line with the EMP. Information from program and unit reviews drives the creation of these plans. The plans include area specific data including budgetary components. Thus, these plans provide broad operational goals and actions for the College and units within the College.

Area plans are evaluated for usefulness and value added over time. Addition or deletion of area plans occurs as needed, making this list responsive to the needs of the College. For example, current committee discussions include the value of adding an Enrollment Master Plan.

Action plans derive from programs reviews. These plans document actions to increase or sustain the effectiveness of the programs. Action plans include requests for resources. Information derived from program reviews move through committee structures and provide a bottom-up element to the planning mechanism.

I. Mission

Taft College’s Mission Statement defines the overall purpose of the institution and identifies the community served by the College. The Mission Statement also includes a Vision Statement, which sets the context for the Mission Statement by stating a singular vision for the entire college, and a set of values, or guiding principles, which employees of the College hold as they go about their daily business. The college’s mission, vision, and values are the starting point for integrated planning at Taft College.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and review of a district mission statement is:

Standard I.A1 -- The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Process for Mission Statement Review/Revision

Mission reviewed once in an accreditation review cycle. Last completed in September 2020	
Step 1	College community including staff and students reviews the Mission of the college for currency.
Step 2	Data from reviews are sent to Governance Council and GC reviews the results. If changes are suggested, the draft is sent to the college community and BOT for review and input.
Step 3	Governance Council makes recommendation of changes, if any, to Superintendent/President
Step 4	S/P recommends changes, if any, to Board of Trustees
Step 5	After BOT approval, if changes were made, publications are updated.

II. Educational Master Plan

The Educational Master Plan (EMP) is the primary vehicle of Institutional-Level planning at Taft College. The Educational Master Plan, a broad, comprehensive plan covering all aspects of campus functioning. Taft College's 2014-2024 Educational Master Plan makes general recommendations for the next ten years that address the needs of the college, its students, and the community it serves. The EMP reflects the data from internal and external environmental scans and follows the Western Association of Schools and Colleges Commission's standards. The plan identifies the needs of the College and the students and community it serves and then provides broad recommendations for the College for the next ten years. The EMP provides the foundation for other long-range master plans and is the central reference point for program plans and reviews, student learning outcomes, and resource allocation. All College planning efforts are informed by, and link back to, the College Educational Master Plan. The EMP addresses the five broad areas of Student Learning and Success, Access, Business, Industry, and Community, Facilities and Infrastructure, and Institutional Planning and Effectiveness.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning is:

Standard I.B.9 -- The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Process for Developing the Educational Master Plan

Timeline – every 7 to 10 years	Action – last completed in AY 2013-2014
September	Formation of the Educational Master Plan Committee (EMPC). Membership includes faculty, classified staff, educational administrators, and management representatives. Board approves consultant firm
October	Consulting agency - Internal and external scans, growth forecasts, future academic space needs, and other space needs
November	Consulting agency - Survey college community.
December – January	Consulting agency - Interviews with members of the Taft College community, including faculty, classified staff, managers, administrators, students, members of the Board of Trustees, and community resident leaders
February	EMPC – develops consensus on planning assumptions, prioritizes needs, develops broad planning recommendations, develops recommendations in the areas of: <ul style="list-style-type: none"> • Student Learning/Success • Access • Business/Industry/Community • Facilities and Infrastructure • Institutional Planning/Effectiveness IR - Posts draft version for comment by the college community GC - reviews draft of EMP Academic Senate - review draft EMP
March – April	EMCP – revises EMP based on comments. Finalizes recommendations Consulting agency – edits and formats final version
May	EMPC – approves EMP final draft GC - approves EMP final draft; recommendation to Superintendent/President
June – July	Superintendent/President – recommendation to Board of Trustees Board of Trustees - adoption

III. Strategic Action Plan

As noted in the overview earlier, Taft College’s Strategic Action Plan (SAP) presents prioritized recommendations from the EMP and, for each recommendation in the SAP, lists objectives, actions to be taken, timelines, expected outcomes, and a “champion” responsible for shepherding the actions and monitoring the outcomes. The SAP is a shorter 3-year implementation plan of selected, prioritized recommendations from the EMP. Whereas the EMP presents a broader, long-term, more global perspective of recommendations, the SAP presents specific details meant to move the recommendations in the EMP forward.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Process for Developing the Strategic Action Plan

Timeline – every 3 years	Action – last completed in AY 2017-2018
September-November	SPC – presents overview of the SAP development process to GC
December - April	<p>SPC –workshops:</p> <ul style="list-style-type: none"> • Identify and prioritize EMP recommendations to be addressed in the next three years • Draft specific actions to be implemented year by year • Identify measurable outcomes • Identify “champions” to facilitate the actions and collect data on the outcomes • Write SAP draft <p>IR – SAP draft posted for public comment, comments compiled for SPC</p>
May – Summer	<p>SPC – final revisions of SAP</p> <p>GC – recommend SAP approval to Superintendent/President</p>

IV. Institutional Area Plans

Area plans link to elements of the SAP. The institutional area plans include details intended to move the college forward in line with the EMP. Information from the EMP, SAP, and program and unit reviews drives the creation of these plans. The plans include area specific data including budgetary components. Thus, these plans provide broad operational goals and actions for the College and units within the College.

Technology Master Plan

The Technology Master Plan details the institution-wide plan to achieve and maintain the technology and technology support across all college activities.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning is:
Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Process for Developing the Technology Master Plan

Timeline – 5 years	Action – last completed in AY 2019-2020 updated every 2 years
September	Superintendent/President – Notifies Information Technology Services (ITS) Director to initiate planning process ITS Director - Forms stakeholder groups consisting of stakeholders knowledgeable about student/faculty/system needs.
October - January	ITS Director – works with stakeholder group to: <ul style="list-style-type: none"> • Identify and prioritize technology needs to be addressed in the next 5 years • Draft specific actions to be implemented year by year • Identify measurable outcomes • Write Technology Plan draft
February - April	ITC and Stakeholders– review Technology Plan draft
May	ITS Director – presents Technology Plan to GC as information item
June	ITS Director – presents Technology Plan to Board of Trustees as information item

Facilities Master Plan

The Facilities Master Plan (FMP) details the institution-wide plan to achieve and maintain the facilities needs to support all college activities.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

Standard III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Process for Developing the Facilities Master Plan

Timeline – up to 20 years	Action – last completed in AY 2019-2020
May	Superintendent/President - Initiates planning process Executive VP of Administrative Services – identifies consulting agency Facilities Committee (FC) – reviews planning process, identifies and prioritizes EMP recommendations
June - August	Consulting Agency – Drafts specific actions to be implemented year by year
August - November	FC – Identifies measurable outcomes and “champions” to facilitate the actions and report on outcomes, reviews Facilities Plan draft
December	FC – final revisions of Facilities Plan GC – recommend plan approval to Superintendent/President Board of Trustees – approval of plan

Integrated Plan: Student Equity and Achievement Program Plan

The Integrated Plan details the institution-wide plan for remediation of basic skills deficiencies, support of student success, and ensuring equity in achievement of learning for all students.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

Standard II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Standard II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Process for Developing the Integrated Plan (Student Equity and Achievement – Program Plan)

Timeline – 3 years	Action – Every three years with Annual Reporting
March	VP of Student Services, in coordination with the VP of Instruction - Initiates planning process
March - April	IR – data analysis Student Success and Access Committees (AC) – review processes and outcomes
March - September	<p>Student Success Committee–workshops:</p> <ul style="list-style-type: none"> • Identify and prioritize SEA-P recommendations • Draft specific actions to be implemented year by year • Identify measurable outcomes • Identify “champions” to facilitate the actions and collect data on the outcomes • Write SEA-P draft <p>Access Committee–workshops:</p> <ul style="list-style-type: none"> • Identify and prioritize Equity plan recommendations to be addressed in the next 3 years • Draft specific actions to be implemented year by year • Identify measurable outcomes • Identify “champions” to facilitate the actions and collect data on the outcomes • Write Equity Plan draft
September - October	<p>VP of Student Services – presentation to stakeholder groups for comment</p> <p>Presentation to Governance Council</p> <p>Presentation to Academic Senate Council and Academic Senate</p> <p>Presentation/Information item to Board of Trustees</p>
November	<p>VP of Instruction – presentation to stakeholder groups for comment</p> <p>Access Committee - final revisions of Equity Plan based on stakeholder comments</p> <p>Governance Council – recommend plan approval to Superintendent/President</p>
December - January	Board of Trustees – 1 st reading; approval of Student Equity and Achievement Plan (SEA-P)

V. Program-Level Planning

Annual Program Review Update and Planning

Annual program reviews are conducted by all programs on campus. Each Annual Program Review Report contains among other things a summary of major findings, an update on the previous year's program goals, and a set of new goals based on empirical data. The Taft College program review processes involves members of all programs. Program review is integrated into strategic planning processes and is tightly linked to budgeting and resource allocation.

The Accrediting Commission for Community and Junior Colleges standards most relevant to Institutional Program Planning and Reviews are:

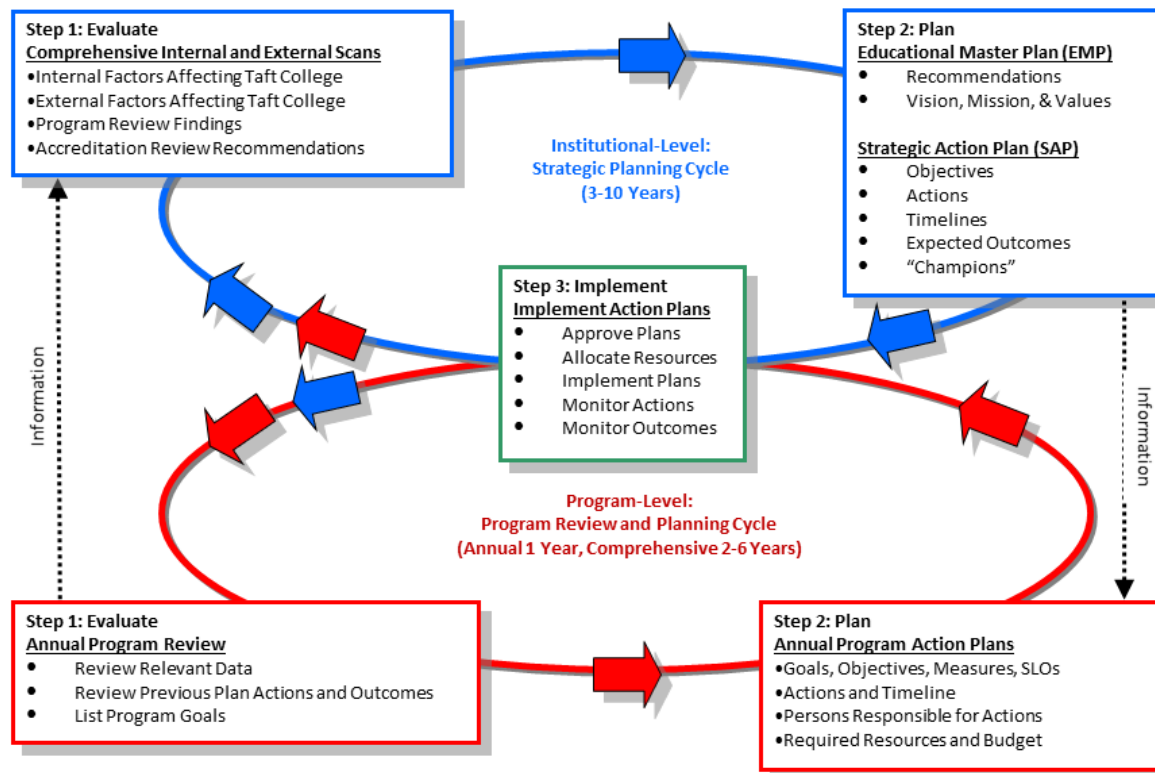
Standard I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Standard II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Diagram Depicting Program-Level Planning Cycles



Process for Annual Program Review

Timeline –Annually	Action – Current
August	IR – program review and student achievement/students learning achievement data packets to program review leads
August - March	Program contacts – guide program review analysis and writing process; submit Annual Program Review Report, and Annual Program Goals; submit evaluation of the program review process
May	GC – Review list of programs for accuracy in preparation for next Program Review cycle
April - July	IR – edits and posts program reviews on IR website goals and sends to appropriate committees: GC, AC, Budget Committee, CSEA

Prioritization of Goals and Allocation of Resources

Annual Program Goals requiring allocation of additional resources may result from the program review process. Resource requests are filtered into the institutional planning process each spring semester (see Timeline on next page).

Timeline for Program Review Generated Resource Requests to Filter through the Planning Process

