

**Taft College**

**Self Evaluation Report of Educational Quality and Institutional Effectiveness  
in Support of Reaffirmation of Accreditation**

**Addendum**

**September 21, 2015**

**Taft College Institutional Assessment, Research & Planning**

# Taft College

## Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation

### Addendum

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Taft College’s Child Development Center is one of the largest in the state.

## Overview

This addendum to Taft College's 2015 Self Evaluation Report contains updates on five areas relevant to the College's accreditation site visit:

1. Program Review and Planning
2. Organizational Charts
3. ACCJC August 13 Letter
4. Human Resources Plan
5. Facilities Plan

Important developments in each of these five areas are described in detail on the following pages. Evidence is provided where appropriate and is included on an accompanying USB flash drive.



Visitors entering the campus via the Cougar Court roundabout are treated to a view of the Transition to Independent Living Program building.

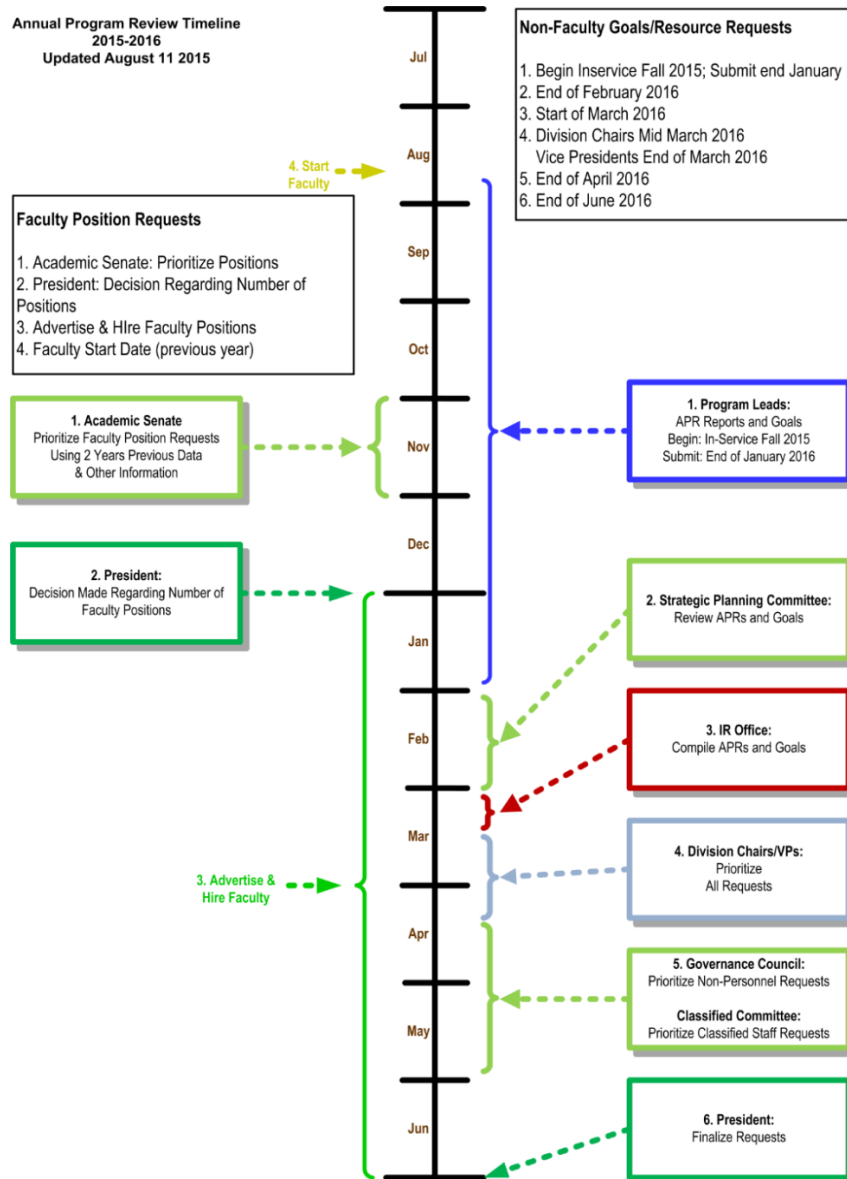
### Program Review and Planning

#### APR Timeline update:

The Annual Program Review (APR) submission deadline was shifted to be due at the end of January – previously the APR’s were due in March. Under the old timeline, APR’s submitted in March were based on the *previous year’s* data, and were used for prioritizing the *following year’s* resource requests. While program review requests were based in data, under the old timeline they were not based on data that was as current as it could be, nor were the requests funded in as timely a fashion as they could be.

(ADD.001)

Under the new timeline, APR reports are to be submitted in January, still based on the previous year’s data as before, except that the immediately preceding fall data will also be available for consideration. And the requests in January will be integrated into the prioritization process during budget development taking place in the Feb-May immediately following. The revised process is summarized below:



### Planning Calendar:

To facilitate the revised annual program review and planning timeline, a web calendar of key events is being developed which will be published on the Taft College planning website. Each event will be linked to one or more of ten groups of people who are notified via e-mail one month prior to the due date of the event. The ten groups are (1) Administrators, (2) Program Review Leads, (3) Division Chairs, (4) Strategic Action Plan “Champions,” (5) Governance Council, (6) Strategic Planning Committee, (7) Budget Committee, (8) Student Success Committee, (9) Student Access Committee, and (10) Accreditation Steering Committee. (ADD.002)

The key events in program review and planning, as well as in strategic planning, are shown in the following table along with the key groups and target dates.

**Table Showing Key Events in Program Review and Planning and Strategic Planning**

Key Events in Annual Program Review and Planning	Key Group	Target Date
A. Inform Program Leads of funded goals from previous cycle	GC, PL	Fall In-service
B. Due date for submitting APRR and APRG Forms	AD, DC, PL	End of Jan
C. Review of APRR and APRG for completeness	SPC	Feb
D. IR produces/distributes results from APRR & APRG Submissions	BC, DC, GC	Mar
E. GC reviews APRG Goals to eliminate those Previously funded	GC	Mid Apr
F. IR Office distributes Prioritization Survey for APRG Goals	AD, GC, CC, DC	Mid Apr
G. Prioritization Deadlines for Division Chairs	DC	End of May
H. Prioritization Deadline for Vice Presidents	AD	End of May
I. Prioritization Deadline for Classified Committee	CC	End of May
J. Prioritization Deadline for Governance Council	GC	End of May
K. Decision by President as to goals funded	AD	June
L. Identification of programs for next year by GC	GC	May
M. Evaluation of PR Process by SPC	SPC	May
N. SPC recommends changes to PR Process to GC	GC	August
Key Events in Strategic Planning	Key Group	Finish Date
• SAP Objectives	AD, GC	Various
• SAP Annual Report	GC,	(TBD)
• Accreditation Annual Report Deadlines	AD, GC, SPC	(TBD)
• Annual Review of Governance Guide	GC	(TBD)
• Annual Evaluations of all GC Committees	BC, GC, SPC, AC, SSC	End of Spring
• Annual Review of GC Committee Charters and Review Evaluations	BC, GC, SPC, SAC, SSC	Start of Fall
• Other accreditation (follow-up, midterm, special reports)	AD, GC, SPC	Various

Key Group Abbreviations: **(AD)** Administrators; **(BC)** Budget Committee; **(CC)** Classified Committee; **(DC)** Division Chairs; **(GC)** Governance Council; **(PL)** Program Leads; **(SPC)** Strategic Planning Committee; **(AC)** Access Committee; **(SSC)** Student Success Committee

### Organizational Charts

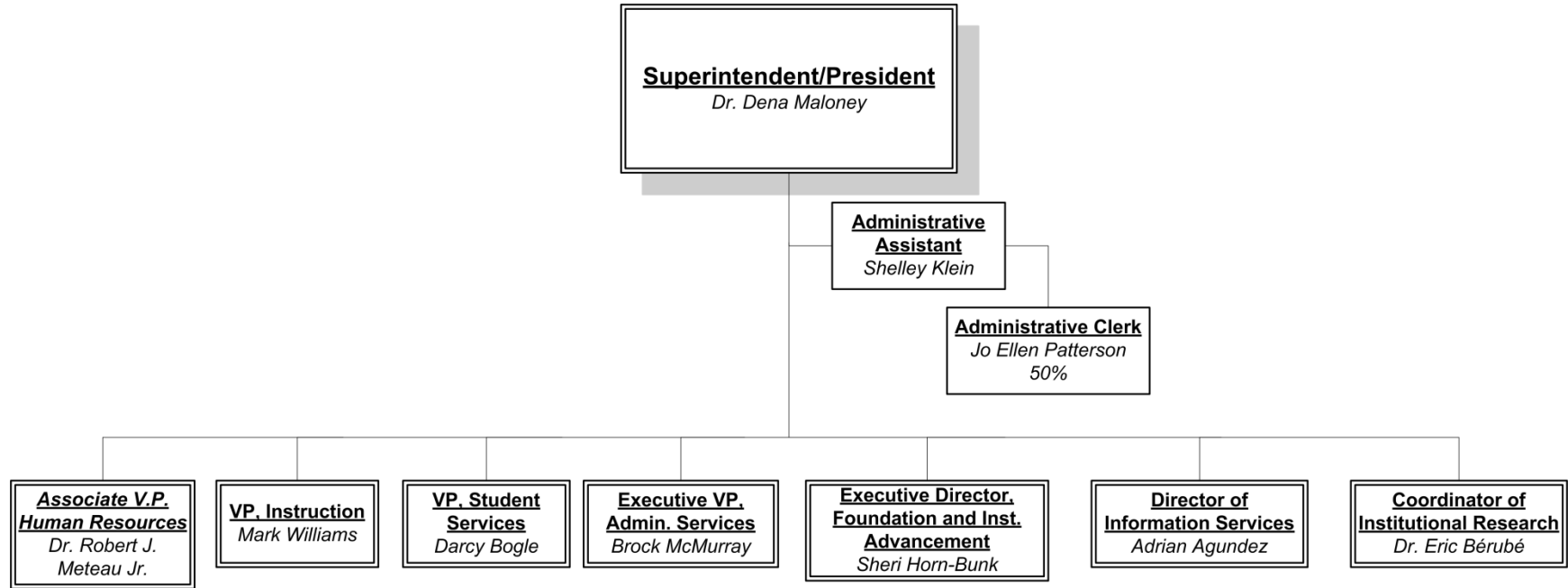
As in any organization, Taft College has had several changes to personnel in the last few months, including a few changes to key personnel. The following organizational charts reflect those changes as of the week of September 14, 2015. The following charts are included in this section of the Addendum:

- Office of the President
- Information Services, Institutional Research, Human Resources, and Foundation
- Administrative Services
- Instructional Support Services
- Faculty
- Transition to Independent Program
- Children's Center
- Student Support Services

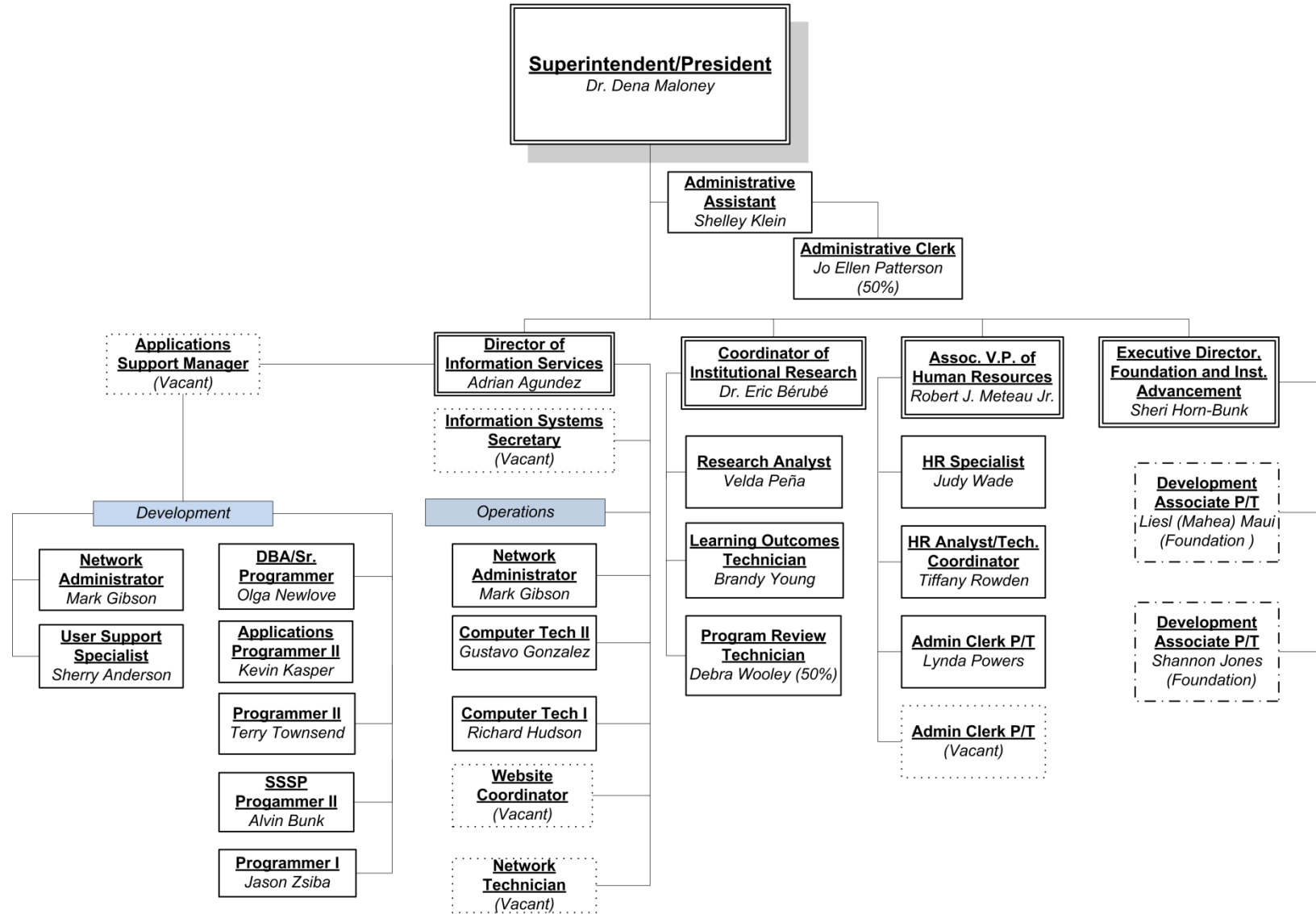


The Taft College's Women's Volleyball Team returns a volley against Allan Hancock College.

Office of the President

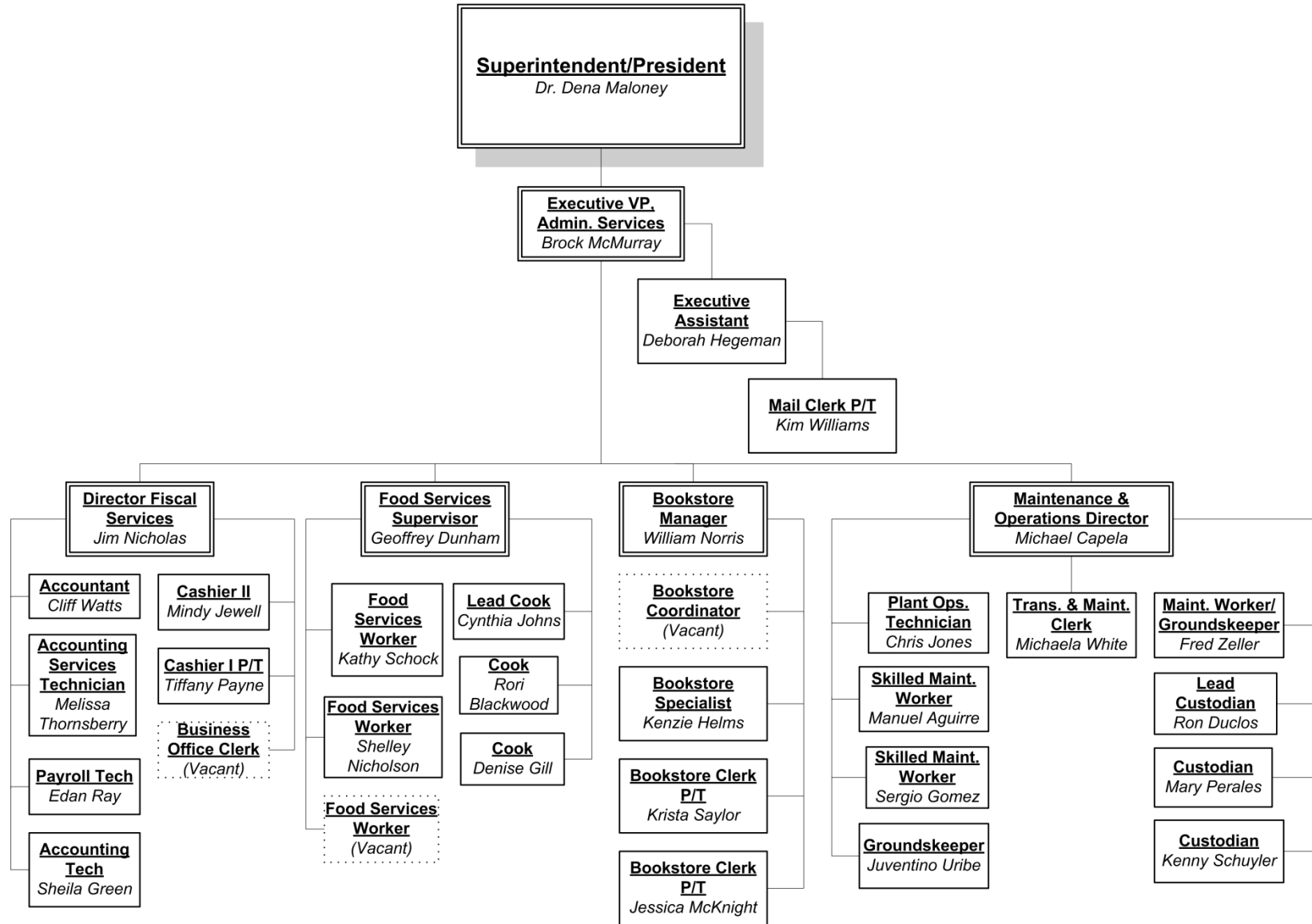


Information Services, Institutional Research, Human Resources, and Foundation

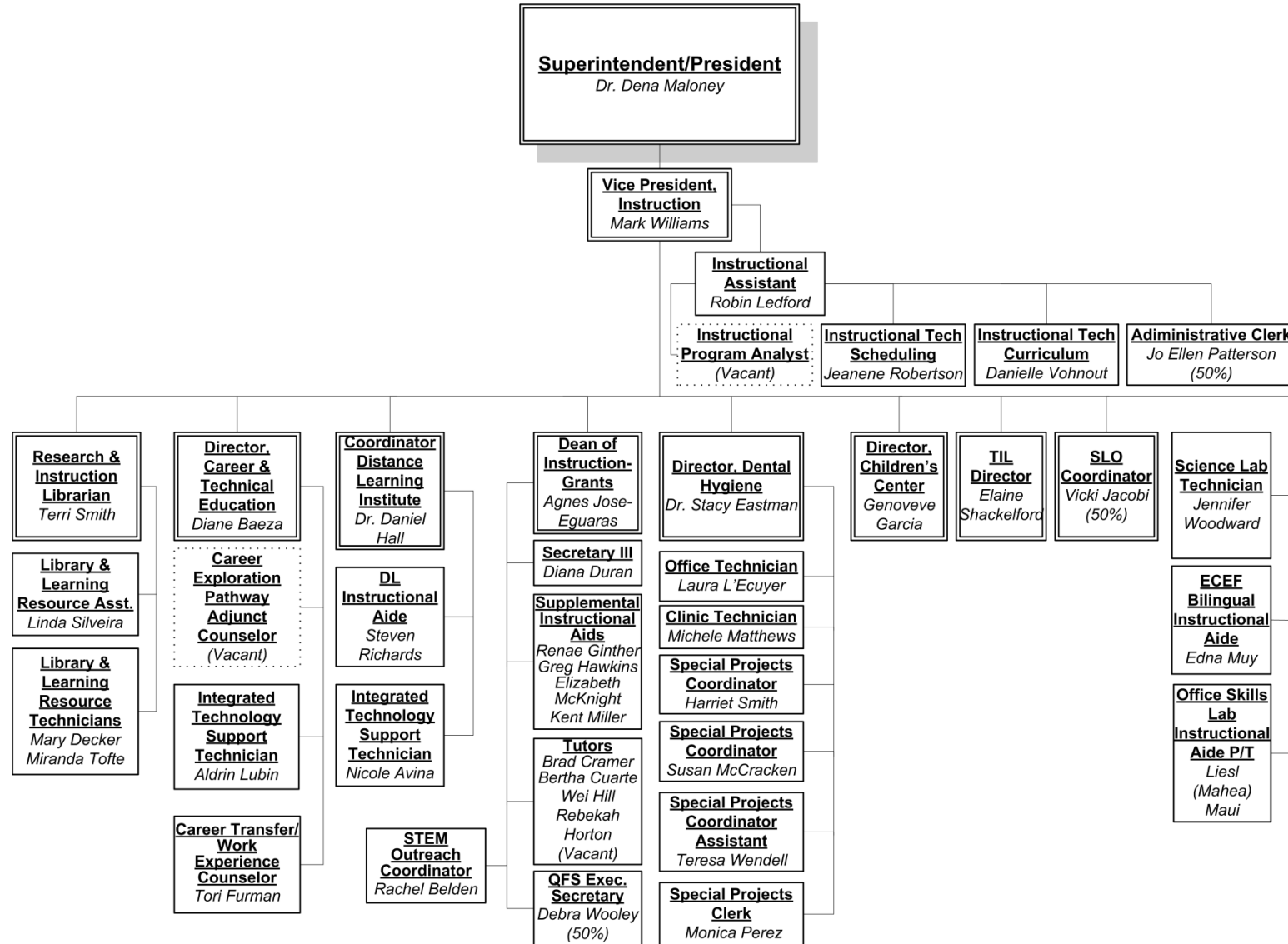




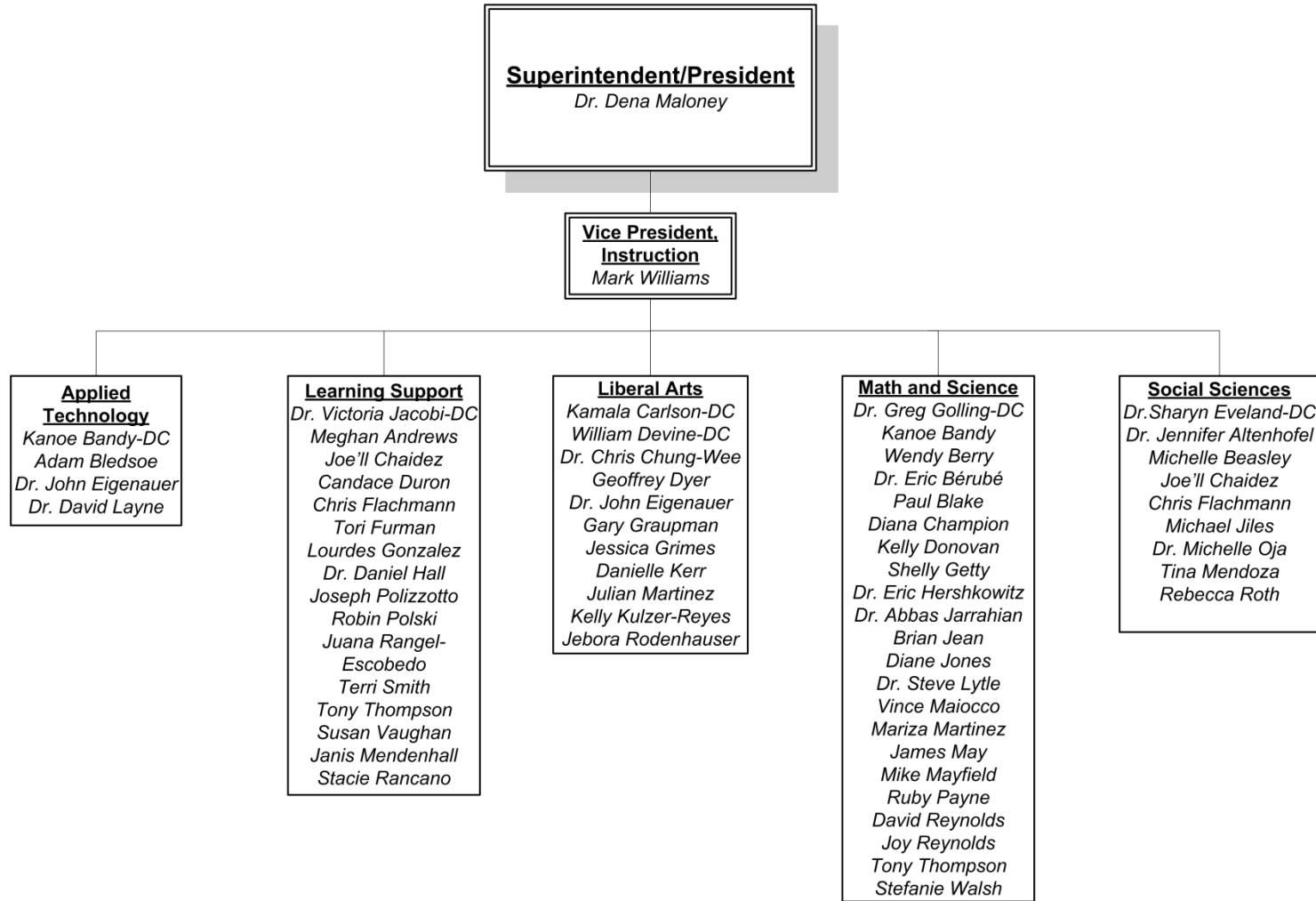
Administrative Services



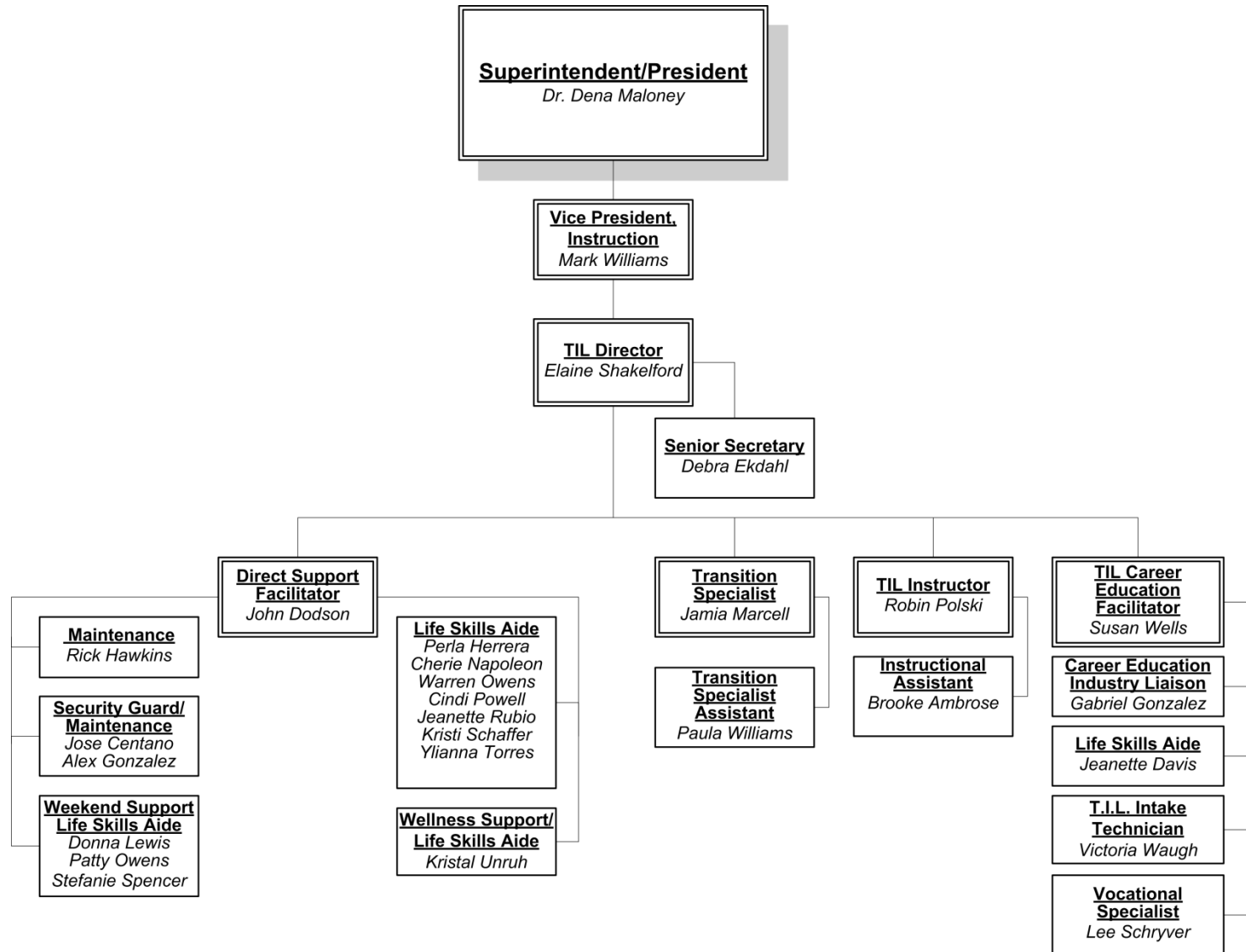
Instructional Support Services



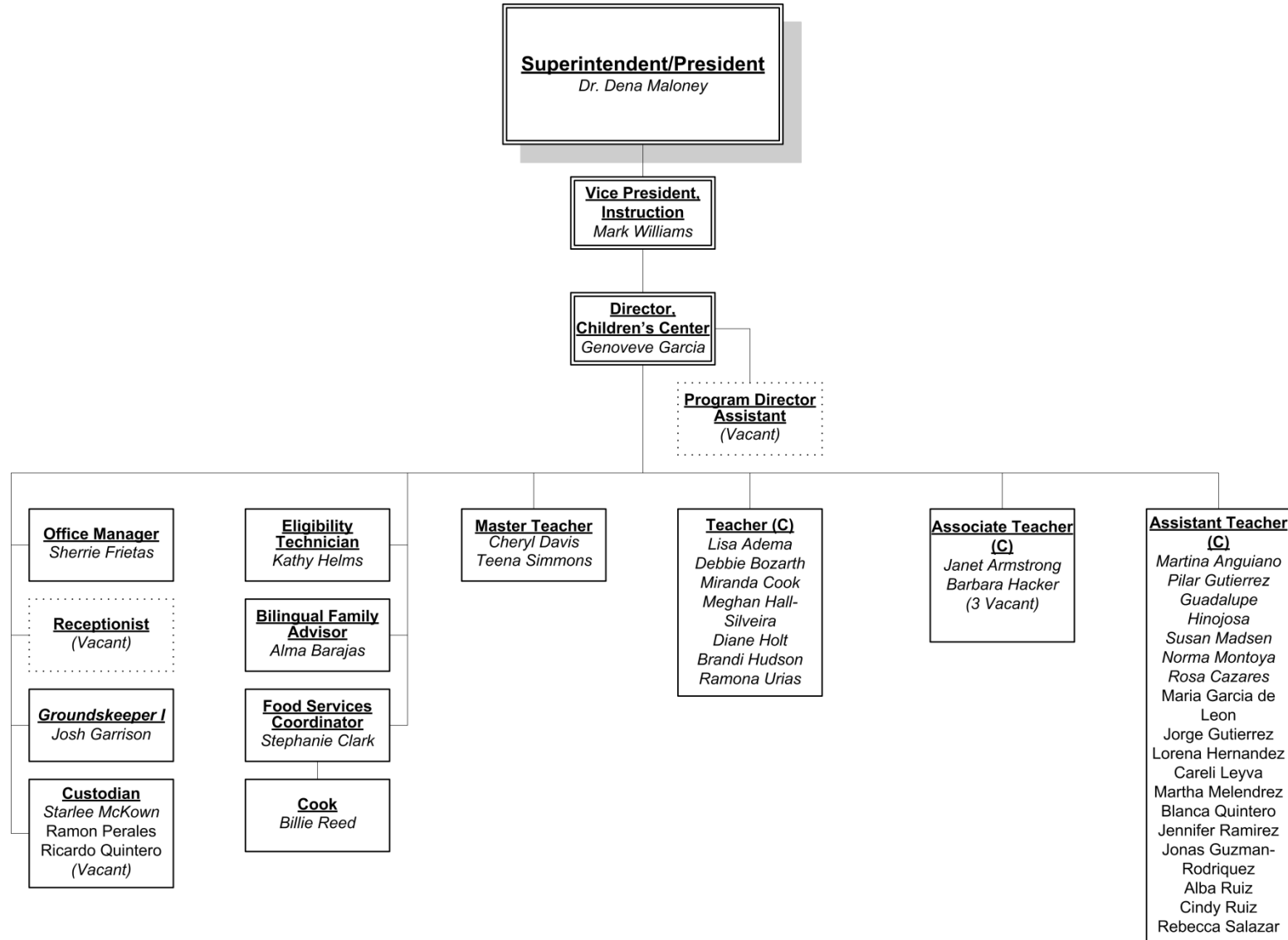
Faculty



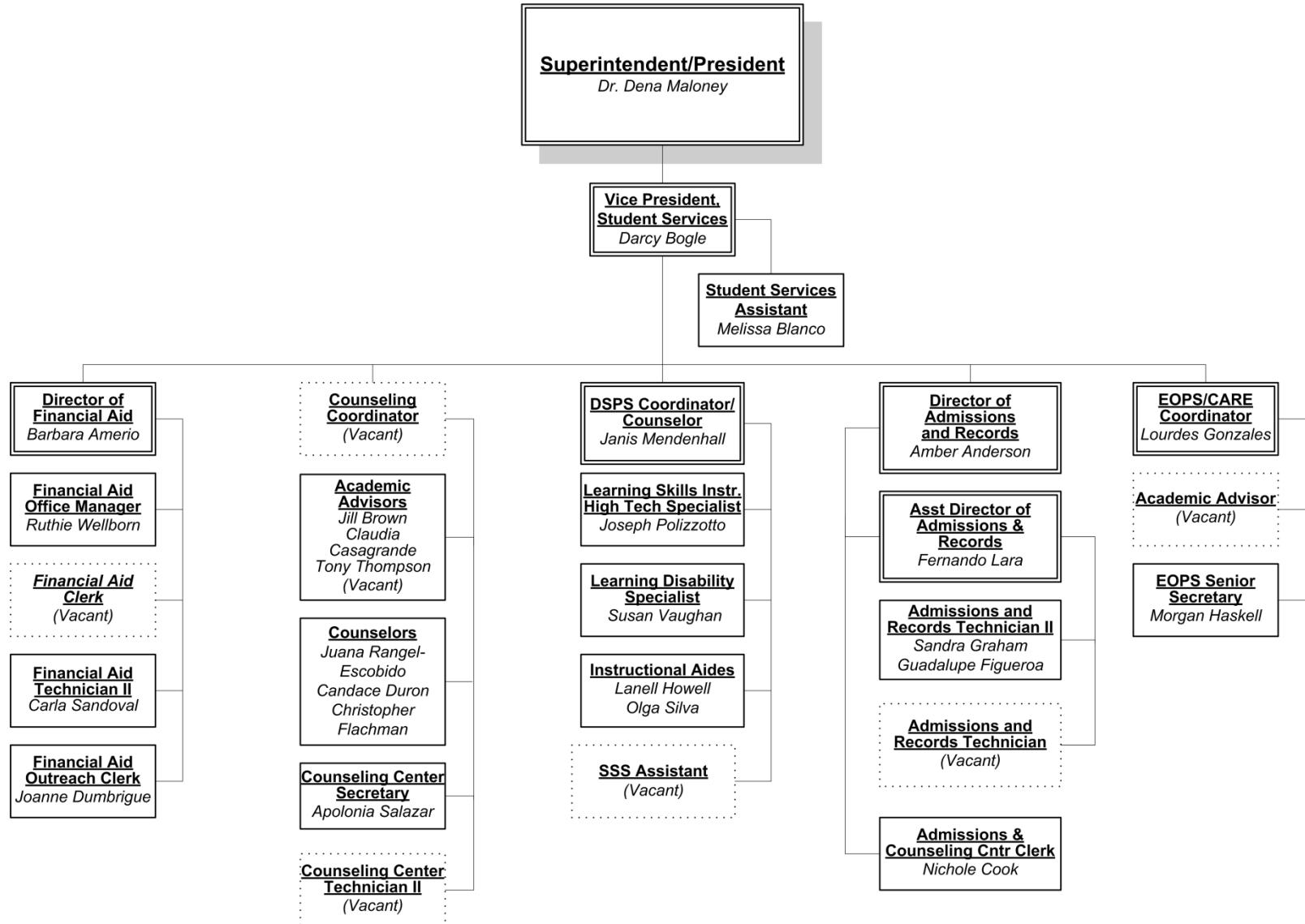
Transition to Independent Program



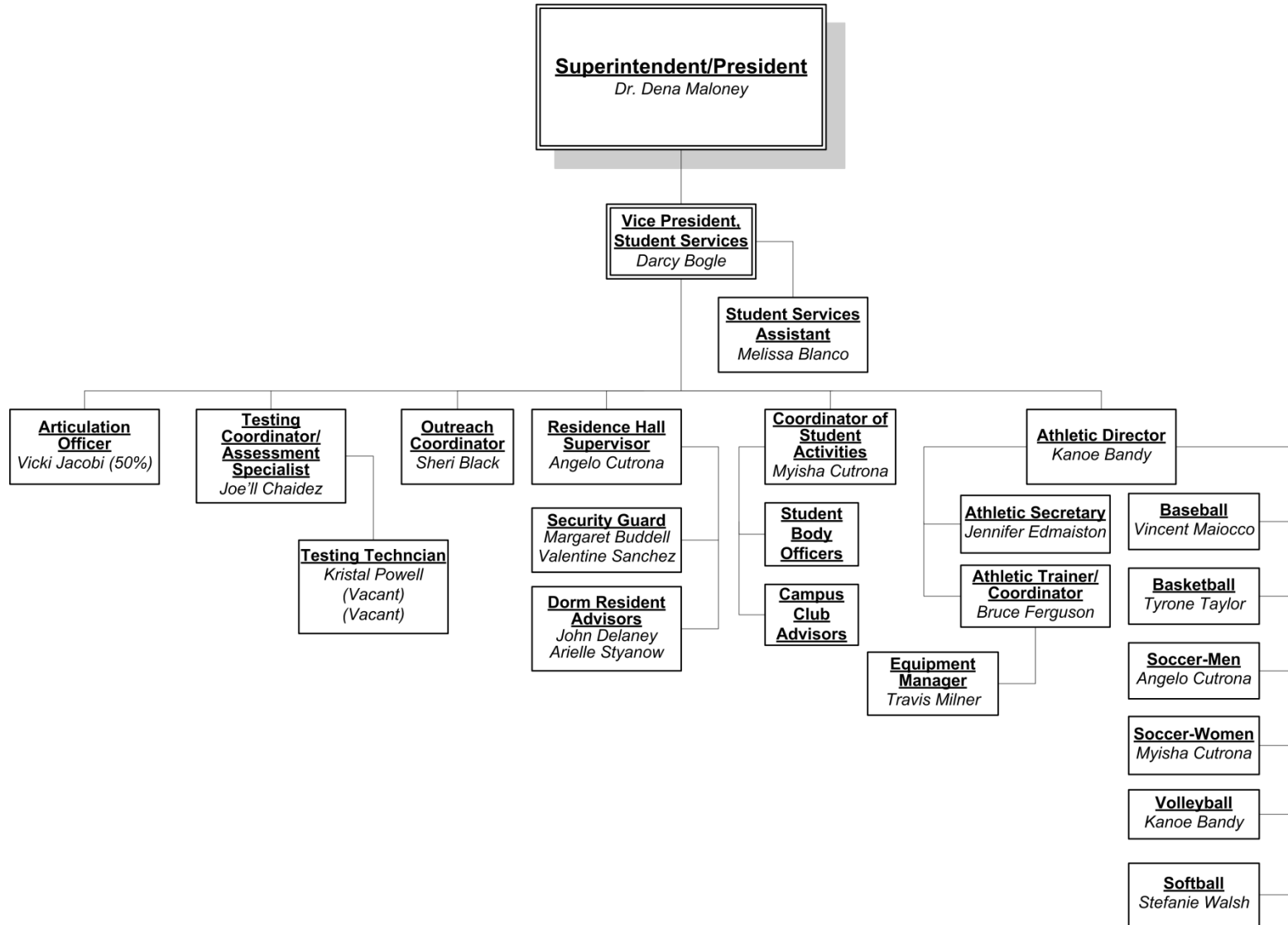
Child Development Center



Student Support Services (Page 1 of 2)



Student Support Services (Page 2 of 2)



### ACCJC August 13 Letter

Taft College received a letter from the ACCJC dated August 13, 2015, which was focused on concerns in two areas: (1) career-technical education institution-set standards for licensure examination passage rates and job placement rates, and (2) student learning outcomes practices especially in regards to the percentage of courses and programs with ongoing assessments. The letter provided recommendations as to the evaluations of job placement rates (page 2), licensure examination passage rates (page 3), and SLO Assessment (page 4). (ADD.003)

Taft College has responded to this letter by acting to implement the recommendations and incorporate the resulting activities into existing practices as quickly as possible to not only meet the ACCJC standards, but to exceed them in such a way as to provide robust, sustainable practices leading to the improvement of student achievement and student learning. How Taft College is responding to the two areas mentioned earlier is addressed in this section of the Addendum.

#### **Area 1: Career-Technical Education Institution-Set Standards for Licensure Examination Passage Rates and Job Placement Rates**

The Strategic Planning Committee developed a plan to address the CTE issues raised in the ACCJC August 13<sup>th</sup> letter. The ACCJC letter requested the College address:

- I. For CTE programs with  $\geq$  10 grads in 2012-2013
  - A. Job Placement Rate
  - B. ISS for Job Placement Rate
  - C. How Job Placement Rate tracked
  
- II. For CTE programs with exam and  $\geq$  10 grads in 2012-2013
  - A. Exam Pass Rate
  - B. ISS for Exam Pass Rate
  
- III. Evaluation of Job Placement Rate and Compliance with Standards
  - A. Analysis of student completion data
  - B. ISS for job placement
  - C. Explanation of how the ISS and job placement rates conform to programmatic accreditation expectations
  - D. How job placement rates are to be tracked and evaluation of the process

To compute CTE institution-set standards for licensure exam pass rates and job placement rates, Taft College had to first ascertain the college job placement rates (the exam pass rates were already known). The Strategic Planning Committee agreed that the state of California Employment Development Division EDD/Labor Market Information Division, Statewide Information Services Group, Applied Research Unit (hereafter referred to as EDD), would be the primary source of data for job placement of CTE graduates. At the time of this writing, job placement rate data are being acquired from the EDD for all CTE graduates in all CTE programs with at least 10 program completers in 2012-2013. A request for this customized report was submitted the week of September 7, 2015. Once those data are acquired, the Institution Set Standard (ISS) for job placement rate will be developed by the Strategic Planning Committee in conjunction with the appropriate faculty for the program. The proposed Institution Set Standard will then be presented to the Governance Council for discussion and adoption.



The ACCJC letter further stipulates that for each CTE program in which students must pass a licensure examination in order to work in their field of study, and which had at least 10 program completers in 2012-2013, the College must state the institution set standards for examination passage rates in each of those program and specify the examination pass rate in 2012-2013. Taft College offers two programs which require a licensure examination in order to work in the field of study. These programs are Court Reporting and Dental Hygiene. In 2012/13, the Dental Hygiene had 17 graduates; Court Reporting had 2 graduates. (ADD.004)

Therefore, the only CTE program at Taft which met the criteria in 2012-13 was the Dental Hygiene program. The pass rates for the licensure exam are tracked on an annual basis and provide the foundation for the establishment of an Institution Set Standard for licensure examination passage rate. The data were analyzed and a passage rate of 90% has been proposed by the Dental Hygiene Department. This proposed Institution Set Standard will be presented to the Governance Council at its September 25<sup>th</sup> meeting. (ADD.005)

The Strategic Planning Committee determined that the existing annual program review and planning process provides the appropriate framework for incorporating job placement rates and exam licensure rates for CTE programs. EDD data will be provided to the relevant CTE programs that would then incorporate the data into their annual program review and report out on their institution-set standards as part of the annual program review process. The Strategic Planning Committee determined it would be necessary to identify and take into account the number of CTE graduates who transferred to other educational institutions so they would not be counted as unemployed for the purposes of meeting the ACCJC standards.

This plan is currently being put in place at the time of this writing. As new tools become available, including the Chancellor's Office Launchboard database, the process outlined here will be evaluated and the data from this evaluation will be used to increase the accuracy and effectiveness of this process.

## **Area 2: Student Learning Outcomes Practices Especially in Regards to the Percentage of Courses and Programs with Ongoing Assessments**

In the 2015 Annual Report, Taft College reported a 46% rate of on-going assessments of its courses and 73% on-going assessment rate of its programs. Each institution defines *on-going assessments* individually, so Taft College's Strategic Planning Committee developed the definition to be used at Taft College. If the course did not have multiple assessments during a two-year period of time, it was reported not having "on-going assessments." To put it a different way, *on-going assessment* was defined as multiple assessments of SLOs at the course level over a two year period of time. This standard based on frequency of assessment within a two year period may be high when compared to other institutions.

The calculation used by Taft College in determining its rate of on-gong assessment is based upon reports from eLumen (software repository for assessment results).

The ACCJC letter requested that the College evaluate those courses which did not have on-going assessment by:

- I. Listing the courses, sorted by discipline or program
  - A. Whether the courses or pre-requisite courses, program entry courses, end-of-program courses, and/or general education courses, as appropriate
  
- II. Listing programs for which 40% or more of the included courses are without ongoing assessment
  - A. 2013-14 student enrollments in each of these programs
  - B. Whether these programs participate in program review
  - C. How the College evaluated the discipline's/program's participation in ongoing assessment
  - D. What impact the level of the ongoing assessment had on resource allocation
  
- III. Detailing any other information pertinent to the evaluation of courses and programs for which there is no ongoing assessment of student learning outcomes

The issues raised in the ACCJC letter of August 13<sup>th</sup> have been widely discussed by the Academic Senate, the Governance Council and the Strategic Planning Committees. (ADD.006, ADD.007, ADD.008). A small team led by the SLO Coordinator has been analyzing the data regarding 2013-14 SLO assessment activity. The analysis thus far is presented below:

### Courses

A list of courses which were not assessed in 2013-14 was analyzed to determine if they were pre-requisite courses, program entry course, end-of-program courses, and/or general education courses. (ADD.009) A total of 178 courses did not have assessments in the 2013-2014 academic year. An analysis of these courses indicates:

- 18 are prerequisites to other courses
- 1 is a program entry course
- 1 is an end-of-program course
- 11 are general education courses
- 67 were not offered during the 2013-14 year

Taft College has 117 courses within its general education pattern. As noted above, 11 courses (10%) were without assessment results. However, seven of the 11 general education courses could not be assessed because they were not offered in 2013-2014. **During the 2013/14 year, 106 general education courses were offered, and 102 were assessed, resulting in a 96% assessment rate.**

From the list of the courses which were not assessed, 67 were not offered. This leaves 111 courses which were offered, but not assessed. **When removing those courses which were not offered and therefore could not be assessed, the Taft College 2013/14 course assessment rate is 75%. (ADD.010, ADD.011)**

### **Courses within Programs**

#### *Transition to Independent Living Program:*

Of the 111 courses not assessed, 21 are part of Taft College's Transition to Independent Living Program. This program is a non-credit life skills program for students with intellectual disabilities that requires intensive monitoring of the individuals and regular reports to the regional centers. The goal of this program is for students with disabilities to function independently in their home communities upon completion.

Although SLOs were not formally documented in the eLumen software program, the students' learning outcomes are assessed through individual student program plans. Taft College is committed to including the learning outcomes for these students in its formal SLO process and documenting the assessment in the eLumen repository for ongoing course improvement in the future.

#### *Dental Hygiene:*

Fifteen courses within Taft College's Dental Hygiene program are assessed on an ongoing basis, however, results are not captured formally in eLumen. Faculty members discuss course improvements in staff meetings. Since the program has relatively few students (48 on average), students are known by name and their progress and student learning is closely tracked. Faculty are being trained to document assessment results in eLumen so that the student learning outcomes are formal, documented and evaluated for ongoing course improvement in the future.

#### *Early Care, Education and Family Studies:*

Fifteen courses in the Early Care, Education, and Family Studies (ECEP) discipline were not assessed. Ten of the fifteen courses were not offered during the 2013-2014 academic year. The other five courses are elective courses and not part of the Associate degree.

#### *Industrial Education Safety:*

Taft College offers a series of short term (.25 units) 8-hour long Industrial Health and Safety (Industrial Education Safety—IES) courses and 25 of them have not been assessed. All of these courses have been taught by adjunct faculty who are professionals in their field. With the courses only offered on one day basis, assessment results have not been documented in eLumen. The College will develop and embed student learning outcomes within the final class assessment to ensure these courses are also being assessed.

#### *English as a Second Language:*

Within the non-credit classes for ESL, six courses have not been assessed due to low enrollments, cancellation of the courses and the nature of open-entry, open-exit classes. Assessments for these courses have created a challenge similar to the short term IES courses.

## Programs

Similar to the definition for *on-going assessments* for courses, Taft College defined *on-going assessments* for programs to mean all courses within the program (degrees and certificates), should have assessments at least once during a two year cycle. We reviewed the course work during the fall 2012 through spring 2014 year. In the August 13, 2015 letter, ACCJC requested the College identify those programs in which 40% or more of the included course are without on-going assessments. Further, ACCJC asked the College to stipulate if these programs participated in the program review process.

Only three programs are identified as having 40% or more courses within the program lacking on-going assessments. Although courses in these programs have not had on-going assessments, the programs regularly participate in annual program review. (ADD.012). These are:

Program Name	2013-14 Enrollment	Participation in Program Review
Dental Hygiene	48 students	Yes
Independent Living Skills (TIL)	70 students	Yes
Industrial Health and Safety	52 students	Yes

Most program reviews have relied on the analysis of student achievement data when making decisions for program improvements. Taft College recognizes that the link between the analysis of SLO data and resource allocation decision-making must be strengthened. As a part of our Actionable Improvement Plan for Standard IIA1c, the College has requested technical assistance through the Institutional Effectiveness Partnership Initiative (IEPI) program to address this issue. A team is scheduled to visit the College in November 2015. (ADD.013, ADD.014)



The Taft College Foundation Hosts Many Community Events

### Human Resources Plan

In spring 2015, the College contracted with Collaborative Brain Trust to conduct a study on human resources at Taft College. The final report was delivered in June and presented to the Board at the June 10, 2015 Board meeting. The Report included a number of recommendations for consideration.

(ADD.015)

Since the submission of the Self Evaluation report, these recommendations have been reviewed and are being acted upon. A new Associate Vice President of Human Resources position was created to reflect the complexity of the human resources function within the District and the institution's need for greater expertise and human resource knowledge within the department. After a comprehensive recruitment process, Dr. Robert Meteau was selected as the new Associate Vice President of Human Resource and joined the District on August 13, 2015. (ADD.016, ADD.017)

Under Dr. Meteau's leadership, the Human Resources Department has initiated a review of existing practices for recruitment and selection practices. This review has included discussions with administrators, the President of the CSEA and human resources staff members. The goal is to update, standardize, and strengthen procedures which support the recruitment and selection of a diverse and qualified staff.

Over the past month, Dr. Meteau and his team have started planning for training and developing the human resources staff. This is being accomplished through monthly staff meetings, review and revision of procedures and participation in external training opportunities such as the EEOC Training Institute held in Fresno, California. Trainings are being planned and coordinated for the WKCCD human resources staff through the Leibert Cassidy Whitmore Training Consortium. (ADD.018)

The District's Equal Employment Opportunity Plan was completed in early August and submitted to the Board of Trustees at its August 12, 2015 Board meeting. Following approval by the Board, the plan was submitted to the Chancellor's Office and posted to the District's website. (ADD.019, ADD.020, ADD.021)

With the upgrade in the chief human resources officer position, the District is well positioned to begin acting upon the recommendations in the 2015 Human Resource Study.

## Facilities Master Plan

Since the [Taft College 2015 Accreditation Self Evaluation Report \(ADD.022\)](#) was published, the College has completed its updated [2015-2016 to 2019-20 Facilities Master Plan \(ADD.023\)](#) to replace the earlier Facilities Master Plan published in 2013. The new Facilities Master Plan was approved by the West Kern Community College District Board of Trustees on September 9, 2015. The Executive Summary states:

West Kern Community College District is nearing the completion of a successful Capital Improvement Plan. Measure A, a local Proposition 39 Bond, was passed in 2004. Its value was \$39.8 million, and through leveraging funds, a total investment of over \$100 million is being implemented at Taft College.

This plan is the next phase of growth of the campus. As successful as the previous bond was, the list of needs far exceeds available funding. A long range strategy and planning outlook has been completed. After closely coordinating with the Educational Master Plan, the College has extended the Facilities Master Plan out further.

Since a Campus Facilities Master Plan is a reflection of the academic and campus life endeavors of the institution, it is based on a series of assumptions and guiding principles. The plan illustrates that the College's needs go far beyond what the 2004 Measure A bond is capable of producing. The College will continue to seek State funding as well as donations.

Many key indicators have been analyzed and when taken as a whole they become the Planning Considerations that drive the decision making process. The campus community has been involved in the development of this Facilities Master Plan. (ADD.024)



Looking south toward the quad with the administration building to the left.

The 2015 Facilities Master Plan, which was developed in conjunction with the [AP Architects](#), covers the following topics:

- Background
  - Regional Data
  - Campus History
  - Campus Information
  - Geology and Hydrology (extremely important in this particular area)
- Planning Considerations
  - Educational Master Plan
  - Enrollment Projections
  - Land Use
  - Vehicular Circulation
  - Pedestrian Circulation
  - Campus Life
- Outcomes and Solutions
  - Instructional Space
  - Non-Instructional and Support Space
  - Land Use
  - Vehicular Circulation
  - Pedestrian Circulation
  - Campus Life
- Funding Requirements
- Continuing Items (this section contains a brief list of items that are expected to change before the end of the Plan)

There are two appendices: Appendix A—Existing Site Plan, and Appendix B—Proposed Master Plan, both of which have large fold out diagrams as visual aids to the reader. (ADD025)



Taft College's library serves as a spacious, comfortable multi-use facility.

### Evidence

ADD.001	Academic Senate – August 20, 2015 Minutes – Page 3
ADD.002	IAR&P Website – Planning Calendar Page
ADD.003	August 13, 2015 Letter from ACCJC
ADD.004	List of Degrees and Completions
ADD.005	Dental Hygiene Statistics
ADD.006	Academic Senate – August 31, 2015 Minutes; September 16, 2015 Agenda
ADD.007	Governance Council – August 28, 2015 Minutes; September 11, 2015 Agenda
ADD.008	Strategic Planning Committee – September 4, 2015 Minutes
ADD.009	List of Courses Sorted by Discipline
ADD.010	2013-14 Assessment Rate of Courses
ADD.011	Fall 2013 and Spring 2014 Class Schedules
ADD.012	Program Review – Dental Hygiene, Independent Living Skills (TIL), Industrial Health and Safety
ADD.013	Letter to Dr. Dianne Van Hook, March 16, 2015
ADD.014	Letter to Dr. Matthew Lee, September 8, 2015
ADD.015	WKCCD Board of Trustees – Minutes from the June 10, 2015 Meeting – Page 4
ADD.016	Job Announcement – Associate Vice President of Human Resources
ADD.017	WKCCD Board of Trustees – Approval of Hiring – Dr. Robert Meteau Page 234
ADD.018	Flyer from EEO Workshop, Fresno CA
ADD.019	WKCCD Equal Employment Opportunity Plan
ADD.020	WKCCD Board of Trustees – Minutes – August 12, 2015 – Page 3
ADD.021	Screen Shot – Planning Website – Planning Tab
ADD.022	Taft College 2015 Accreditation Self Evaluation Report
ADD.023	2015-2016 to 2019-20 Facilities Master Plan
ADD.024	WKCCD Board of Trustees, September 9, 2015 Agenda – Page 3
ADD.025	Facilities Master Plan – Posted on the Planning Website



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**September 2015**

