



TAFT COLLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT

March 2017 Accreditation Follow-Up Report





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**March 2017 Accreditation Follow-Up Report
to
September/October 2015 Institutional Self Evaluation**

Submitted by

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

to

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

March 2017

March 2017 Accreditation Follow-Up Report front and rear cover designs by
Jason Zsiba, Taft College Programmer.

Certification of the Follow-Up Report

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

From: Taft College
29 Cougar Court
Taft CA 93268

Date: March 8th, 2017

This Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation and review by the campus community, and we believe this Follow-Up Report accurately reflects the nature and substance of this institution.

Signed



Dr. Debra S. Daniels, Superintendent/President



Billy White, President, Board of Trustees



Dr. Eric Bérubé, Institutional Research Coordinator/ALO



Geoffrey Dyer, President, Academic Senate



Velda Peña, President, California State Employees Association

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The Taft College Con Expo is used to demonstrate STEM concepts to enthusiastic elementary school children

Report Preparation

Process

Planning for the March 2017 Accreditation Follow-Up Report began immediately after the [site visit in October, 2015](#) (RP01), with the development by the Strategic Planning Committee of a plan to address the seven recommendations in the Visiting Team Report. The plan included the following elements:

- Consultant to facilitate retreat focused on developing actions addressing recommendations
- Professional development for faculty and staff to develop proficiency in areas related to recommendations
- Changes in processes such as program review and planning associated with the recommendations
- Changes in program review forms specifically to address recommendations
- Development of guides and manuals to train and assist faculty and staff with processes and forms related to recommendations
- Changes in in-service training sessions to train faculty and staff with processes related to the recommendations
- Identification of lead persons to facilitate each identified plan element
- Specification of timelines to implement each plan element
- Acquisition and allotment of resources to implement plan elements

The plan quickly evolved into the [Institutional Effectiveness and Partnership Initiative \(IEPI\) plan](#) (RP02), and \$150,000 in funds was granted to Taft College in summer 2016 to help implement the plan. Components of the plan were implemented in spring 2016, and the plan was fully implemented in fall 2016.

In summer 2016, the Strategic Planning Committee began writing the March 2017 Follow-Up Report starting with an outline. Microsoft's OneDrive document management software was used to share documents and for version control. Lead persons were identified to facilitate the development of each component of the report. A timeline for completion of the report was determined in early fall 2016. The Strategic Planning Committee met twice a month to review progress on implementation of the plan, to monitor progress on the Follow-Up Report, and review associated evidence.

Copies of the draft report were submitted to the College community via e-mail for review in February, 2017, and the [Academic Senate in March, 2017](#) (RP03); the final report was [approved by the West Kern Community College Board of Trustees at their meeting on March 8th, 2017](#) (RP04).

Evidence

- RP01 [ACCJC Action Letter](#)
- RP02 [IEPI Action Plan](#)
- RP03 [Academic Senate Agenda](#)
- RP04 [Board Meeting Agenda](#)

Accreditation Follow-Up Report Committee

Committee/Report Area	Members/Report Area Leads
Strategic Planning Committee	P. Arvizu, Dean of Student Success S. Balason, Vice President, Student Services Dr. E. Bérubé, Research Coordinator/ALO J. Carrithers, Instructor, Energy A. Cordova, CTE Director Dr. V. Jacobi, SLO Coordinator/Articulation Officer M. Williams, Vice President, Instruction B. Young, Secretary
Recommendation 1	M. Williams, Vice President, Instruction P. Arvizu, Dean of Student Success
Recommendation 2	Dr. D. Hall, Distance Education Coordinator
Recommendation 3	Dr. D. Hall, Distance Education Coordinator
Recommendation 4	Dr. E. Bérubé, Research Coordinator/ALO
Recommendation 5	Dr. E. Bérubé, Research Coordinator/ALO
Recommendation 6	Dr. V. Jacobi, SLO Coordinator/Articulation Officer M. Williams, Vice President, Instruction
Recommendation 7	M. Williams, Vice President, Instruction



Taft College's Library and Student Services Buildings

Response to the Commission Action Letter

Overview

After receiving the [Accrediting Commission's Action Letter on February 5th, 2016](#) (O.01), Taft College Interim President Brock McMurray took decisive action to address the recommendations within the Action Letter. Several meetings were scheduled with the Accreditation Liaison Officer, the Academic Senate President, and the Student Learning Outcomes Coordinator to develop a list of specific activities aimed at moving the College forward in regards to the recommendations, especially Recommendations 4 and 6, which were deemed to require more resources and time to fully address than the other recommendations. One of the first activities was that of retaining the services of renowned student learning outcomes and accreditation expert Dr. Robert (Bob) Pacheco to facilitate a [retreat in February, 2016](#) (O.02), focused on meeting the Action Letter recommendations with special emphasis on Recommendations 4 and 6 concerning student learning outcomes and how to better incorporate them into campus decision making and resource allocation.

In a parallel course of activities, Taft College previously had [requested in March 2015 the assistance of](#) (O.03) and had been in November 2015 [visited by an Institutional Effectiveness Partnership Initiative \(IEPI\) "Partnership Resource Team"](#) (O.04) to help identify where the College might focus resources to increase institutional effectiveness and better meet accreditation standards. The [PRT identified several areas of concern](#) (O.05) and also provided a "Menu of Options" of ideas to help spark a conversation on how Taft College might address the areas of concern. The "areas of concern" memo was widely circulated and discussed within the [Academic Senate](#) (O.06) and the [Governance Council](#) (O.07). The [IEPI PRT visited Taft College a second time](#) (O.08) to help develop a plan to address the accreditation recommendations. The Institutional Research Office was charged with developing a formal plan to address the recommendations and areas of concern. Interim President Brock McMurray directed the Institutional Research Office to facilitate the development of the IEPI Plan and to seek \$150,000 in IEPI grant funds to be used to facilitate activities identified in the IEPI plan. The grant application was successful and the funds were available in summer 2016.

The [IEPI Plan itself](#) (O.09), also shown in Appendix A, incorporated ideas from Dr. Pacheco's presentation at the February 2016 retreat, the IEPI PRT memo, and of course the recommendations from the ACCJC February 5th Action Letter. Specifically, the recommendations were separated into five critical objectives and each objective was scrutinized as to its root causes using a gap analysis method described by Dr. Pacheco (attributing the gap to knowledge, motivation, or structure). Once the causes were determined, action steps were identified to close the gap, persons responsible for implementing those actions were identified, preliminary target dates for achieving the actions were determined, and measures of progress for the action steps were enumerated. The IEPI Plan was focused solely on Recommendations 4 and 6 as the other recommendations were project-specific and more easily attainable. The IEPI Plan is being aggressively implemented as described in this report. The remainder of this report addresses the progress made on each of the seven recommendations in the Commission's February 5th 2016 Action Letter.

The IEPI PRT visited Taft College on November 18, 2016, for its third and final visit to ascertain the effectiveness of the plan. Prior to the meeting, a ["laundry list" of activities implemented by Taft College](#) (O.10) was sent to the team for review. The meeting was informal, a brief presentation of what was accomplished, discussion of the activities, and feedback from the visiting team members on what Taft College has accomplished. At the conclusion of the meeting, the team members [expressed their enthusiasm with Taft College's actions](#) (O.11) taken to address the accreditation recommendations.



Aliya Chapman of the Taft College Women's Soccer Team at Moorpark College

Evidence

- O01 [ACCJC Action Letter](#)
- O02 [GC February 2016 Retreat Minutes](#)
- O03 [IEPI PRT Request Letter](#)
- O04 [1st IEPI PRT Visit Agenda](#)
- O05 [IEPI PRT "Concerns" Memo](#)
- O06 [Academic Senate Minutes PRT Memo](#)
- O07 [Governance Council Minutes PRT Memo](#)
- O08 [2nd IEPI PRT Visit Agenda](#)
- O09 [Downloadable IEPI Plan](#)
- O10 [3rd IEPI PRT Visit "laundry list" of activities](#)
- O11 [PRT Process Summary for Taft January 6th 2017](#)

Recommendation 1

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

Taft College is committed to student success and evaluates the quality of its academic, administrative and support services demonstrating this regardless of location and means of delivery to enhance the mission of the institution and the strategic initiatives.

The College has strategically focused on improving the program review process/cycle. This work has been driven by the Strategic Planning Committee (SPC).

Improving Institutional Effectiveness through Annual Program Review

The College began reassessing its program review process in 2015-2016 through the Strategic Planning Committee reviewing processes, forms, timelines, rubrics, feedback and closing the loop. The Governance Council is the governing body that oversees the planning process with SPC being a governance committee reporting back through the Governance Council structure. There was a deliberate approach to integrate the program review process with the budgetary cycle as well. The Annual Program Review forms from 2015-2016 to 2016-2017 were updated to capture the following areas as outlined in the 2016-2017 How to Guide for APR Reports and APR Goals ([1.08](#), [1.09](#), [1.14](#), [1.19](#)):

For example one of the updated sections of the program review form is called Presenting the Results:

- Progress on activities implemented in the 2015-2016 academic year, specifically to achieve the goals identified in the 2015-2016 APR Report;
- Progress on the outcome measures listed on the 2015-2016 APR Report provided on the 2016-2017 APR CD; and
- Any other updates/progress/changes to the program made since last APR report was submitted.

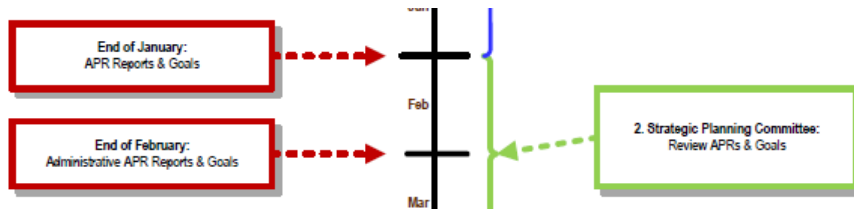
The other updates include Probing the Results with “I Wonder” statements, ideating innovations with the “What if” questions by describing activities the unit believed would have an effect on the 2016-2017 outcome measures and the “Looking Forward” section by listing 2016-2017 goals. (Evidence handbook) This approach allowed for other questions, probing the results, wondering why data, assessment and/or activities reflected certain outcomes to initiate courageous discussions. These updates were shared and approved in the Governance Council meeting and provided during Fall 2016 in-service ([1.07](#), [1.03](#), [1.05](#), [1.10](#), [1.27](#), [1.29](#)).

In summer 2016, SPC developed a new rubric to score the APR goals for the purpose of informing and prioritizing staffing and resource alignment decisions. Volunteers were asked to pilot the rubric in an effort to gauge the extent to which the rubric possessed inter-rated reliability. The work simply consisted of applying the new rubric to two program reviews from 2015-2016 submissions. Ten volunteers scored the two program reviews on the five areas designated to the rubric. The volunteer group reported their review and feedback to Governance Council early Fall 2016 ([1.02](#), [1.04](#), [1.19](#), [1.30](#), [1.31](#)):

- Participants in the pilot project agreed the rubric was usable and provided a useful guide to rating program review goals. It was noted that the use of the rubric changed participants' understanding of what elements should be included in future program review and would inform their strategies in writing program review in the future. The criteria used within the rubric are intended to ensure the following:
 - that APR goals are described in the APR Report narrative
 - are evidence-based
 - aligned with college planning document goals
 - have clearly defined outcomes that are measurable
 - have a clear plan for "closing the loop" to verify and validate their outcomes had the intended effect.

Criterion	Low Score	Scoring	High Score
1. APR Goal is logical and supported by evidence.	weak relationship between APR and the APR goal; connection inferred, not supported by evidence	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	the link between APR and the APR goal is evident, strongly supported by evidence
2. APR Goal aligned with college's planning document goal(s).	a planning document goal is identified, but connection to the APR goal is only inferred	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	the APR goal directly implements the planning document goal
3. APR Outcome well-identified and supports college planning outcomes.	the outcome is assumed or implied by the activities called for	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	the outcome directly implements institutional planning outcomes, is transferrable/scalable
4. APR Outcome measurable with specifics provided.	APR Outcome indicators, methods and/or timelines incompletely specified	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	APR Outcome indicators, methods and timelines use institutional measures, are transferrable/scalable
5. APR Outcome assessed with before/after benchmark.	Before/after benchmarks and timelines incompletely specified	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	Before/after benchmarks and timelines incremental, use institutional measures, are transferrable/scalable

An effective strategy to enhance the program review timeline was the integrated approach with the budget cycle. Both timelines were compared to ensure one process did not delay, overlap or hinder another process in both cycles. The budgetary cycle of prioritization requests is embedded into the program review timeline. Another fundamental aspect in the process included the Administrative Review. Once program areas submit their APRs to Institutional Research then two areas are initiated for review; SPC review and the Vice Presidents then summarize their areas and provide an overall evaluation of the process with a synthesis and analysis to complete the Administrative Review process and submission of their program reviews.



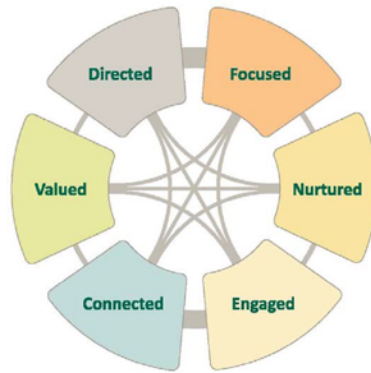
The feedback loop will be circulating through this process with SPC providing feedback to the programs/units based on their submitted APRs. This is a new process discussed in SPC, which will provide meaningful feedback and continue closing the loop ([1.01](#), [1.16](#), [1.19](#), [1.20](#), [1.21](#), [1.22](#), [1.23](#)).

Student Services/Administrative Services

Additionally, the Student Services team has strengthened its training and support for the program review process and outcomes assessment related to the many services offered. The leadership team is transitioning from Program Effectiveness Measures to building meaningful Student Learning Outcomes or Administrative Learning Outcomes. To ensure the division understood the importance of SLOs, data and self-assessment a concurrent Fall 2016 in-service session was facilitated by Bob Pacheco, consultant and the Interim Vice President of Student Services for student services and administrative services focusing on the development of SLOs. One of the exercises conducted in the session was entitled, "Curious Questions." The workshop participants outlined curious questions they had in Student Services or "I Wonder Questions." The discussions focused on working together through a culture of inquiry, the planning cycle, SLOs, the RP Group Six Success Factors and assessment. For example, some of the curious questions captured during the session included the following ([1.06](#), [1.10](#), [1.13](#), [1.26](#), [1.36](#))

- Aligning with SAP, rates may increase but are the students getting the experience they need/want?
- What type of services do students use?
- Why are students taking a longer time to graduate from TC? (3 years)
- What if we had a budget to better serve student and employee safety? (What should we do first?)
- Engagement
- Self-efficiency
- What if we had standard data reports?
- How did I impact the student's life outside of school?
- Was your education at TC worth it?
- Were accommodations helpful?
- Were DSP&S staff/faculty helpful?
- Were you treated fairly?
- Outcomes several years after TC?

Program Review and the development of student services SLOs was weaved into the Counselor/Advisor department discussions and Student Success committee discussions as well. Continuous discussions followed after the in-service SLO workshop with the Student Services team and Bob Pacheco as the facilitator on Thursday, October 6, 2016. From that date through early December 2016 Bob Pacheco worked with the Student Service leads one on one on the development of their SLOs and program review framework. The team discussed in detail the RP Group Six Success Factors and decided to select one overarching theme then each lead would develop an SLO under the guiding theme. The selected theme for 2016-2017 was "Directed" focusing on students having a goal and knowing how to achieve it. From the Directed theme, an SLO/AUO will be developed in each area, with goals and then activities supporting those goals with an intentional alignment to the Strategic Initiatives outlined by the College. The effort is a movement addressing continuous improvement by building in assessment review, progress, planning, integration, communication, alignment while still incorporating the achievement data. This process allows annual assessment of identified goals and it is part of the planning processes ([1.18](#), [1.25](#), [1.28](#)).



- **Directed:** Students have a goal and know how to achieve it
- **Focused:** Students stay on track—keeping their eyes on the prize
- **Nurtured:** Students feel somebody wants and helps them to succeed
- **Engaged:** Students actively participate in class and extracurricular activities
- **Connected:** Students feel like they are part of the college community
- **Valued:** Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

The Research and Planning Group for California Community Colleges Student Support (Re) defined Research

A Student Services timeline was established with momentum goals each month for the division to work towards in the program review development.

October	<ul style="list-style-type: none"> • Review and gather previous 2015-2016 PEM data, gather data on 2015-2016 goals and update status of those goals. • Work with Bob Pacheco on one Student Learning Outcome under the “Directed” theme. • Complete selection of SLO by October 31st
November	<ul style="list-style-type: none"> • Review and gather previous 2015-2016 PEM data, gather data on 2015-2016 goals and update status of those goals. • Report on last year’s data and outcomes assessment from 2015-2016 • What improvements were made, changes and/or additions? • Tie resources received from 2015-2016 to outcomes assessment. • Continue work with Bob Pacheco
December	<ul style="list-style-type: none"> • Continue work with Bob Pacheco • Submit draft Program Review to VPSS to review before final deadline in January

Student Services collaborated with Institutional Research in outlining data needs to view trends and course success rates fostering courageous conversations to improve, identify gaps, strengthen outcomes, continue with strategies, etc. The course success rates for Math and English by college level or below college level included the following student services program participating form Fall 2015 to Spring 2016 ([1.17](#), [1.32](#), [1.33](#), [1.34](#), [1.35](#), [1.36](#)):

- Athletes
- CalWORKs
- Career Counseling
- DSP&S
- EOP&S
- TCI
- TRIO
- Veterans

Other groups have been identified to include in the course success data for the next academic calendar year. A Student Services survey was also sent to the student population Spring 2016 gathering information from the student constituent group based on evaluation of services.

In addition to establishing the Student Learning Outcome focus the dialogue expanded into a Planning Day meeting in December 2016 with the Counseling/Advising group. The goal was to expand the "I Wonder" questions into mapping students' momentum framework, student success plan, looking into the integrated planning crosswalk, reframing with creating a culture of inquiry, discussion, probing and assessment ([1.15](#)).

Though the Student Services review process, the College continues to focus its attention on student learning and support programs, which provide for the continued assessment of all its programs, services and students. The use of assessment data provides for the continuous improvement of its services to students.



Transition to Independent Living (TIL) students pose in their resplendent graduation regalia

Evidence

- 1.01 [Governance Council Minutes 1-6-17](#)
- 1.02 [2016 APR Scoring Rubric](#)
- 1.03 [Governance Council Minutes 9-2-16](#)
- 1.04 [2016-2017 APR Goal Rubric Validation Study](#)
- 1.05 [Governance Council Minutes 10-14-16](#)
- 1.06 [2016 Fall In-Service Student Services Curious Questions](#)
- 1.07 [2016 APR How to Guide](#)
- 1.08 [2016 APR Goal Form](#)
- 1.09 [2016 APR Report Form](#)
- 1.10 [Agenda for SLO day Fall 2016](#)
- 1.11 [Counseling Advising Meeting Minutes 9-1-16](#)
- 1.12 [Governance Guide Updates 11-23-15](#)
- 1.13 [Planning Day Agenda 12-15-16](#)
- 1.14 [PR Flow 2016](#)
- 1.15 [Program Review and Student Services SLOs Timeline Email 10-19-16](#)
- 1.16 [SLO Thursday Meeting 10-4-16](#)
- 1.17 [SPC 2016 Minutes 10-28](#)
- 1.18 [SPR Minutes 6-2-16](#)
- 1.19 [SPC Minutes 6-8-16](#)
- 1.20 [SPC Minutes 7-6-16](#)
- 1.21 [SPC MTG Minutes 8-8-16](#)
- 1.22 [SSR Six Success Factors Poster](#)
- 1.23 [Student Services SLOs Fall 2016 In-Service](#)
- 1.24 [Taft August 2016 Final PPT](#)
- 1.25 [Taft Outside the Classroom ppt Student Services 10-6-17](#)
- 1.26 [Program Review Agenda Fall 16 In-Service 8-13-16+](#)
- 1.27 [Governance Council Minutes 9-23-16](#)
- 1.28 [Governance Council Minutes 10-28-16](#)
- 1.29 [Course Success Student Retention Persistence Target Population Services Data](#)
- 1.30 [Spring 2016 Student Services Survey Summary](#)
- 1.31 [SS Course Success Fall 2016](#)
- 1.32 [Target Populations](#)
- 1.33 [Student Success Minutes 11-10-16](#)



Recommendation 2

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

Identifying the Needs of Distance Education Faculty

Taft College has expanded and diversified technology-related workshops that are based upon the identified needs of distance education faculty. Some of the ways that the needs of distance education faculty have been identified include the following:

In the process of developing and approving the Regular Effective Communication Policy (2.10) (2.11) for all distance education classes in Spring 2015, the Taft College faculty had robust discussions on what regular effective communication looks like in a distance education class, and how distance education faculty might initiate regular effective communication. These discussions prompted collaboration with @One to develop and deliver a “From Communication to Community” online workshop (2.12) (2.13) at our May 2015 in-service. This online workshop was the first attempt by Taft College at delivering professional development at the annual May in-service outside of traditional professional development formats. By offering this workshop online, the participants experienced firsthand some of the benefits and some of the challenges of being an online student. Most of the participants accessed the workshop from their homes at times that were convenient for them. In all, 28 participants completed the workshop- 23 full-time faculty, four adjunct faculty, and one classified employee (2.14).

In February, 2016, the Professional Development Committee issued the third-annual Professional Development Needs Analysis survey to classified employees, management employees, and to all faculty (full-time and adjunct). Of the 59 respondents to the survey (2.14.1) (2.15), 16 indicated they would like professional development in the area of distance education (14 out of 28 full-time faculty; one out of 16 adjunct faculty; one out of 10 management employees; and, zero out of 15 classified employees).

In May 2016, the TC Academic Senate voted in favor of adopting the Canvas Learning Management System (2.16). With that adoption came the agreement that distance education faculty would participate in a formal workshop on how to use Canvas. Beginning in May 2016, distance education faculty were given the option of completing this formal training either from @One or through the Distance Education Instructional Support Team at the College. Most faculty who sought out Canvas training chose to do so through the online workshops offered by the Distance Education Instructional Support Team.

At the end of May 2016, The Distance Education Instructional Support Team conducted the first Introduction to Canvas online workshop (2.17) (2.17.1) for Taft College employees. The workshop began the week after the conclusion of the spring semester. The workshop participants were given a week to complete three modules which guided them through the process of building their own course within Canvas. Thirty-two full-time faculty completed the workshop, along with three adjunct faculty and two classified employees (2.18).

The experience gained from conducting the first Canvas workshop led to refining and enhancing the content and the activities of the second [Introduction to Canvas](#) online workshop (2.19) which was conducted in fall 2016. This workshop duration was spread out over four weeks and covered one module per week. This workshop was unique in that more adjunct faculty participated in this professional development event than full-time faculty. Fifteen adjunct faculty and four full-time faculty completed the second workshop (2.20).

The third [Introduction to Canvas](#) online workshop is in progress (2.21) (2.22) with seven adjunct faculty and six full-time faculty participating. It is likely that these [Introduction to Canvas](#) online workshops will continue to be conducted once per semester over the next three semesters, including summer 2017.

Faculty are also encouraged to pursue other online training options outside of Taft College. The DE Support Team regularly broadcasts email announcements regarding distance education professional development offered by @One (2.23). @One is a professional development provider who is supported by a grant from the CCC Chancellor's Office. @One provides an assortment of professional development dealing with issues and challenges related to teaching online classes (onefortraining.org). Faculty can take individual classes, like Introduction to Online Teaching with Canvas, Designing Effective Online Assessments, and Creating Accessible Online Courses. Faculty can also take a series of classes where they will earn an Online Teaching Certificate.

Just-In-Time Training

Taft College has expanded and diversified technology-related workshops further by providing informal [Just-In-Time](#) training based on self-identified needs of the faculty as their needs arise organically. The Distance Education Instructional Support Team responds to these requests through means that align with the complexity of the need or the technological proficiency of the faculty. Those who have high proficiency in the use of technology or who have a simple technical need may receive the training they need through a phone call. As the technological proficiency decreases, or the complexity of the issue increases, the DE Support Team adjusts its targeted training either through asynchronous methods, such as emailing a series of screenshots (2.24) or a [link](#) to a video tutorial (2.25) or the training can be conducted via synchronous methods by using Zoom to share screens (2.26), or by physically spending time with the faculty in their offices.

Other [Just-In-Time](#) training options for faculty include having access to valuable instructional videos created by Grovo and Lynda.com (2.27), courtesy of the CCC Chancellor's Office. To access these videos, faculty, or any Taft College employee, will need to create an account at the CCC Professional Learning Network website (<https://prolearningnetwork.cccco.edu>). Once logged in, all Taft College employees can access over 4,000 instructional videos on demand.

Lastly, a more traditional professional development resource is also available to all Taft College faculty. Faculty have a dedicated Professional Development Center room, located in the library. In addition to the laptops and the wide-screen TV available for presentations and collaboration, faculty can also check out books from our Professional Development Collection (2.28) (2.29). This collection contains many books on research-based online teaching and learning methodology plus numerous other books on a wide-range of higher education topics.



Taft College President Dr. Debra S. Daniels welcomes new employees

Evidence

- 2.10 [Taft College Regular and Effective Contact Procedure for Distance Education](#)
- 2.11 [Academic Senate Minutes 5-20-2015](#)
- 2.12 [@One From Communication to Community](#)
- 2.13 [@One Taft Workshop](#)
- 2.14 [@One Communication to Community list of completers](#)
- 2.14.1 [Taft College Professional Development Needs Assessment Survey](#)
- 2.15 [Taft College Professional Development Needs Assessment Survey Comments](#)
- 2.16 [Academic Senate Minutes 5-2-2016](#)
- 2.17 [Intro to Canvas May 2016](#)
- 2.17.1 [Canvas Workshop Email Confirmation](#)
- 2.18 [Intro to Canvas May 2016 completers](#)
- 2.19 [Intro to Canvas Fall 2016](#)
- 2.20 [Intro to Canvas Fall 2016 completers](#)
- 2.21 [Intro to Canvas Workshop Email](#)
- 2.22 [Intro to Canvas Spring 2017](#)
- 2.23 [@One September 2016 eNews](#)
- 2.24 [Faculty Resource Page - Canvas](#)
- 2.25 [3CMedia Tutorials](#)
- 2.26 [Zoom meeting with Salomon](#)
- 2.27 [Grovo and Lynda.com](#)
- 2.28 [Professional Development Committee Book Collection 1](#)
- 2.29 [Professional Development Committee Book Collection 2](#)



Recommendation 3

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

In spring 2016, the [Academic Senate formed a Distance Education \(DE\) subcommittee of the full senate](#) (3.01) to address issues of student achievement and faculty training. The Distance Education Coordinator (a faculty position), in concert with the DE Committee, created a [DE Plan](#) (3.02) consistent with [AP4105](#) (3.03).

The DE Plan identifies student achievement outcomes for improvement. The plan describes current distance education services for students and articulates the plan to improve these services; it outlines both current offerings and future plans for faculty professional development; and it describes the role of the DE plan and DE Committee in college governance dialog and the integrated planning process.

Current online counseling and other student services through phone, email and web information are being expanded through the purchase of Cranium Café, a web conferencing tool that is supported by the State Chancellor's office Online Educational Initiative (OEI). Cranium Café integrates via single sign-on into Canvas Learning Management System (LMS), and is available by direct sign-on off of web links without Canvas. This online resource provides the capacity for interactive online counseling sessions with all student services, including counseling, tutoring, orientation, specialized programs like CARE and EOPS, disability services and directory service. It provides the means to ensure that all course delivery and all support services are fully accessible.

The plan also supports student success by establishing minimum standards for faculty to be Instructor of Record for online offerings, professional development that supports faculty in meeting these standards and in growing professionally in teaching online, and facilitated just-in-time trainings on-demand for faculty in need. These minimum standards and professional development and training offerings are extended to fully support inmate education within the prisons, both face-to-face, through traditional correspondence modalities, and through the current development of "mediated" correspondence courses where all communication between faculty and inmate students is via online communication mediated by a staff member with internet access, which offers a significant improvement in meeting regular effective contact expectations for these modalities.

Evidence

- 3.01 [Academic Senate Minutes November 18 2015](#)
- 3.02 [Taft College Distance Education Plan 2017-2020](#)
- 3.03 [AP 4105 Distance Learning](#)



Recommendation 4

In order to meet the standards, the team recommends the College fully integrate the assessment of course and program student learning outcomes (SLOs) into the program review process, including analysis and dialog of results at the department/program level. The team also recommends the College systematically assess the effective use of financial resources and the impact of program changes as a result of implemented program review recommendations. (I.B.1, I.B.3, I.B.6, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.B.4, II.C.2, IV.A.2.b, IV.A.5)

Taft College's response to Recommendation 4 began with the development of the IEPI Innovation and Effectiveness Plan, described in the Overview section of this report. Gaps between what the college was doing and what it should have been doing were identified and interventions to close those gaps were developed and implemented as described below. The interventions were numerous and overlap with interventions developed to address Recommendation 6. Consequently, several of the interventions described in this section also address Recommendation 6 and vice versa. The following interventions are described in this section:

- Governance Council/Campus retreat facilitated by Dr. Bob Pacheco in February 2016 on analysis of data;
- Modification of Annual Program Review Report and Goal Forms to integrate the assessment of course and program SLOs into the program review process, with form fields to include analysis and dialog of results;
- SLO Data placed directly on Program Review Website;
- Modified rubric for evaluating Annual Program Review resource requests;
- Dialog encouraged and captured via numerous methods;
- Additional "SLO Day" added to fall in-service to focus on relevant SLO issues;
- Faculty and Staff Training;
- Annual program review process to include an evaluation of the effectiveness of program changes resulting from financial resource allocations or program changes;
- Changes in timeline and process of higher-level administrative program review to incorporate impact of financial resources.

Governance Council/Campus Retreat February 2016

It was determined that faculty and staff engaging in program review would benefit from additional training in the "analysis and dialog of results" of both SLO data and other types of data, including student achievement data. Dr. Robert Pacheco was identified as a widely known expert on the topic and was retained to facilitate the annual spring retreat of the Taft College Governance Council, along with numerous other campus faculty and staff members, specifically to address this topic. During this retreat, Dr. Pacheco presented the [Stanford Design School Model](#) (4.01) of data exploration where participants are instructed to explore the data using two questions: "I wonder . . ." and "What if . . .". The "I wonder" question is meant to engage program review staff in an analysis of the data to essentially explore cause and effect relationships in the outcome data. Numerous examples from other schools were presented and discussed-several examples using Taft College data were demonstrated, and breakout sessions using the model to analyze data were conducted with faculty and staff. Results were shared out by each breakout group and discussed by the entire group.

[Although feedback on the retreat was mixed](#) (4.01a), several people indicated in an evaluation of the retreat that they thought the presentation provided a solid foundation for addressing the recommendations resulting from the accreditation site visit.

Modification of Annual Program Review Forms

Guided by the information on the Stanford Design School Model presented by Dr. Pacheco at the February 2016 Governance Council retreat, the Strategic Planning Committee opted to modify the annual program review forms to in part allow the capture of analysis and dialog. The modified form was [discussed in and approved by the Academic Senate](#) (4.03). The modifications of the annual program review forms also allowed for flexibility in presenting and analyzing SLO data as well as other types of data whereas, in the previous version, SLO data in particular were included in a separate section of the form separate from other types of data. It was felt that this unification would allow for better integration of learning outcome data into the program review process.

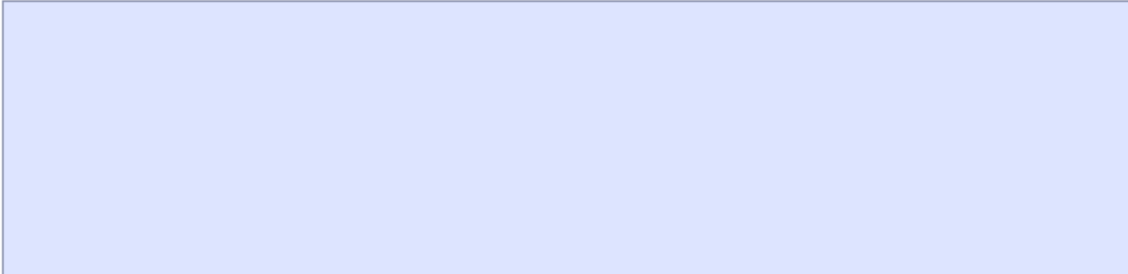
The Annual Program Review (APR) forms currently consist of two forms, [a “report” form](#) (4.04) and a [“goal” form](#) (4.05). Every program/department on campus is required to submit an APR report form each year and, for each goal requiring resources, a goal form. The entire annual program review process is described in the [“Annual Program Review How To Guide”](#) (4.06) made available to all department and program personnel at the start of each program review cycle. The modified APR report form consists of three sections:

- (1) a “Program Description” section with the program’s mission statement and a brief description of the program;
- (2) a “Looking Back” section with three components
 - one for presenting a descriptive summary of the previous year’s results,
 - one for analysis of the results (why?, or “I Wonder . . .”) which includes a judgement as to the effectiveness of any activities from the previous year, and
 - one for speculating on making activities more effective in the next cycle of APR (What If . . .); and
- (3) a “Looking Forward” section where program goals for the upcoming year are listed.

The core of the annual program review form is, of course, the “Looking Back” and “Looking Forward” sections because this is where the analysis of the data takes place, judgements are made of the effectiveness of the previous year’s interventions on producing the intended results (previous year’s goals), and where the next year’s goals are listed. Each of these annual program review form sections is presented in the following section of this report.

As shown in Figure 1, Section IIA of the Annual Program Review Report Form allows for programs to present the pertinent outcomes from the previous year, whether those outcomes are student learning outcomes, student achievement outcomes, program effectiveness measures, customer satisfaction survey results, or other relevant results. This section is intended only a place where pertinent results are presented using a narrative format; if the person conducting the program review wishes to submit figures or more extensive results, they can include an attachment. The objective is to convey the general trend of the relevant outcomes used to measure the prior year’s goals.

Figure 1. APR Form Data Summary Field

Section II: Looking Back—2015-2016
IIA. Present the Results (Rubric Criterion 3)
Provide a descriptive summary of the outcomes from the 2015-2016 cycle of program review.


It should be noted that the IIA field “Present the Results” is linked to “Rubric Criterion 3,” which will be discussed in the section on Modifications to the Prioritization Rubric. Other fields on the Annual Program Review forms have similar notations thus linking specific fields within the annual program review forms to specific criteria on the Prioritization Rubric.

Sections IIB and IIC on the annual program review report form, shown in Figure 2, are modeled on the Stanford Design School two-step process to examining evidence in dynamic settings. The act of responding to the two fields (“I Wonder” and “What If”) provide the program staff with a hands on, easy to use process to look at data in meaningful ways. In the IIB “Probe the Results: I Wonder . . .” field, program review participants are encouraged to speculate on the cause of the outcomes, which includes an analysis on whether efforts to improve on the outcomes were effective. The prompts for each field on the annual program review forms were written so as to be concise and easy to follow, with more elaborate explanation available in the [“Annual Program Review How To Guide”](#) (4.06) available to all programs on CD and online. In the IIC “Ideate Innovations: What if . . .” field, program review participants are prompted to generate ideas to follow up on the results, and these ideas will become the basis for goals for the following year.

Figure 2. APR Form Stanford Design School Two Step Process for Analyzing Data

IIB. Probe the Results: I Wonder . . . (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2015-2016 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

IIC. Ideate Innovations: What if . . . (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2016-2017 outcome measures.

The three fields taken together offer the required flexibility to address any type of data; it doesn't matter if the data were generated via student learning outcomes, student achievement outcomes, program effectiveness measures, or some other type of the data, the process of analysis is the same: present the data, probe the data, and generate innovations to act on the data. Consequently, the dialog taking place within departments in regards to learning outcomes and other outcomes is captured and documented in the annual program review report forms.

As shown in Figure 3, the final part of the annual program review report form allows the department to set goals for the following year. The form contains prompts aligned with the prioritization rubric so that report authors are reminded to refer to the rubric while writing their goals. Once program/department goals are set, the program or department follows through on implementing the activities called for in the plan and the cycle of "looking backward/looking forward" begins again with the following cycle of annual program review.

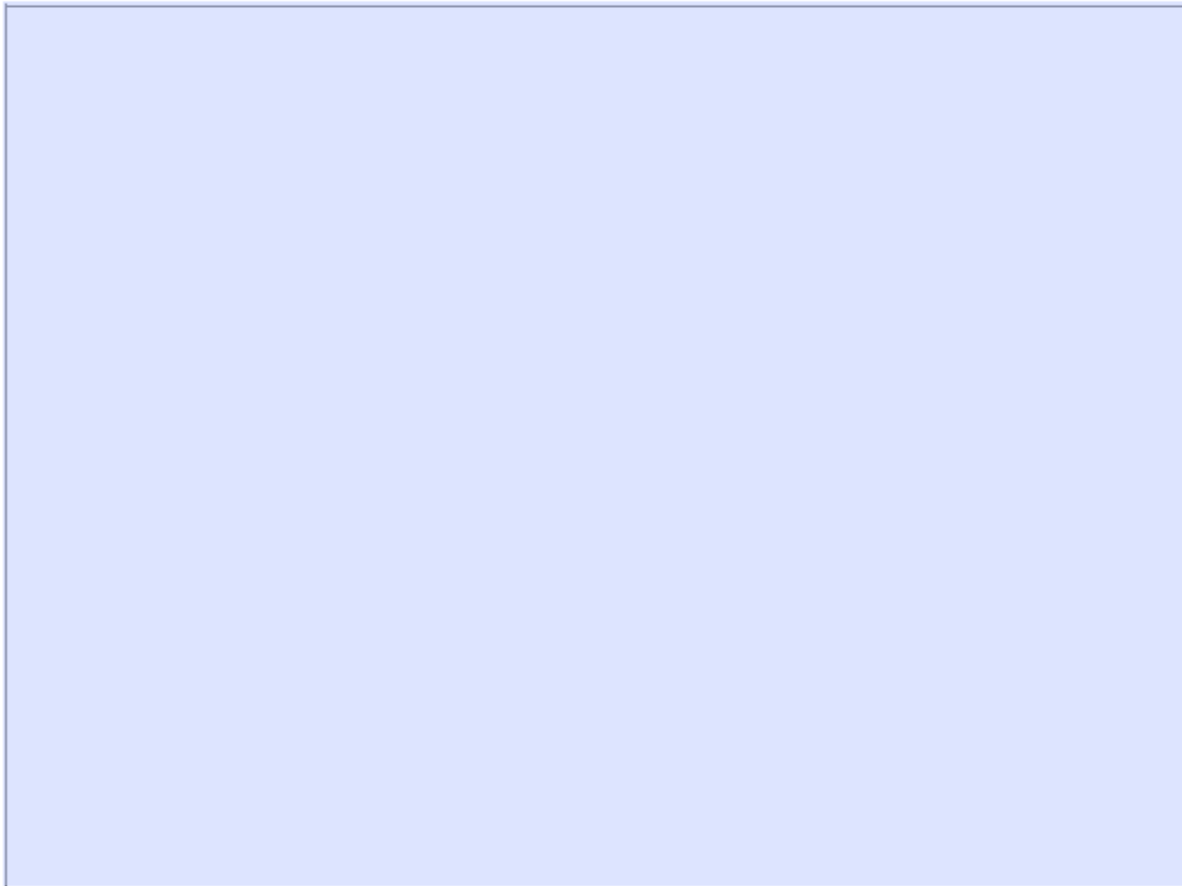
Figure 3. APR Form Section III Looking Forward

Section III: Looking Forward—2016-2017

III. List Your 2016-2017 Goals—Be Quantitative!

List your 2016-2017 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.



[The annual program review goal form](#) (4.05), which provides details for resource requests, remained essentially unchanged from the previous version. One important exception, however, is this year’s version contains references on various fields linking those fields to specific criteria on the prioritization rubric.

SLO Data Placed Directly on Program Review Website

To further increase the integration of learning outcome data into the program review and planning process, SLO data were placed directly on the [Program Review Page of the Institutional Assessment, Research & Planning Website](#) (4.07), in contrast to PDFs that were e-mailed to program review authors in past years.

Modified Rubric for Evaluating Annual Program Review Resource Requests

Because the development, construction and testing of the [prioritization rubric](#) (4.08) were covered under Recommendation 1, a brief summary of the aspects relevant to Recommendation 4 will be presented in this section. A cycle of annual program review at Taft College begins in the fall semester, at the August in-service meeting, when the program review forms, data, prioritization rubric and supporting documents are distributed to all departments on campus. The prioritization rubric is used [toward the end of the annual program review cycle](#) (4.09) by the Governance Council to prioritize resource requests, which are submitted by departments via an annual program review goal form. However, to facilitate the writing of program review reports and goals, the rubric is distributed to all departments at the start of each APR cycle so that each department can refer to the rubric as they complete their annual program review report forms and goal forms for the purpose of obtaining the maximum amount of points on each of the rubric's five criteria.

In summer of 2016, the Strategic Planning Committee [revised the rubric used by the Governance Council to rank resource requests arising from program review](#) (4.10). The older rubric had only two criteria—demonstrated need in program review and alignment with the Strategic Action Plan. All of the new prioritization rubric criteria were designed to emphasize the use of objective data to support requests, to align with educational plans, to be measurable, to have a specific timeline, and to “close the loop” by specifying “before” and “after” measurements corresponding with “looking back” and “looking forward” in the annual program review process, thus maintaining continuity. The new rubric provokes departments to connect their resource requests directly to data and awards a higher score for requests with clear plans and timelines for evaluating the impact of the program review:

Criterion	Low Score	Scoring	High Score
1. APR Goal is logical and supported by evidence.	weak relationship between APR and the APR goal; connection inferred, not supported by evidence	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	the link between APR and the APR goal is evident, strongly supported by evidence
2. APR Goal aligned with college's planning document goal(s).	a planning document goal is identified, but connection to the APR goal is only inferred	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	the APR goal directly implements the planning document goal
3. APR Outcome well-identified and supports college planning outcomes.	the outcome is assumed or implied by the activities called for	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	the outcome directly implements institutional planning outcomes, is transferrable/scalable
4. APR Outcome measurable with specifics provided.	APR Outcome indicators, methods and/or timelines incompletely specified	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	APR Outcome indicators, methods and timelines use institutional measures, are transferrable/scalable
5. APR Outcome assessed with before/after benchmark.	Before/after benchmarks and timelines incompletely specified	1 ⇌ 3 ⇌ 5 ⇌ 8 ⇌ 13	Before/after benchmarks and timelines incremental, use institutional measures, are transferrable/scalable

In August and September of 2016, the rubric was distributed to the college community on the IAR&P Page, explained during Planning Days, and discussed in the [Governance Council](#) (4.11) and Academic Senate.

Subsequent to the rubric's unveiling, faculty participated in a [reliability study to pilot the rubric on goals from the prior year's program review cycle](#) (4.12). The ten faculty who participated in the study deemed the rubric to be viable and useful in ranking budget requests.

In preparation for completing the 2015/2016 program review, emphasis was placed on evaluating the impact of resource allocations. The topic was explored in [Governance Council](#) (4.13) and through a special session during SLO Day.

Dialog Encouraged and Captured via Numerous Methods

Departments and programs were encouraged to discuss the implications of their findings (analysis and dialog) and incorporate the results of discussions into the Annual Program Review report and goal forms. These conversations occurred in the [Governance Council](#) (4.11) (4.13) as well as in the in-service "Program Review Overview" and SLO Day overview sessions. Faculty discuss the implications of SLO assessment data by department during planning days and use the [Annual Program Review Report form to document their dialogues and findings](#) (4.14).

The Student Learning Outcomes Assessment Steering Committee meets regularly to review and discuss the implications of student learning outcomes and the processes by which these data are collected and used. Implications of these discussions and decisions are taken by committee members back to their constituents for further discussion, and [recommendations by this committee are brought to the Governance Council for discussion and action](#) (4.15).

Beginning in the fall 2016 semester, a "Faculty Fridays" forum was held each week for faculty and other interested individuals to [discuss various aspects of annual program review with an emphasis on SLOs](#) (4.15b). The forums will continue during the spring 2017 semester as long as there is continued interest. It was during one of these forums where the Prioritization Rubric was evaluated for reliability. Topics have included:

- How to Score a 13 on Each APR Goal-Prioritization Rubric
- Reduce Your SLO Work
- Alignment of CSLO to PSLO
- COR Revisions
- Writing or Revising SLOs
- Assessments Made Easy- Writing an Assessment Plan
- General Education SLO and How to Assess Them
- "I Wonder" and "What If" with Your Program's Data
- Co-curricular Activities and Enhanced Learning
- Review of Institutional Learning Outcomes
- Signature Assignments or Standardized Tests
- Having Enough Evidence to Support Resource Requests
- Got Funded? Assessing the Impact of Funding on Student Success

The General Education and Curriculum Committee meetings include [agenda items](#) relevant to the integration of student learning outcome and other data into program review and planning (4.16).

Additional "SLO Day" Added to Fall In-Service

Prior to this academic year, Taft College designated one day per year as an "SLO Day" during in-service dedicated to campus-wide activities focusing on SLOs. Starting this year,

two days are now designated as SLO Days each year, [one in the spring](#) (4.17) and one in the fall. The details of the SLO Day activities are given in the section on Faculty and Staff Training, below.

Faculty and Staff Training

For the current cycle of program review, faculty and staff received additional training on the annual program review process to ensure they understand the changes and the reasons for them. Each in-service in the fall and spring, a one hour overview on program review is offered in the morning of the first “planning day” (there are two planning days and one SLO day each in-service). This year, the session on program review was extended from one to two hours to completely review the modified annual program review forms, associated documents and processes. The session concluded with a question-and-answer forum and one-on-one meetings between the IR Coordinator and program staff to discuss issues specific to individual programs/departments.

This year, during the SLO Day on January 10th, [all-day conference style activities were offered in breakout sessions in regards to SLOs](#) (4.18). The flexible arrangement allowed for faculty to optimize the day by attending the training or activity that was most relevant and necessary to each faculty member. Breakout sessions were offered on the following topics:

- Entering data into eLumen
- Setting up assessments in eLumen
- Understanding eLumen reports
- Defining and assessing critical thinking
- Analyzing data
- Understanding eLumen reports for Student Services
- Resource allocations & closing the loop on assessment
- eLumen reports for Program Leads
- Analyzing data for Student Services

The SLO Day concluded with an all-group wrap up. Facilitators from eLumen presented at some of the breakout sessions. Most of the sessions were well-attended.

Evaluation of the Effectiveness of Program Changes Resulting from Financial Resource Allocations or Program Changes

The annual program review and planning process was modified in several key ways to incorporate evaluation of the effectiveness of program changes resulting from resource allocations or program changes. Firstly, as indicated in several earlier sections, the APR Report Form was modified to direct report authors to include an evaluation at the program level. The APR Report Form prompt in Section IIB specifically states “In this section, judge whether the activities you implemented in 2015-2016 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.” In preparation for completing the 2015/2016 program review, emphasis was placed on evaluating the impact of resource allocations. The topic was explored in Governance Council ([4.11](#)) ([4.13](#)), the Academic Senate ([411a](#)), the [Strategic Planning Committee](#) (4.10), and through a [special session during SLO Day](#) (4.19).

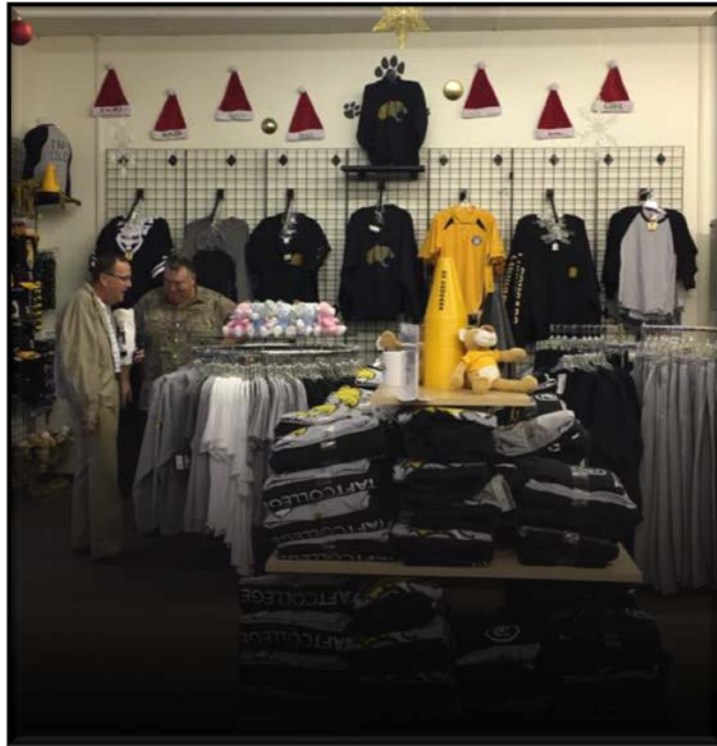
Secondly, at the institutional level, the [Governance Council dedicated its entire February 10th 2017 meeting to the evaluation of the impact of resource allocations and program](#)

[changes from the 2015/2016 cycle](#) (4.20). The activity was intended to be an examination of Section IIB of each program review of programs that received funding for resource requests from the prior cycle, to determine the extent to which these evaluations are documented in the 2015/2016 cycle and to give program leads the opportunity, if necessary, to document the evaluation of these interventions. This activity will be permanently implemented in future cycles of program review subject to, of course, an evaluation of its effectiveness.

Changes in Timeline and Process of Higher-Level Administrative Program Review

Beginning in the 2014-2015 academic year, the cycle of program review was changed from overlapping 18 month cycles to consecutive 12 month cycles aligned with the annual budget cycle. During the second 12 month program review cycle in 2015-2-16, it was determined that administrative review of programs under each administrator was problematic due to the timing of process—program reviews that have not yet been completed cannot be reviewed. Consequently, to increase effectiveness of the process, beginning in the 2016-2017 cycle, the timeline to start an administrative-level review of the department/program-level reviews was changed to March, thus allowing administrators to review all of the submitted reports in their area and [provide feedback to those programs during the annual cycle](#) (4.09). It is expected that the increased feedback provided to the programs and increased coordination of program-level reviews will lead to higher levels of integration and more useful information flowing from the programs. Because this process was implemented this year and is currently under way, it will not be evaluated until the start of the 2017-2018 cycle of program review.

Two other important changes in the program review process are those of strict adherence to the 12 month cycle and the simplification of program review content. In the past, the 12 month timeline was not adhered to for all programs, an oversight that allowed the entire process to be disrupted. Additionally, some programs were submitting far more information in their program review reports than was necessary. Both of these issues have been addressed by repeatedly instructing all constituents to stay on schedule and follow the process. By staying on schedule, the Strategic Planning Committee will be able to review the submitted APR Reports and Goals and provide appropriate feedback to the programs, the administrative-level review will be able to provide additional feedback to the programs on important matters such as funding availability and cross-program resources, and the Annual Program Review Reports will be concise and easy to process and utilize.



Taft College's Bookstore provides a wonderful shopping experience for students and community members alike

Evidence

- 4.01 [Pacheco PowerPoint Presentation](#)
- 4.01a [Evaluation Survey of Governance Council/Campus Retreat](#)
- 4.03 [Academic Senate Minutes—May 2](#)
- 4.04 [APR Report Form](#)
- 4.05 [APR Goal Form](#)
- 4.06 [APR How To Guide](#)
- 4.07 [Link to IAR&P Website](#)
- 4.08 [APR Prioritization Rubric](#)
- 4.09 [APR Timeline](#)
- 4.10 [Strategic Planning Committee Minutes July 6 2016](#)
- 4.11 [Governance Council Minutes September 2016](#)
- 4.11a [Academic Senate Minutes October 5 2015](#)
- 4.12 [APR Prioritization Rubric Reliability Study](#)
- 4.13 [Governance Council Minutes—October 2016](#)
- 4.14 [Link to submitted APR Report and Goal Forms](#)
- 4.15 [Taft College Governance Guide](#)
- 4.15b ["Faculty Fridays" Schedule](#)
- 4.16 [Curriculum and General Education Committee](#)
- 4.17 [Link to Spring 2017 In-Service Schedule](#)
- 4.18 [January 10th 2017 SLO Day Schedule of Activities](#)
- 4.19 [PowerPoint Presentation for "Closing the Loop" Session](#)
- 4.20 [Minutes from February 10th 2017 Governance Council](#)



Recommendation 5

In order to meet the standards and comply with the ACCJC Substantive Change Policy, the team recommends that the College submit a substantive change proposal for the discontinuation of the campus automotive program and a substantive change proposal for the re-established Welding Program offered at an off-site location. (Policy on Substantive Change, II.A.6.b, IV. A.2.b)

Subsequent to the September/October 2015 accreditation site visit, Taft College initiated the substantive change process for four potential substantive changes: (1) Distance Education, (2) Correspondence Education, (3) Discontinuation of the Automotive Program, and (4) New Welding Facilities. This section of this report covers the substantive change reports submitted for discontinuation of the automotive program and the new welding facilities.

Discontinuation of the Automotive Program

Taft College has developed a "Step One Form" that it uses to initiate the substantive change process with the Accrediting Commission. The "Step One Form" is a standardized PDF fillable form containing the information requested by the Commission to help them determine whether a full substantive change report is required. A ["Step One Form" for the discontinuation of the automotive program](#) (5.01) was submitted to the Commission on December 7, 2015. At the same time, a [draft substantive change report for the discontinuation of the automotive program](#) (5.02) was also submitted to the Commission. After reviewing the "Step One Form" and the draft substantive change report, Dr. Norv Wellsley of the ACCJC informed Taft College on January 25, 2016, that [a full substantive change report would not be necessary](#) (5.03) in regards to discontinuance of the automotive program.

Background

To assist the reader with understanding the sequence of events leading up to the discontinuance of the automotive program, the following information has been excerpted from the draft substantive change report.

In spring 2008, the Career Technical Education Coordinator, in conjunction with the Applied Technologies Division Chair, [commissioned a study](#) (5.04) to ascertain what would be required for Taft College's automotive technology program to be certified by the National Automotive Technicians Education Foundation, a standard certification offered by almost all automotive technology programs at accredited institutions. A representative from the Foundation reviewed the existing program mission, administration, resources, funding, student services, curriculum, equipment, facilities, staff, and agreements. Recommendations were offered along with the cost of bringing the program up to the required Foundation criteria, not including the cost to upgrade facilities. The recommendations were presented to Taft College's administration along with other pertinent information including program enrollments, degrees and certificates awarded, and input from community members. Given the cost required to bring the automotive program up to Foundation standards, a lack of resources required to improve the program, and the lack of demand for the program, it was recommended by the Career Technical Education Coordinator and Applied Technologies Division Chair to terminate the program. Prior to the

actual termination of the program, some resources were expended to improve the program but this proved insufficient to increase enrollments. The program continued for another few semesters and then was formally terminated in fall 2011 when courses were no longer offered.

After the full-time instructor retired in May 2008 and subsequent relocation of the automotive technology program facilities to an off-campus location, enrollments began to dwindle. This decline in enrollments prompted the CTE Coordinator to commission the comprehensive study to ascertain the viability of the program. The study concluded that the program would require a substantial amount of funds to remain viable, funds that were not available. Consequently, the program was permanently closed.

Several needs assessments were conducted prior to the termination of the program. Although earlier assessments concluded that there was a statewide need and possibly a regional need for trained automotive mechanics and technicians, there was little to no local need. In addition, enrollments in the program (an indicator of need) had dwindled, and the resources available for the program did not meet the standards required by the program. Given these assessments, the conclusion to terminate the program was inevitable.

At the Academic Senate meeting held October 7th, 2011, the [Applied Technologies Division recommended formally discontinuing the automotive program](#) (5.05) at Taft College. The CTE Coordinator explained how the lack of funding for sufficient facilities, the lack of full time faculty for the last four years, and the lack of employers for technicians and mechanics in the community were all reasons supporting this request. He added that fall, 2011, was the first time that no automotive classes were offered at Taft College. He stated that if you visited an automotive facility at another community college, you would be embarrassed by the stark contrast to Taft College's existing automotive facilities. The Senate responded that there was no formal process for terminating programs and that it would develop one. During the time this policy was being drafted by the Academic Senate, Taft College's automotive technology program was officially terminated by the Administration and the facilities permanently closed.

Students seeking degrees or certificates in the automotive technology program at the time the program was terminated (fall 2011) were accommodated by allowing them to finish their degree or certificate.

As shown in the following table, by 2012-2013, only two students completed a degree or certificate in the program. No students earned a degree or certificate after 2012-2013.

Table 1. Automotive Technology Degrees and Certificates 2007-2008 to 2012-2013

Automotive Technology-094800 Degrees and Certificates	Academic Year					
	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013
Associate of Science (A.S.) degree		2	2	1	1	1
Certificate requiring 60+ semester units			1			
Certificate requiring 18 to < 30 semester units	4	2	1	2	6	
Certificate requiring 12 to < 18 units					2	
Certificate requiring 6 to < 18 semester units				3	2	1
Total	4	4	4	6	11	2

As stated elsewhere, enrollments into automotive technology program courses were stopped in fall 2011. Prior to then, students were advised on how they could finish the program and arrangements were made with Bakersfield College to allow that. The facilities were shut down, cleaned out, and the premises vacated. Unless the need for an automotive program changes, there is currently no plan to reinstate the program.



Students use a computerized diagnostic machine prior to the discontinuance of the automotive program

Evidence

- 5.01 [“Step One” Form for Discontinuance of Automotive Program](#)
- 5.02 [Draft Substantive Change Proposal for Discontinuance of Automotive Program](#)
- 5.03 [Memo from ACCJC No Substantive Change Proposal Required](#)
- 5.04 [Spring 2008 NATEF Study to Update Taft College Automotive Program](#)
- 5.05 [Fall 2011 Academic Senate Minutes Recommendation to End Automotive Program](#)

New Welding Facilities

Taft College's welding program was inadequate to meet the needs of the community served by the college primarily due to substandard facilities; there were insufficient welding stations, equipment was dated and not suited for the types of welding required by the program, and the facility in which the courses were taught was not well suited for that purpose. Consequently, the program was suspended as of May, 2012, until new facilities could be acquired. In the spring of 2015, new off-campus facilities that were deemed adequate for the purposes of the welding program were identified and leased for three years and the welding courses within the program were resumed.

The new facility is located approximately 4.2 miles from the main campus, has 14 welding stations, can accommodate 14 students, has sufficient parking spaces, and contains a variety of modern, safe equipment. The courses are taught by qualified instructors with the assistance of a helper. As of fall 2016, there were 23 enrollments in the welding program.

Because of the new facilities and off-site location for the welding program, the Accreditation Site Visit Team, in October 2015, recommended that Taft College submit a substantive change report for this program. Prior to receiving the recommendation, [a "Step One" Form was submitted to the Accrediting Commission](#) (5.06) in June, 2015, to determine whether a full substantive change report was needed. The Commission responded back on June 25th, [indicating that a full report would be required](#) (5.07). Work began on the report almost immediately, but a decision was made to delay submission of the report until additional equipment for the program could be purchased and installed. A [draft report was completed and submitted to the Commission](#) (5.08) on Monday, September 19, for their review and feedback and the [final report](#) (5.09) was submitted on Friday, January 6th for review at the [February 24th, 2017, Substantive Change Committee Meeting](#) (5.10). At the time of this writing (March 6, 2017), we are expecting to hear the decision from the Commission any day.



Like Hephaestus, the Ancient Greek God of Fire, a welding instructor demonstrates the use of fire to cut steel

Evidence

- 5.06 [Step One Form for New Welding Facilities](#)
- 5.07 [Memo From ACCJC Requiring Substantive Change Report](#)
- 5.08 [Draft Substantive Change Report for New Welding Facilities](#)
- 5.09 [Final Substantive Change Report for New Welding Facilities](#)
- 5.10 [ACCJC Schedule of Substantive Change Committee Meetings](#)



Recommendation 6

In order to meet the standards, the team recommends that the College consistently assess, analyze, and evaluate student learning outcomes for all academic programs and courses. Meaningful SLO data and dialog should be used for continuous improvement of student learning. (I.B.3, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, IV.A.2.b)

Overview

Prior to the 2015 accreditation site visit, Taft College lacked formal adoption of a documentation process of student learning outcomes (SLOs) institutionalized across the campus. There was not a systematic approach to assessment and dialogue of student learning outcomes. The College made a request for an Institutional Effectiveness Partnership Initiative Innovation (IEPI) team to evaluate and provide guidance to ensure compliance with the Accreditation Standards. Gaps were identified, an IEPI Plan was developed, and the plan is currently being implemented.

Activities implemented to address Recommendation 6 include:

1. Assessment Guidebook-completed and approved by Academic Senate
2. Board Policy-completed and implemented
3. Administrative Procedure-completed and implemented
4. Assessment Plans by course-in progress
5. Mapping Course SLOs to Program SLOs-in progress
6. SLO Day fall in service-campus-wide dialogue on Institutional SLO-completed
7. Student Learning Outcomes Assessment Steering Committee (SLOASC) Review Next Steps for ISLO-in progress
8. Training faculty –Faculty Fridays ongoing through December 2016-implemented
9. Assessment cycle for next ISLO (defined Critical and Creative Thinking)-in progress
10. Assessment of next ISLO Communication-conversation in progress
11. Review Annual Program Reviews (APRs) for improvement-in progress
12. Quantitative and qualitative data used to make program and course improvements, documented in APR forms and Curriculum and General Education Committee Minutes-in progress

Assessment, Analysis and Evaluation of Student Learning

Taft College has taken four critical steps to better foster the consistent assessment, analysis, and evaluation of student learning findings:

- Creation of Board Policy and Procedure on Student Learning Outcomes ([6.01](#)) ([6.02](#))
- Bolstering of existing assessment data collection and systems
- Creation of standardized program review and SLO forms (including Assessment Guidebook) ([6.03](#)) ([6.04](#)) ([6.05](#))
- Training of faculty and student services professionals on the use of student learning and achievement data ([6.06](#)) ([6.07](#)) ([6.08](#)) ([6.09](#))

These identified efforts were based on an analysis of the learning, motivational, and structural gaps that the College needed to clear to make meaningful progress on

implementing student learning outcomes ([6.30](#)). The focus on the steps has been to provide the information, infrastructure, and space to examine evidence and discuss findings to improve student learning. The Assessment Guidebook is intended as a “living document” and will be revised annually based on feedback received by users.

SLO Board Policy and Procedure

To help the College meet its vision to instill a passion for learning, the Taft College Board of Trustees adopted a policy directing the College to establish administrative procedures for the development and review of all student learning outcomes including their establishment, assessment, modification, or discontinuance ([6.11](#)) ([6.01](#)). To support the values of the College and the institutional mission of creating a community of learners, the policy calls for the procedures to be established through mutual consent of the Academic Senate and the Superintendent/President ([6.11](#)) ([6.01](#)). This process started by writing a draft of a board policy by the Student Learning Outcome Assessment Steering Committee ([6.12](#)) ([6.13](#)) ([6.14](#)) ([6.15](#)) vetted through the Academic Senate, second reading approved at the January 14, 2016 meeting ([6.16](#)) before Board approval second reading on the April 13, 2016 meeting ([6.17](#)).

In 2016, the College began discussions and vetting of prospective procedures for student learning outcomes assessment. March 11, 2016, the Governance Council reviewed the administrative procedures ([6.18](#)). On September 26, 2016, the College implemented through its governance structure, a formal Administrative Procedure for Student Learning Outcomes ([6.02](#)). The procedure covers identified institutional gaps in the assessment and evaluation of student learning outcomes, including:

- specific training during college in-service fall 2016 and spring 2017
- dedicated time for faculty to participate in program-wide dialogue during in-service planning days
- the creation of two-year assessment plans
- the development of an Assessment Guidebook
- the embedding of SLO findings into the annual program review process

The memorialization of the SLO processes into procedure clarifies the expectations for faculty and student services professionals with respect to student learning, cements the College’s commitment to student learning as an institutional priority, and provides a foundation for practices that will put the procedure in place.

Training and Professional Development in SLOs

In addition to firmly establishing the institutional commitment to student learning outcomes, the College launched, through outside facilitators and internal trainings, a dedicated Professional Development Plan for faculty and student services professionals ([6.19](#)). The College provided trainings for consistent analysis of data by using the Stanford Design School Model, a two-step process to examining evidence in dynamic settings ([6.20](#)). This process was first introduced to the College during the Governance Council Retreat in 2016 ([6.21](#)).

By using a similar model of analysis, the College faculty, administration, and staff are able to examine data and findings in meaningful ways to move from examining evidence to taking action. The Stanford Design School Model (“I wonder” and “What if”) was provided to the faculty allowing for a consistent, hands-on, easy to use process to look at data without being overwhelmed. The College put the efforts into action applying the Stanford Design School Model to the College’s Institutional Learning Outcomes as a method of training the faculty on how to review data.

In the fall of 2016, the faculty examined the findings from a variety of data sources including SLO data captured in eLumen for fall 2015 and spring 2016 disaggregated by gender, age, and ethnicity; student services survey results from May 2016, and student club participation (6.22). The process was part of the fall 2016 in-service, SLO Day, involving most of the faculty (6.07). Each discovery was vetted by the faculty and rated (6.22) (6.23) (6.24) (6.25). The findings were shared with the Academic Senate for feedback and input at the September 7, 2016 meeting (6.26).

The summary of the data and actions can be found in the ISLO Report on Community/Global Consciousness and Responsibility Fall 2016 Assessment Report (6.22). Consequently, the College discussed implicit bias and from that finding, hired Kimberly Papillion, expert in exploring implicit bias, to work with staff and faculty in ways to mitigate unconscious bias (6.27). The College plans to continue assessing Community/Global Consciousness and Responsibility to determine if the training improves students’ demonstration of this ISLO. Governance Council reviewed the findings at their September 23, 2016 meeting (6.28).

The discussion regarding this ISLO was presented to model to the faculty how data can be disaggregated and discussed at the program level during the planning days through in-service activities (6.07) (6.29). Faculty had indicated a lack of understanding on how to assess and evaluate SLO data for improvement (6.30). A series of Friday training sessions on outcomes assessment were instituted in the fall of 2016 (6.08).

Topics for the training included: Writing an Assessment Plan, General Education SLOs and How to Assess Them, and Review of Institutional Learning Outcomes. One training session was dedicated to validating the new APR scoring rubric (6.08).

Additional training was provided to faculty during the spring 2017 in-service SLO Day (6.09). Topics included: How to Set-up Assessments, Understanding the Data, Critical Thinking Defined, Closing the Loop with Resource Allocations, and How to Generate Reports with SLO Data.

Augmented Data Collection and Systems

Taft College has bolstered existing assessment data collection and analysis systems to facilitate the collection of findings, analysis and evaluation of student learning. The College has completed the upgrade to the Annual Program Review templates (6.31):

- APR forms to capture “analysis,” “evaluation” and “dialog” at course and program level
- APR form prompts to guide faculty and staff with more structured responses

- APR forms to fully integrate analysis and dialog
- College prioritization process as appropriate to use SLO data when required

Taft College has augmented existing systems and processes to track course level assessment and capture faculty dialogue (6.32) (6.33) (6.34). The college simplified the assessment plan, added Section Innovation Plans for course analysis, and created ways to improve the database system for easier faculty access and use. Program learning level analysis is housed in the APR templates to provide consistence and transparency in use.

Data and Dialogue

Taft College has empowered faculty to examine data in facilitated venues and spaces for faculty discussions about student learning to occur during two SLO Days during in-service. The APRs contain the consistent analysis using the Stanford Design School Model of “I wonder” and “What if” as modeled during the fall in-service SLO day. The campus as a whole discussed the Institutional Learning Outcome and discussed ways of improvement. This is now being done at the program level. An example using this analysis at the program level looked at students not meeting expectations at the program level for underrepresented groups and the need to discuss these findings with the involved faculty (6.35). In most cases, faculty focus on limited SLO data identifying only one SLO within a program. With assessment plans in place, more SLOs will be assessed and comprehensive program reviews will allow for greater dialogue of the reasons looking for trends over time. The dialogue has begun as noted in the Industrial Health and Safety APR (6.36) where faculty relate assignments and assessments to SLOs. In the Management APR (6.37) the analysis of SLOs showed a need for revisions that focused the course assessments directly to the SLOs. In the English APR, the faculty were able to close the loop by adding Student Equity workers into courses where it was found that female and Hispanic students performed lower than other groups. By doing so, there was an increase in the SLO performance of these students (6.38). The annual program reviews only provide a snapshot of one year and progress is being made for a more comprehensive review (6.05) as part of the planning process. The faculty now have a model and assessment plan to review SLO data.

Improvement of Student Learning

The goal of all of the efforts noted in this response is the improvement of pedagogy methods as well as improvements to the design and implementation of curriculum through the analysis of student learning outcome data that is both systematic and consistent. Dialogue about the data has taken a decidedly positive turn in the past eighteen months. At the course level, data extraction queries are revealing robust critiques of existing methods of instruction along with proactive perspective in designing future learning experiences for the students (6.39). At the program level, the College now has systematized the reflection process in the program review templates so that the examination of learning at the program level is more transparent (6.03). At the institutional level, TC now conducts institution-wide discussions on the larger learning that transcends courses and degrees and has plans on how to improve the Institutional Student Learning Outcomes (6.05) (6.22).

Evidence

- 6.01 [BP 4024 Student Learning Outcomes Board Policy](#)
- 6.02 [AP 4024 Student Learning Outcomes Administrative Procedure](#)
- 6.03 [2016 APR Report Form](#)
- 6.04 [2016 APR Goal Form](#)
- 6.05 [Assessment Guidebook](#)
- 6.06 [PPT Bob Pacheco – SLO Day](#)
- 6.07 [Agenda – SLO Day August 16, 2016](#)
- 6.08 [Faculty Friday Schedule](#)
- 6.09 [SLO Day Jan 10th](#)
- 6.10 [IEPI Plan](#)
- 6.11 [College Vision, Mission, Values](#)
- 6.12 [SLOASC Minutes 12-19-14](#)
- 6.13 [SLOASC Minutes 1-23-15](#)
- 6.14 [SLOASC Minutes 11-20-15](#)
- 6.15 [SLOASC Minutes 1-22-16](#)
- 6.16 [Academic Senate Minutes 1-14-16](#)
- 6.17 [Board of Trustees Minutes 4-13-16](#)
- 6.18 [Governance Council Minutes 3-11-16](#)
- 6.19 [Professional Development Plan](#)
- 6.20 [Governance Council Retreat PPT Bob Pacheco Presentation](#)
- 6.21 [Governance Council Retreat Minutes 2-26-16](#)
- 6.22 [ISLO Report](#)
- 6.23 ["What if" Photo](#)
- 6.24 ["I wonder" Photo](#)
- 6.25 ["I wonder" Photo](#)
- 6.26 [Academic Senate Minutes 9-7-16](#)
- 6.27 [Kim Papillion Email Announcement](#)
- 6.28 [Governance Council Minutes 9-23-16](#)
- 6.29 [Fall 2016 Inservice Schedule](#)
- 6.30 [Institutional Effectiveness Partnership Initiative Innovation Plan](#)
- 6.31 [2016-2017 How to Guide for APR Reports and APR Goals](#)
- 6.32 [Section Innovation Plan fall 15 – Taft College](#)
- 6.33 [Section Innovation Plan Business spring 16](#)
- 6.34 [CSLO Report Business – Administrative Services AS Degree Course Group](#)
- 6.35 [Liberal Arts & Humanities Degree Annual Program Review 2016/2017](#)
- 6.36 [Industrial Health & Safety Degree Annual Program Review 2016/2017](#)
- 6.37 [Management Degree Annual Program Review 2016/2017](#)
- 6.38 [English Degree Annual Program Review 2016/2017](#)
- 6.39 [Program Review Webpage](#)



Recommendation 7

In order to meet the standards, the team recommends that student learning outcomes (SLOs) be communicated to students, including listing them consistently on all course syllabi and approved course outlines. (II.A.1.a, II.A.1.c, III.A.1.c, IV.A.2.b)

The College has for over a decade used eLumen software to maintain a central, authoritative source for SLOs. Recent developments include the roll-out of a redesigned college website and the use of SmartCatalog to make catalog information as well as ISLOs, PSLOs and CSLOs information visible to students and community in a clean and consistent format.

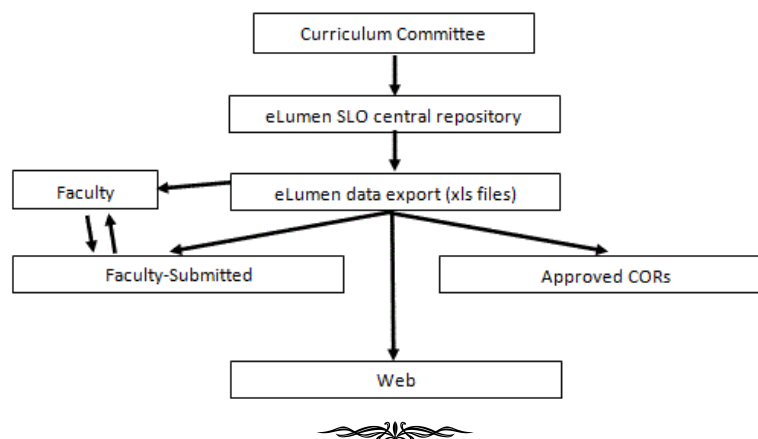
Syllabi: In response to the visiting team's recommendation, the College has implemented a system that:

- Sends current SLOs to all faculty prior to the start of each term, for inclusion on course syllabi
- Requires that faculty submit their syllabi to the Office of Instruction to maintain in an accessible network drive.
- Validates the SLO's automatically against the authoritative version in eLumen, flagging any syllabi that fail to list any SLO, or list SLOs that differ from those in eLumen.
- The Office of Instruction verifies and provides feedback to faculty on finding errors to fix.

This system allows the Office of Instruction to automate the validation that all students receive accurate SLOs on their course syllabi.

Course Outlines of Record (COR): the same system of tracking and validation is also used for each COR. Approved SLOs are maintained for each approved COR, and using the same automated script, validated against eLumen SLOs, maintaining its function as the central SLO repository.

Web Publishing: the same system of tracking and validation is used to publish all SLOs on a college web page for easy access and review by faculty, staff and students alike.



Appendix**Institutional Effectiveness Partnership Initiative
Innovation and Effectiveness Plan: March 2016**

Institutional Effectiveness Partnership Initiative Innovation and Effectiveness Plan: March 2016

Institutional Assessment, Research & Planning

April 7, 2016

Taft College Innovation and Effectiveness Plan: March 2016

Overview

This document presents Taft College's plan for increasing institutional effectiveness by addressing the major recommendations resulting from its Institutional Effectiveness Partnership Initiative site visit and its October 2015 accreditation site visit, which read as follows:

Recommendation 4

In order to meet the standards, the team recommends the College fully integrate the assessment of course and program student learning outcomes (SLOs) into the program review process, including analysis and dialog of results at the department/program level. The team also recommends the College systematically assess the effective use of financial resources and the impact of program changes as a result of implemented program review recommendations.

Recommendation 6

In order to meet the standards, the team recommends that the College consistently assess, analyze, and evaluate student learning outcomes for all academic programs and courses. Meaningful SLO data and dialog should be used for continuous improvement of student learning.

The components of these two recommendations are presented on the following pages, with each component of each recommendation being presented on a separate page. The plan format incorporates elements of the planning model presented by Dr. Robert Pacheco at the Taft College Governance Council retreat held on Friday, February 26th, 2016. For each recommendation component, the plan lists the following:

- | | |
|--|---|
| A. Area of Focus | D. Action Steps |
| B. Objective | E. Person Responsible for Action Step |
| C. What are the reasons for the gap? Knowledge, Motivation, or Structure | F. Target Date for Achievement of Action Step |
| | G. Measure of Progress |

A table showing requested resources follows the body of the Innovation and Effectiveness Plan. The plan was put together with input from the Strategic Planning Committee, the Student Learning Outcomes Assessment Committee, the Academic Senate and the Governance Council.

Taft College Innovation and Effectiveness Plan: March 2016

A. Area of Focus	B. Objective	C. What are the reasons for the gap? Knowledge, Motivation, or Structure	D. Action Steps	E. Person Responsible for Action Step	F. Target Date for Achievement of Action Step	G. Measure of Progress
<p>Recommendation 6:</p> <p>In order to meet the standards, the team recommends that the College consistently assess, analyze, and evaluate student learning outcomes for all academic programs and courses. Meaningful SLO data and dialog should be used for continuous improvement of student learning.</p>	1. Consistently assess SLOs for all programs (collect data)	<p>1. Knowledge—Faculty not sure what to do</p> <p>2. Structure—Identify "all programs" in spring, roll up programs as necessary</p> <p>3. Structure—Mapping is incomplete</p> <p>4a. Structure/knowledge—not all assessment data being captured</p> <p>4b. Structure/Knowledge—Limited usage/functionality of eLumen</p> <p>4c. Increase meaningfulness of SLO data</p>	<p>1a. SLO procedure to include a calendar of assessment and a guide similar to Cañada College that specifies how many, which ones, when.</p> <p>1b. Complete and Adopt Administrative Procedure for SLOs</p> <p>2. Add "Identify Programs" to PR Calendar for Governance Council so that all programs are discussed and identified in spring term</p> <p>3. Complete mapping process: clarify relationship between CSLO, PSLO, ISLO & GESLO</p> <p>4a. Identify & Implement other assessment capture methods, outside of eLumen</p> <p>4b. Enhance eLumen's functionality by providing Professional Development in the use of eLumen</p> <p>4c. Provide professional development on assessment methods and best practices</p>	<p>1. SLOASC</p> <p>2. IR Office</p> <p>3. SLOASC</p> <p>4. SLOASC, SLO Technician, Professional Development Committee</p>	<p>1a. By in-service Fall 2016. Update annually.</p> <p>1b. By in-service Fall 2016</p> <p>2. Implement in spring 2016</p> <p>3. Fully implemented for 2016-2017 Academic Year</p> <p>4a. Fully implemented for 2016-2017 Academic Year</p> <p>4b. Begin Fall 2016; Ongoing</p> <p>4c. Begin in-service Fall 2016; Ongoing</p>	<p>1a. Completed calendar of assessment and completed assessment guide approved by Academic Senate</p> <p>1b. Academic Senate approved administrative procedure for SLOs</p> <p>2. Electronic calendar updated and working as intended</p> <p>3. Mapping process completed</p> <p>4a. Other assessment methods identified and capture methods implemented</p> <p>4b. eLumen's functionality as it pertains to the relevant objectives fully implemented and all appropriate individuals trained</p> <p>4c. PD training completed by appropriate individuals</p>

A. Area of Focus	B. Objective	C. What are the reasons for the gap? Knowledge, Motivation, or Structure	D. Action Steps	E. Person Responsible for Action Step	F. Target Date for Achievement of Action Step	G. Measure of Progress
<p>Recommendation 6</p>	<p>2. Consistently analyze SLOs for all programs</p>	<p>1. Knowledge—Faculty not sure what to do</p> <p>2. Structure—dialog summary must be documented and captured in APR Report</p> <p>3. Structure—Currently, there are seldom widespread discussions about SLO data; culturally we do not discuss how to bolster outcomes</p>	<p>1. Create an "Assessment Guide" similar to Cañada College that defines "analyze" and "evaluate." What comparisons to use? Across time? Across subpopulations? Across variables? Include examples.</p> <p>2a. Modify APR form to capture "analysis," "evaluation" and "dialog" at course and program level</p> <p>2b. Modify APR form prompts to guide faculty and staff with more structured responses</p> <p>2c. Create two dedicated SLO days (7.5 hours) per year within existing August and January in-service schedules, permanently.</p> <p>3. Discuss and assess one ISLO per year, as identified in the Educational Master Plan</p>	<p>1. SLOASC</p> <p>2a. IR Office</p> <p>2.b. PDC</p> <p>3. Academic Senate/ Governance Council</p>	<p>1. By in-service Fall 2016. Update annually.</p> <p>2a. Implement by August 2016</p> <p>2b. (same)</p> <p>2c. Fully implemented for 2016-2017 Academic Year</p> <p>3. Fully implemented for 2016-2017 Academic Year</p>	<p>1. Assessment Guide completed and implemented</p> <p>2a. APR form changes approved by Academic Senate and Governance Council and implemented</p> <p>2b. APR form changes approved by Academic Senate and Governance Council and implemented</p> <p>2c. SLO day incorporated into August and January in-service calendars</p> <p>3. ISLO calendar implemented as presented in EMP</p>

Innovation and Effectiveness Plan: April 2016

Page 5 of 8

A. Area of Focus	B. Objective	C. What are the reasons for the gap? Knowledge, Motivation, or Structure	D. Action Steps	E. Person Responsible for Action Step	F. Target Date for Achievement of Action Step	G. Measure of Progress
Recommendation 6	3. Consistently evaluate SLOs for all programs ("close the loop" with follow-up)	<p>1. Knowledge—Faculty are not sure how to do this</p> <p>2a. Structure—No dedicated time to "evaluate"</p> <p>2b. Structure—No provision in APR forms to do this</p> <p>2c. Structure—Currently no systematic process to "evaluate" effectiveness of assessment process</p>	<p>1. Provide professional development exercises, training, or examples as to what faculty need to do during dedicated SLO day: <u>Analysis, Evaluation & Dialog</u> be defined</p> <p>2a. Create two dedicated SLO days (7.5 hours) per year within existing August and January in-service schedules, permanently.</p> <p>2b. Incorporate evaluation into APR process (See Objective 2)</p> <p>2c. Evaluate the assessment process and tools systematically as part of the APR cycle, and make improvements as needed</p>	<p>1. SLOASC/IR</p> <p>2a. Admin</p> <p>2b. IR Office</p> <p>2c. SLOASC/IR/ Academic Senate</p>	<p>1. Fully implemented prior to August 2017 In-Service</p> <p>2a. Fully implemented by 2016-2017 Academic Year</p> <p>2b. Starting with August 2016 cycle of APR</p> <p>2c. Implement with 2016-2017 APR cycle with full implementation by start of 2017-2018 APR cycle</p>	<p>1. Faculty trained on methods identified in Assessment Guide</p> <p>2a. SLO day approved and implemented</p> <p>2b. APR Forms updated and approved by Academic Senate and Governance Council, and implemented</p> <p>2c. APR cycle process includes evaluation component for assessment process and tools</p>

Taft College Institutional Assessment, Research & Planning

April 7 2016

A. Area of Focus	B. Objective	C. What are the reasons for the gap? Knowledge, Motivation, or Structure	D. Action Steps	E. Person Responsible for Action Step	F. Target Date for Achievement of Action Step	G. Measure of Progress
<p>Recommendation 4:</p> <p>In order to meet the standards, the team recommends the College fully integrate the assessment of course and program student learning outcomes (SLOs) into the program review process, including analysis and dialog of results at the department/program level. The team also recommends the College systematically assess the effective use of financial resources and the impact of program changes as a result of implemented program review recommendations.</p>	<p>4. Fully integrate the assessment of CSLOs and PSLOs into PR, including analysis and dialog at department/ program levels and implement improvements in programs and services as warranted</p>	<p>1a. Structure—No provision in APR forms</p> <p>1b. Structure—No emphasis on SLO during prioritization process</p>	<p>1a. Modify APR forms to fully integrate analysis and dialog</p> <p>1b. Modify prioritization process as appropriate to use SLO data when required</p>	<p>1a. IR Office</p> <p>1b. SPC</p>	<p>1a. End of March 2016</p> <p>1b. Prior to August 2016 In-Service</p>	<p>1a. APR forms updated to include analysis and dialog fields</p> <p>1b. Modified rubrics for prioritization approved by Governance Council and CSEA and implemented</p>

A. Area of Focus	B. Objective	C. What are the reasons for the gap? Knowledge, Motivation, or Structure	D. Action Steps	E. Person Responsible for Action Step	F. Target Date for Achievement of Action Step	G. Measure of Progress
Recommendation 4	5. Systematically Assess the effective use of financial resources and the impact of program changes as a result of implemented PR recommendations	<p>1. Structure—There is no mechanism or process to do this</p> <p>2. Knowledge—Program leads are not aware of how to do this</p> <p>3. Knowledge—Personnel unsure of how to determine appropriate resource requests/interventions based on SLO & other data presented in APRs</p> <p>4. Structure—SLO data provided/presented differently than SAO data in APRs</p>	<p>1. Implement sound practices identified for improving effective use of resources to impact programs</p> <p>2a. Incorporate the appropriate fields into the APR forms with appropriate prompts and examples</p> <p>2b. SPC summarize and report out results annually for use in GC and APR</p> <p>3a. Professional development in interpreting SLO data to determine appropriate improvements</p> <p>3b. Professional development in assessing effective use of resources to impact program</p> <p>4. Develop and implement parallel processes if possible for SLO data provided to programs for APR</p>	<p>1. IR Office</p> <p>2a. IR Office</p> <p>2b. SPC</p> <p>3a. SLOASC, PDC</p> <p>3b. IR Office</p> <p>4. SLO Coordinator, SLO Technician, IR Office</p>	<p>1. By end of March 2016</p> <p>2a. Fully implemented by August 2016 In-Service</p> <p>2b. Fully implemented by 2016-2017 Academic Year</p> <p>3. Completely implemented by March 2017</p> <p>4. Fully implemented by 2016-2017 Academic Year</p>	<p>1. Best practices identified and incorporated into PR process</p> <p>2a. Modified APR forms approved by Academic Senate and Governance Council, and implemented</p> <p>2b. SPC identifies and implements appropriate procedure which is approved by Governance Council</p> <p>3. All faculty trained on methods; Processes implemented</p> <p>4. SPC to recommend modified procedure and approval by Governance Council</p>

Request for IEPI Resources to Support College Innovation and Effectiveness Plan

Applicable Areas of Focus*	Applicable Objectives	Description of Resources Needed	Cost of Resource
Recommendation 6	Objective 1 Action Step 4b	Consultants to assist with eLumen Presenters/Trainers Training Materials	\$35,000
	Objective 2 Action Step 1	Funds to create Assessment Guide	\$5,000
	Objective 3 Action Step 1	Funds to develop training materials Presenters/Trainers	\$45,000
Recommendation 4	Objective 5 Action Step 3a	Professional development (Presenters, consultant)	\$30,000
	Objective 5 Action Step 3b	Professional development (Consultant)	\$35,000
Total Resources Requested			\$150,000

- Note: The two recommendations are given out of order because it was believed that the logical order to implement would be Recommendation 6 and then Recommendation 4.



Taft College's Board of Trustees attends a dedication ceremony marking the start of construction of the new Student Center





TAFT COLLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT

March 2017 Accreditation Follow-Up Report



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