TAFTCOLLEGE

Educational Master Plan

TAFT COLLEGE

West Kern Community College District

THE WEST KERN COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

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Letter from the President

Dear Colleagues,

On behalf of the West Kern Community College District, I am pleased to present Taft College's 2014-2024 Educational Master Plan. This plan was developed over the course of eight months during the 2013-2014 academic year and is the result of extensive reflection, thought and work by the Taft College community. This Educational Master Plan is an integral part of the district's integrated planning process, with its primary goal of student learning and success within an effective institution.

I would like to thank the entire college community for their involvement in this project, but in particular the Educational Master Plan Committee for the many hours of work the committee members invested in this plan's development. The committee reviewed extensive data within the college's internal and external environmental scan, identified the needs of the college and community it serves, and then developed recommendations for the next ten years.

This Educational Master Plan is the foundation for all other Taft College planning documents and is the central reference point for program plans and reviews, student learning outcomes, and resource allocation. This plan ensures that Taft College will continue to serve its students and community with foresight and dedication during the next decade. I wish to thank again everyone at Taft College who contributed to its development.

Sincerely,

Dr. Dena Maloney
Superintendent/President

Educational Master Plan Committee Members

Faculty:
Sonja Swenson
Co-Chair, Liberal Arts
Professor, Arts and Humanities
Director of the Art Gallery

Vicki Jacobi
Division Chair, Learning Support
Professor, Recreation and Psychology
Articulation Officer; SLO Coordinator

Eric Bérubé, Ph.D.
Director, Institutional Assessment, Research and Planning
Accreditation Liaison Officer

Classified Staff:
Elizabeth McKnight
Tutoring/Supplemental Instruction

Jill Brown
Advisor, Student Services

Classified Management:
Sam Aunai
Director, Career Technical Education

Angelo Cutrona
Student Housing, Campus Safety, Men's Soccer Coach

Educational Administrators
Brock McMurray
Executive Vice President and CFO, Administrative Services

Darcy Bogle
Vice President, Student Services

Mark Williams
Vice President, Instruction

Dena Maloney, Ed.D.
Superintendent/President

Executive Summary

Taft College's 2014-2024 Educational Master Plan makes general recommendations that address the needs of the college, its students, and the community it serves for the next ten years. The recommendations were developed during the 2013-2014 academic year by a representative Educational Master Plan Committee, which carefully reviewed and analyzed extensive data from current environmental scans related to the college and the community it serves. The plan is in keeping with the college's vision, mission, and values; the college's integrated planning process; and the long and rich tradition of the college and its commitment for the past 92 years to serve the West Kern population.

Included in this document are the internal and external environmental scans and the planning assumptions on which the plan was based. The plan also lists the needs of the college and community, as determined by the Educational Master Plan Committee, as a basis for recommendations that address five broad areas:

- Student Learning and Success
- Access
- Business, Industry, and Community
- Facilities and Infrastructure
- Institutional Planning and Effectiveness

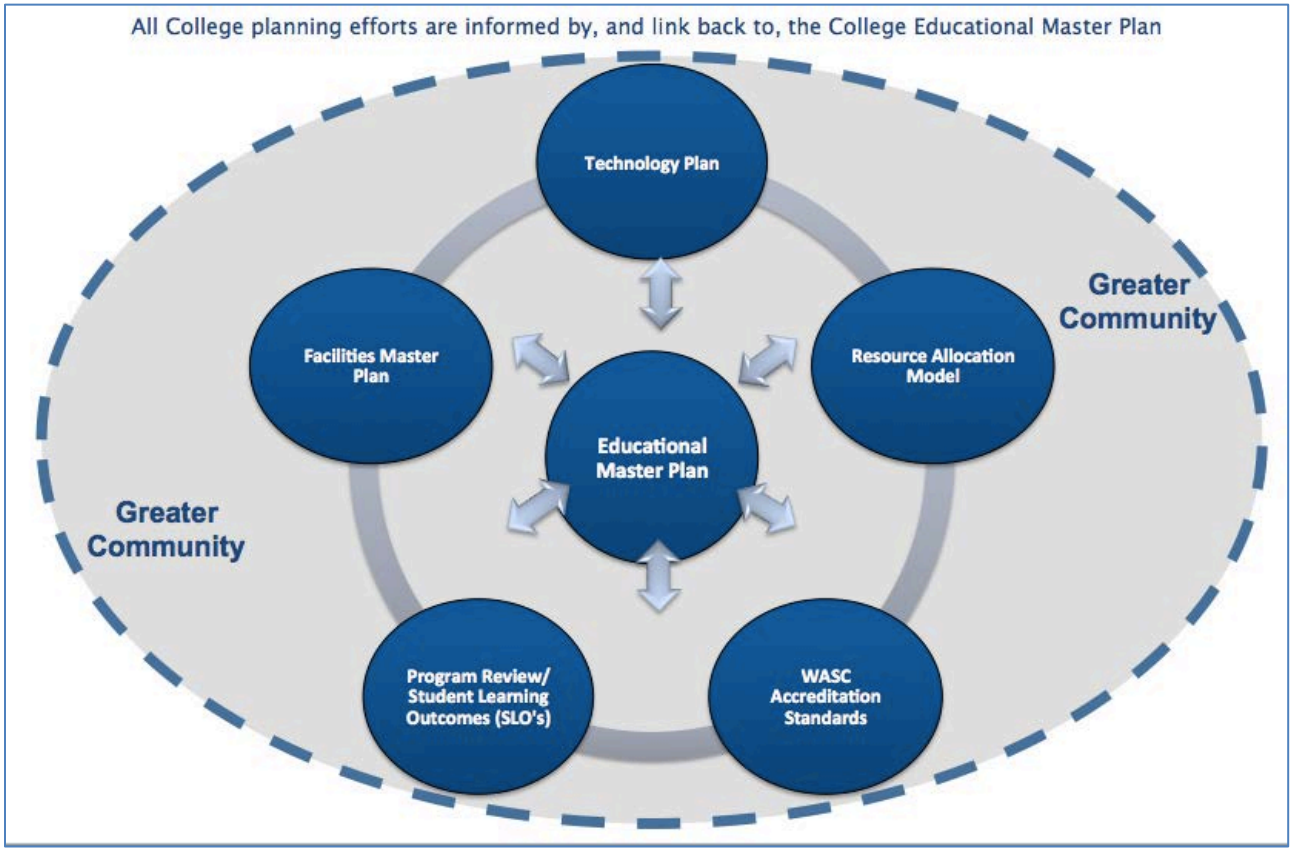
The Educational Master Plan also includes a space needs forecast. This includes a long-term growth projection, an analysis of facilities utilization, and a forecast of future space needs.

Purpose of the Educational Master Plan

Integrated Institutional Planning

The college's mission, vision, and values are the starting point for integrated planning at Taft College. These statements provide the philosophic underpinning for the development of a long-range educational master plan. The Educational Master Plan reflects the data within its internal and external environmental scans and follows the Western Association of Schools and Colleges Commission's standards. The plan identifies the needs of the College and the students and community it serves and then provides broad recommendations for the College for the next ten years. The Educational Master Plan, whose ultimate purpose is to improve student learning and success, is also the foundation for other long-range master plans, including the College's Facilities Master Plan and Technology Master Plan, and is the central reference point for program plans and reviews, student learning outcomes, and resource allocation. All College planning efforts are informed by, and link back to, the College Educational Master Plan. (See Planning Diagram 1: Taft College Planning Linkages.)

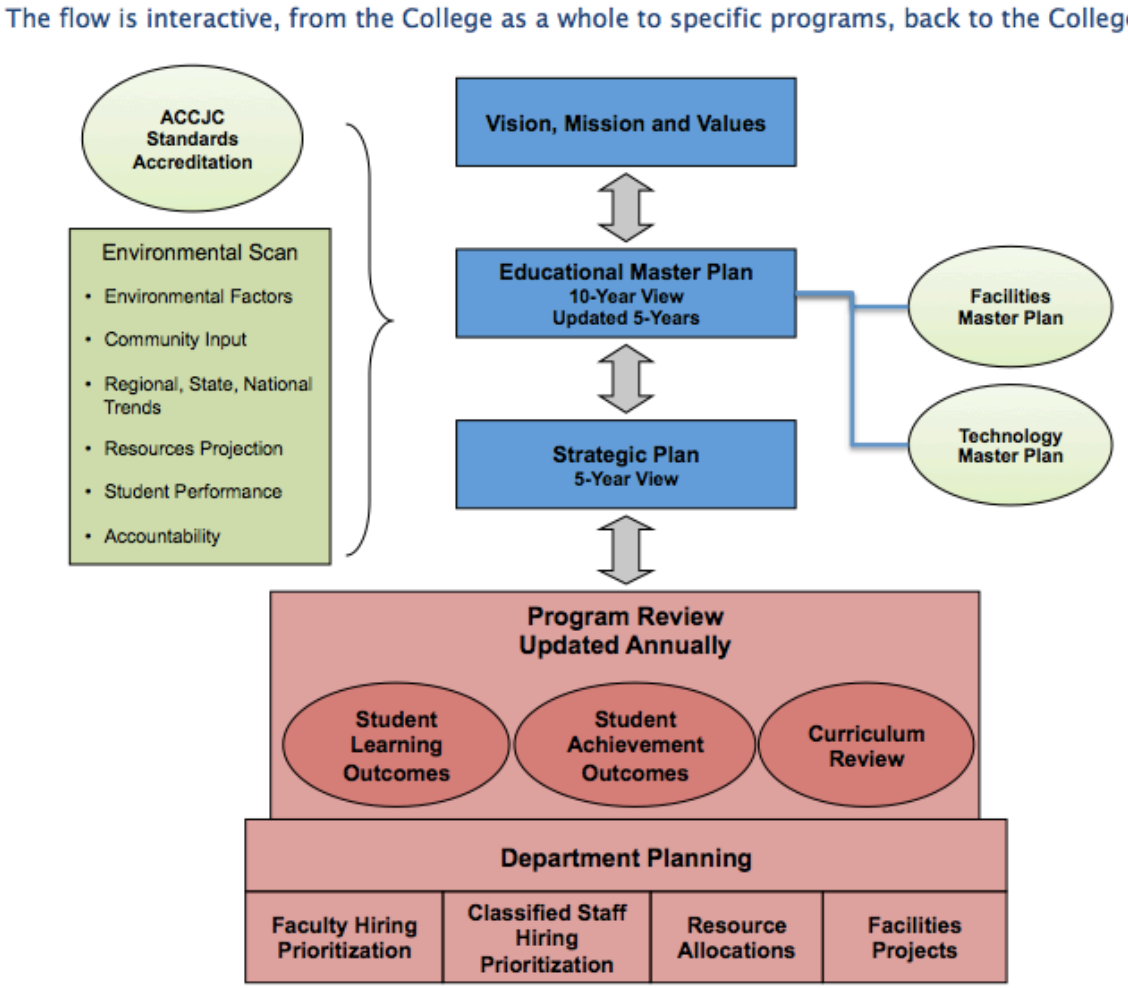
Planning Diagram 1 - Taft Integrated Planning Linkages



The college's current Strategic Plan identifies goals for the college through 2016 and objectives to reach those goals. The Strategic Plan creates the context for individual program (and department) goals and plans. Each program bases its curriculum and plans on its student learning outcomes and reviews its progress toward its goals and outcomes annually. The program plans also ties their goals to specific goals identified in the Strategic Plan.

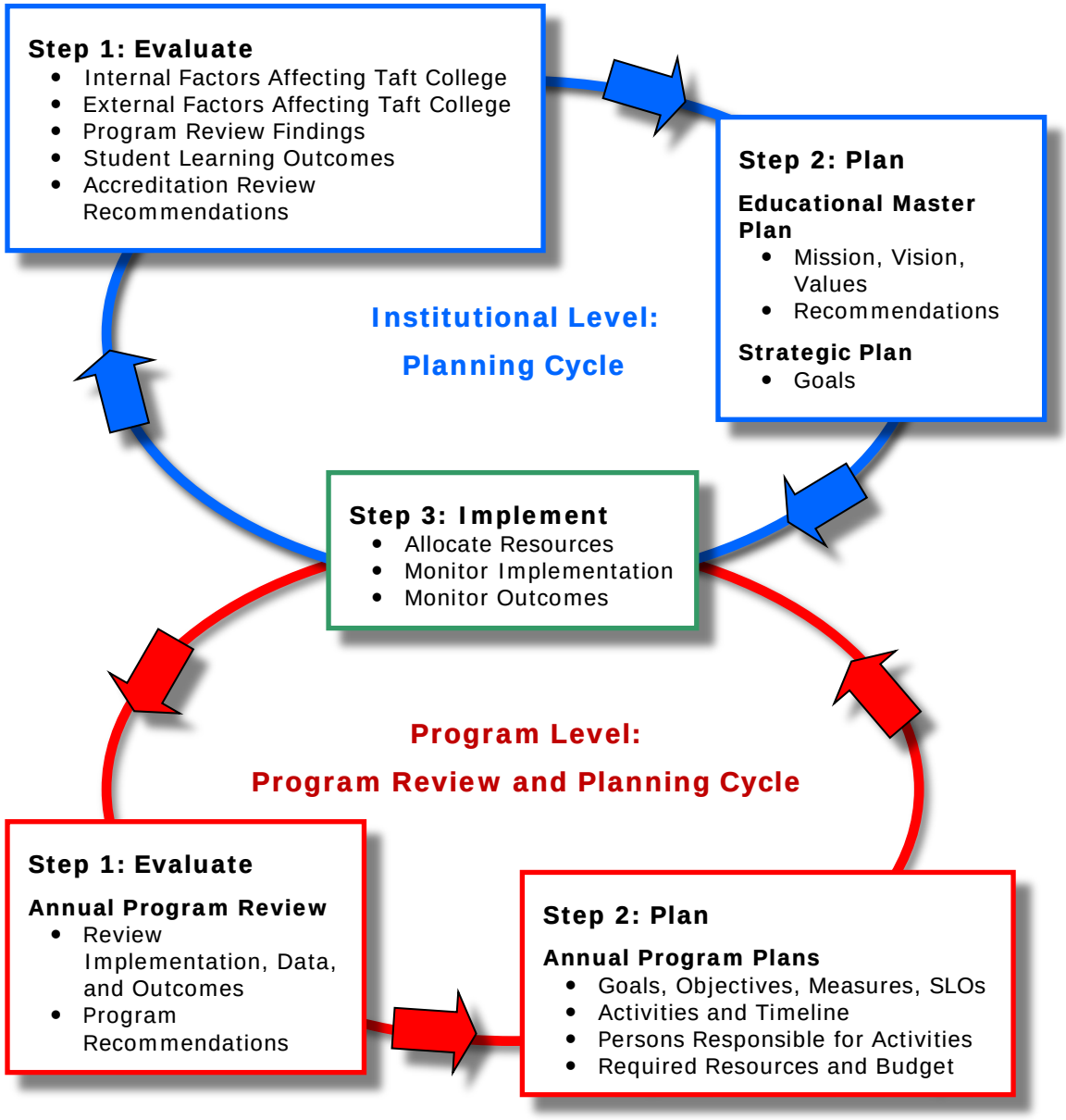
Each program bases its requests for staffing and budgetary resources on its plans and student learning outcomes, developed within the context of the college's Educational Master Plan and Strategic Plan. In turn the individual programs provide ideas and suggestions for the larger college plans in an ongoing cycle. All annual program plans, which are compiled in one document, are reviewed and updated each academic year. The integrated planning process is interactive, from the College as a whole to specific programs back to the College as a whole. (See Planning Diagram 2: Taft College Integrated Planning Flow.)

Planning Diagram 2 - Taft College Integrated Planning Flow



Once resources are allocated, the college ensures that the overarching college plans and individual program plans are implemented. Plans and outcomes are regularly reviewed and evaluated for their ability to achieve outcomes, goals, objectives, and recommendations. These evaluations lead to revisions designed to strengthen planning at all levels, with the common goal for all planning to improve student learning and success within an effective institution. All planning is done in a cycle of Evaluate → Plan → Implement. (See Planning Diagram 3: Taft College Integrated Planning Cycle.)

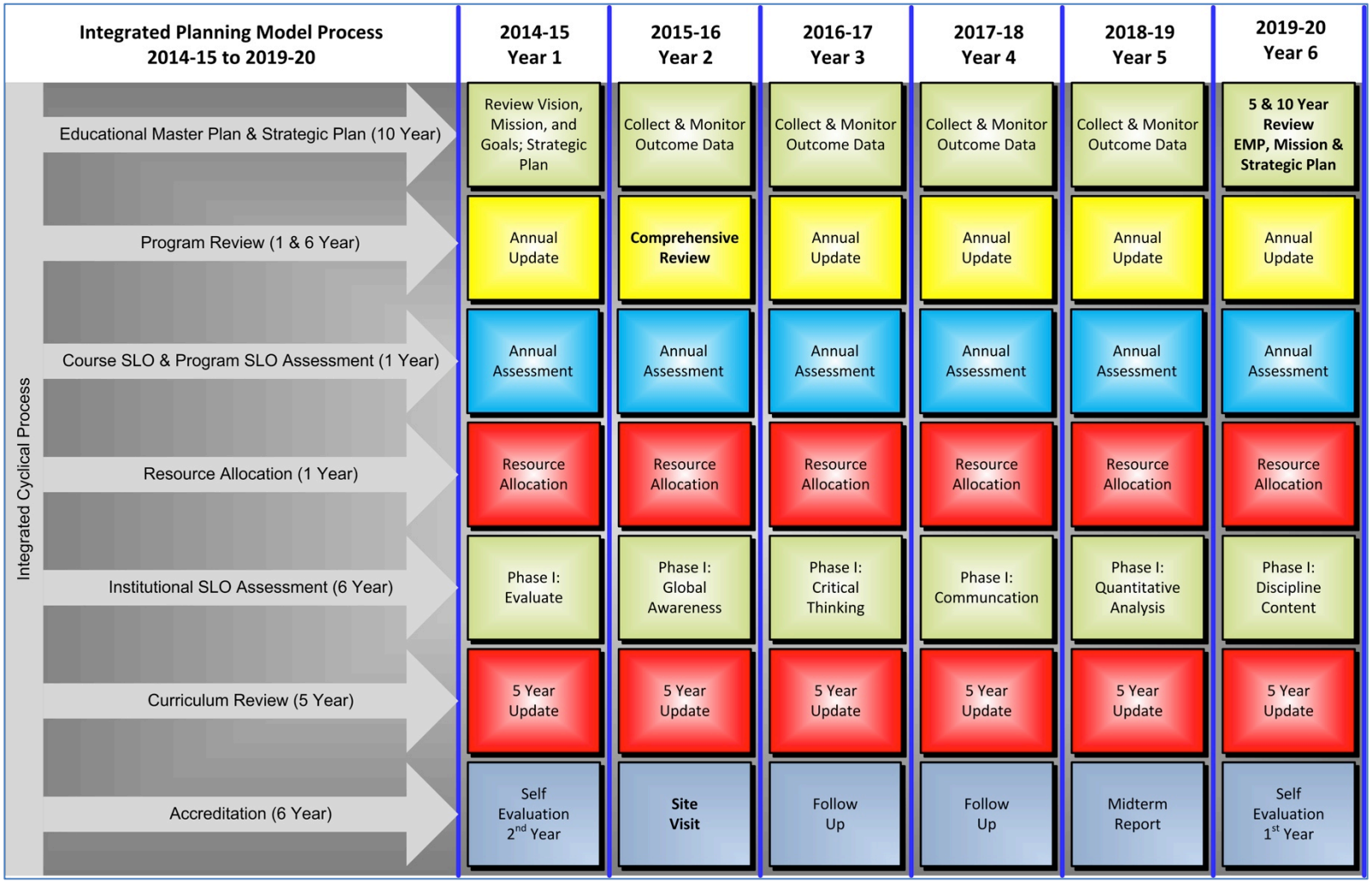
Planning Diagram 3 – Taft College Integrated Planning Cycle



The College apprises all members of the college community of specifics of the planning process annually, so that each year it's clear what needs to be done in the planning cycle. (See Planning Diagram 4: Taft College Year-by-Year Integrated Planning Timeline.)

During the 2013-2014 academic years, the College updated its Educational Master Plan, extending to 2024. During the 2014-2015 academic year, the college plans to review its mission, vision and values and to revise its Strategic Plan.

Diagram 4: Taft College Year-by-Year Integrated Planning Timeline



How this Educational Master Plan was Developed

In the fall of 2013 Taft College, under the leadership of Superintendent/President Dr. Dena Maloney, determined that a new, updated and far reaching Educational Master Plan should be developed, a plan, which would direct the course of the college for ten years, from 2014 to 2024.

In November, an Educational Master Plan Committee was formed, including members representing faculty, classified staff, and management. Committee members were provided with a wealth of information, including the most recent environmental scans of the college, its students, and the communities it serves, as well as the results of a survey and interviews.

The process of developing an updated Educational Master Plan began with the creation and electronic distribution of a survey electronically to the entire college community in November 2013 (see Appendix A: Campus Survey). Following the compilation of the survey results, extensive interviews were held in early December with many members of the Taft College community, including faculty, classified staff, managers, administrators, members of the Board of Trustees, and community residents. (See Appendix B: Schedule of Interviews) The interviews were designed to elicit ideas and opinions about the future needs of the college and community and how those needs could be met.

The Educational Master Plan Committee met on February 7, 2014 for a day-long workshop. Reflecting on all of the information they had been given, the committee followed an agenda which included an exploration of planning assumptions, needs, and recommendations. The committee had extensive discussions--as a large group and within smaller groups. The committee agreed on planning assumptions and then brainstormed needs for the college and community during the next ten years. The group also identified those needs that were most significant. The committee then developed recommendations which would respond to those needs during the next ten years and identified which recommendations were the most significant. Before the meeting ended the committee worked as a whole to write a draft of the recommendations, which reflected in its wording the committee's consensus.

A draft of the assumptions, needs, and recommendations developed during the February 7 meeting was electronically distributed to the Educational Master Plan Committee several days later, for review by the committee members for accuracy. The draft was then posted on a Taft College web site, and all members of the college community were encouraged to read the draft and comment on it. In addition, the draft was discussed at meetings of various college groups, including the Governance Council and Academic Senate, with the encouragement to provide feedback.

On March 28, 2014 the Educational Master Plan Committee met again and reflected on comments provided by the college community on the first draft. The group went through all recommendations, one by one, and made revisions, when necessary, to ensure the wording reflected the consensus of the committee.

The second and final draft of the Educational Master Plan was sent to the Educational Master Plan Committee and the Governance Council on May 2, 2014 for final review and approval. The Governance Council approved the 2014-2024 Taft College Educational Master Plan on May 9, 2014 and on June 11, 2014 the 2014-2024 Educational Master Plan was approved by the West Kern Community College District Board of Trustees.

Taft College Vision, Mission and Values

The West Kern Community College District has the following statements of Vision, Mission and Values. This Plan and all associated planning activities were conducted with these statements in mind. The analyses and recommendations in the Plan are consistent with these statements.

Vision

At Taft College all learners achieve their learning goals.

Mission

Taft College is committed to student learning in transfer and career and technical education programs supported by pre-collegiate basic skills and a wide range of student services. All programs and services are focused on the educational needs of a community of learners.

Values

- Students and evidence of their success.
- A learning community with teaching excellence.
- An environment conducive to learning, fairness, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, and support services.
- Innovation, diversity, creativity, and critical thinking.
- A mutually beneficial relationship with the community we serve.
- Academic, financial, personal and professional integrity.
- A transparent, accessible governance structure that includes institution-wide dialogue.

History and Description of the District

The West Kern Community College District encompasses a 767-square mile district in western Kern County. The service area of Taft College has a population base of about 27,000 residents. The College is situated on a 39-acre campus in northwest Taft. The college district was established in 1922 and officially became Taft College in 1954. The West Kern Community College District was formed in 1962 and was expanded in 1971 to include the Maricopa Unified School District. In 2012, the West Kern Community College District celebrated its 90th anniversary of serving residents in western Kern County.

Taft College prides itself as a small, comprehensive institution with a wide range of educational programs and support services to students. The College offers 37 degrees and 24 certificates in transfer education and career-technical education programs. The enrollment of nearly 12,000 students--including students attending the campus in Taft and the partner WESTEC facility in Shafter, CA, as well as students participating in the College's Distance Learning Program--have access to innovative, caring faculty members and responsive support programs needed to promote student success.

In 2012-13 Taft College served more than 2,500 Full Time Equivalent Students seeking to advance their education and achieve their dreams. The College is committed to student success and to supporting students in their quest to prepare for the opportunities that lie ahead.

In March, 2004 residents of the West Kern Community College District approved a $39.8 million bond for the construction and renovation of Taft College facilities. The district is in the last stages of bond projects which include modernization and construction, utilizing local and state bond revenue totaling over $100 million.

The campus includes several facilities and programs that are unique in California Community Colleges. The first is a residence hall complex that houses nearly 200 students, virtually all of them from outside the Taft area. Another unique program is the Dental Hygiene Program that serves the community and is a focal point of a health program that is one of the best in the state. A third facility is the Children's Center that is the largest single-site child care facility in the California Community College system and in the entire county. A fourth program is the Transition to Independent Living Program (TIL). TIL is a two-year residential program that teaches individuals with intellectual disabilities to live independently. It has received national attention as a unique program. Finally, the Energy Technology Program, a new area of emphasis at Taft College, serves those students interested in joining the expanding field of energy technology.

Environmental Scan

Internal Scan

Table 1. Count and Mean Age for On-Campus and Distance Learning Students by Fall Term 2007 to 2012

Count & Age	Term					
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Count	3,092	2,677	3,075	3,106	2,985	3,077
Mean Age	29.7	27.8	26.9	25.4	25.5	25.1

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 1a. Count of On-Campus and Distance Learning Students by Fall Term 2007 to 2012

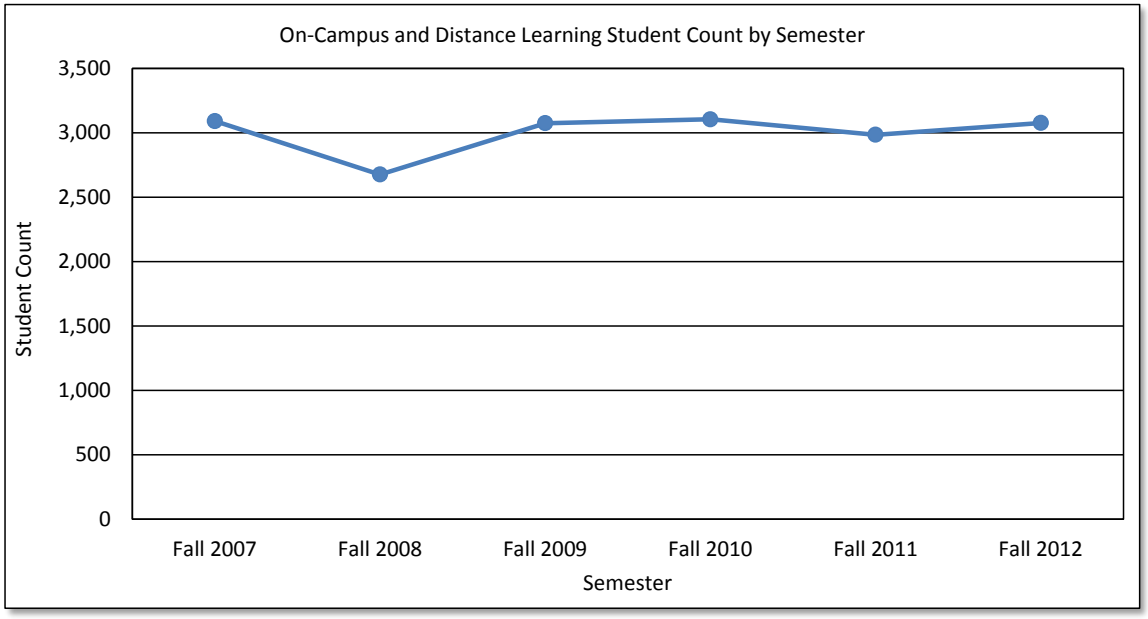
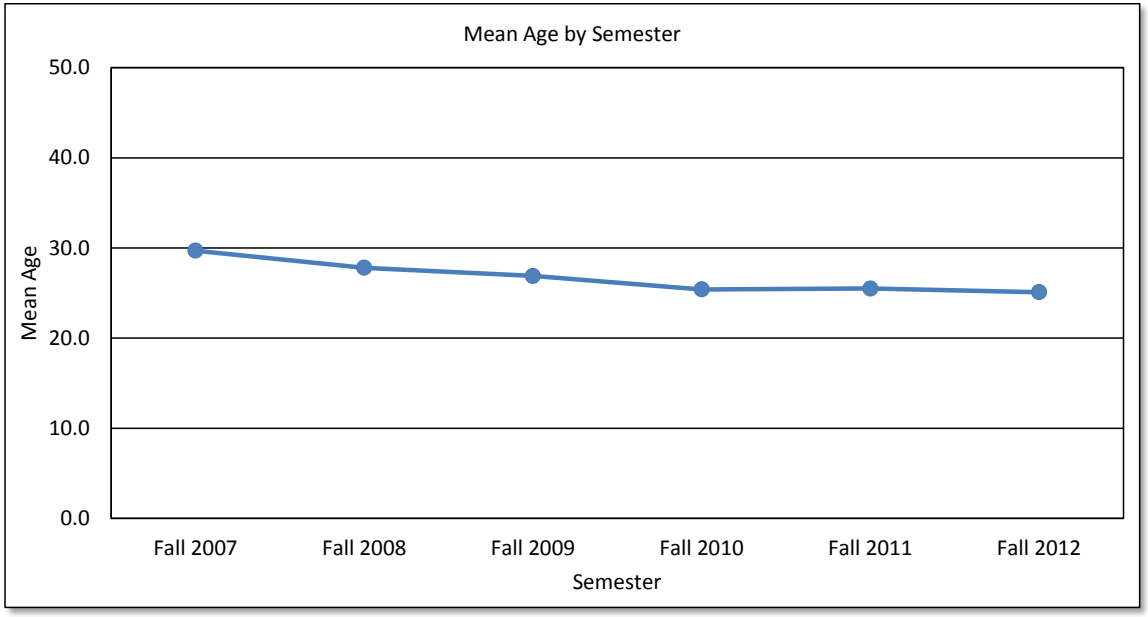


Figure 1b. Mean Age for On-Campus and Distance Learning Students by Fall Term 2007 to 2012



With the exception of drop in student enrollments in the fall 2008 term, Taft College's on-campus and distance learning student headcount, excluding WESTEC, remained relatively constant at around 3,000 to 3,100 students during the six year observation period. In fall 2008, headcount dropped to about 2,700 students.

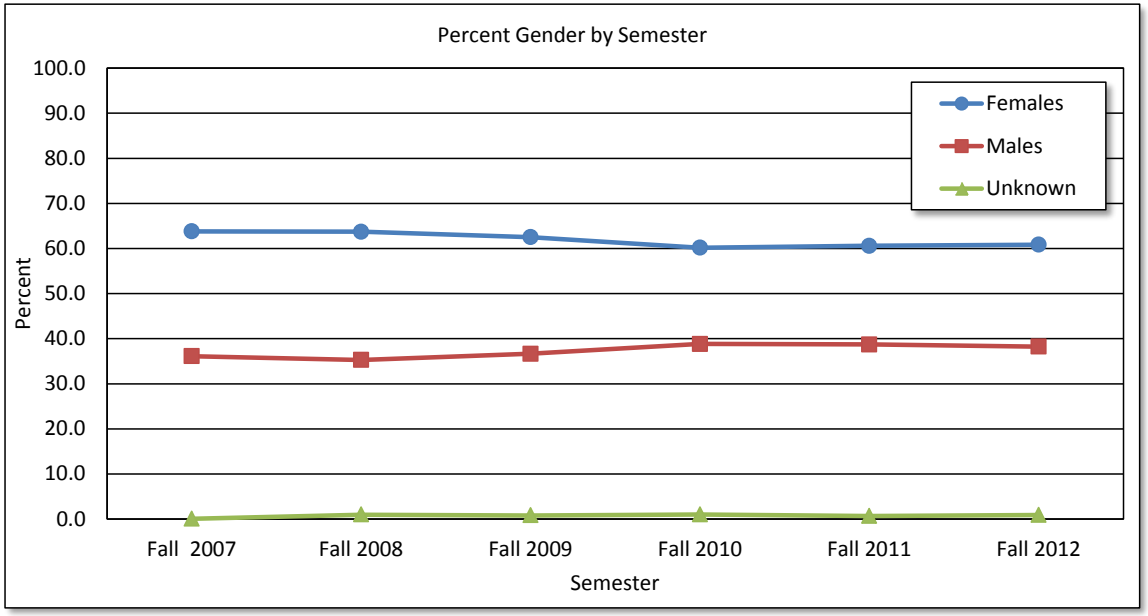
During the same time, the mean student age for on-campus and distance learning students dropped from 30.5 years in fall 2007 to 25.2 years by fall 2012. The magnitude of the decrease in average age appears to have leveled off somewhat starting in fall 2010.

Table 2. Gender by Fall Term 2007 to 2012

Gender	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Females	1,973	63.8	1,706	63.7	1,923	62.5	1,869	60.2	1,809	60.6	1,872	60.8
Males	1,117	36.1	945	35.3	1,127	36.7	1,206	38.8	1,156	38.7	1,177	38.3
Unknown	2	0.1	26	1.0	25	0.8	31	1.0	20	0.7	28	0.9
Total	3,092	100.0	2,677	100.0	3,075	100.0	3,106	100.0	2,985	100.0	3,077	100.0

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 2. Gender by Fall Term 2007 to 2012



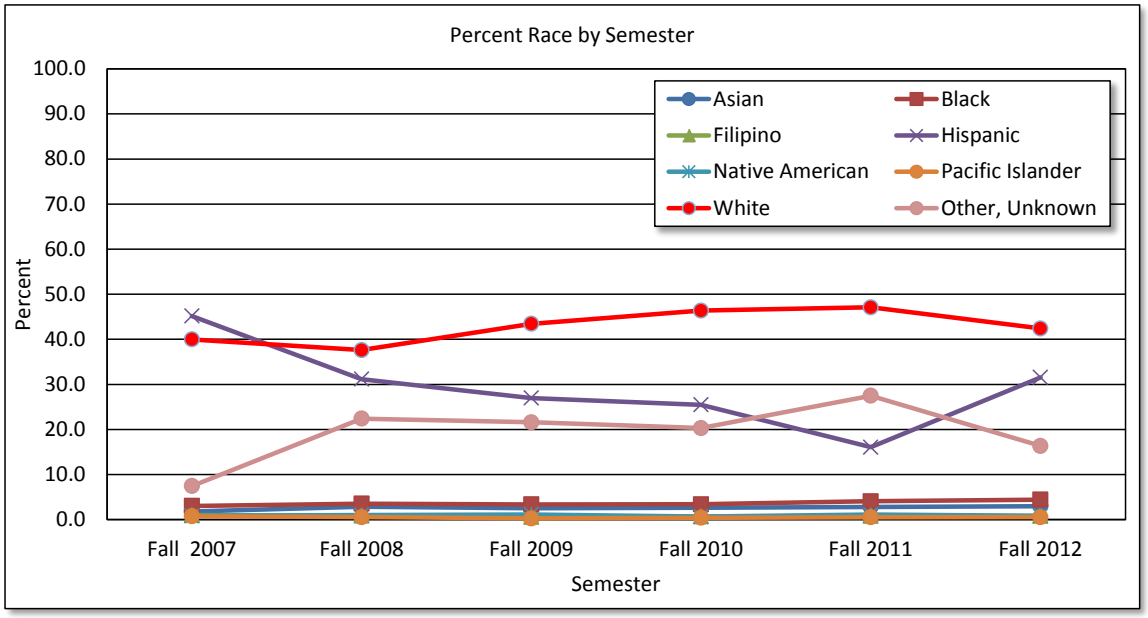
Headcount was broken down by gender for on-campus and distance learning students for the six year period starting in fall 2007 and ending in fall 2012; WESTEC students were excluded. The gender ratio for each fall term remained relatively constant throughout the observation period. The percent of students who were female ranged from a low of 60.2 percent (fall 2010) to a high of 63.8 percent (fall 2008), a difference of only 3.6 points in the six year observation period. The percent of students that were male is, of course, the mirror image of the percent that were female.

Table 3. Race by Fall Term 2007 to 2012

Race	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	55	1.8	76	2.8	78	2.5	82	2.6	84	2.8	92	3.0
Black	94	3.0	95	3.5	104	3.4	106	3.4	122	4.1	137	4.5
Filipino	31	1.0	23	0.9	19	0.6	22	0.7	24	0.8	25	0.8
Hispanic	1,397	45.2	834	31.2	830	27.0	791	25.5	480	16.1	971	31.6
Native American	26	0.8	27	1.0	35	1.1	21	0.7	33	1.1	27	0.9
Pacific Islander	23	0.7	15	0.6	9	0.3	13	0.4	16	0.5	17	0.6
White	1,236	40.0	1,007	37.6	1,336	43.4	1,440	46.4	1,406	47.1	1,305	42.4
Other, Unknown	230	7.4	600	22.4	664	21.6	631	20.3	820	27.5	503	16.3
Total	3,092	100.0	2,677	100.0	3,075	100.0	3,106	100.0	2,985	100.0	3,077	100.0

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 3. Race by Fall Term 2007 to 2012



Race/ethnicity data were collected for on-campus and distance learning students for each fall semester starting in 2007. Reversing a trend that was seen prior to this time period, the percentage of students reporting as White increased from 40.0 percent in fall 2007 (where Hispanics self reported at 45.2%) to 51.6% by fall 2012. The percent of students reporting as Hispanic, on the other hand, decreased from 45.2% in fall 2007 to a low of 10.3% in fall 2011 and then show a dramatic increase to 31.3% in fall 2012.[1] Students reporting as Black showed a steady increase from 3.0% in fall 2007 to 5.8% in fall 2012, a relatively large gain in terms of percent change. The other races all showed a relatively smooth and flat profile with less than 4% for each group. It should be noted that the percent of "Other/Unknown" showed an almost mirror-image profile to Hispanics; consequently, it is possible and even likely that Hispanics were underreported, for whatever reason, between 2008 and 2011.

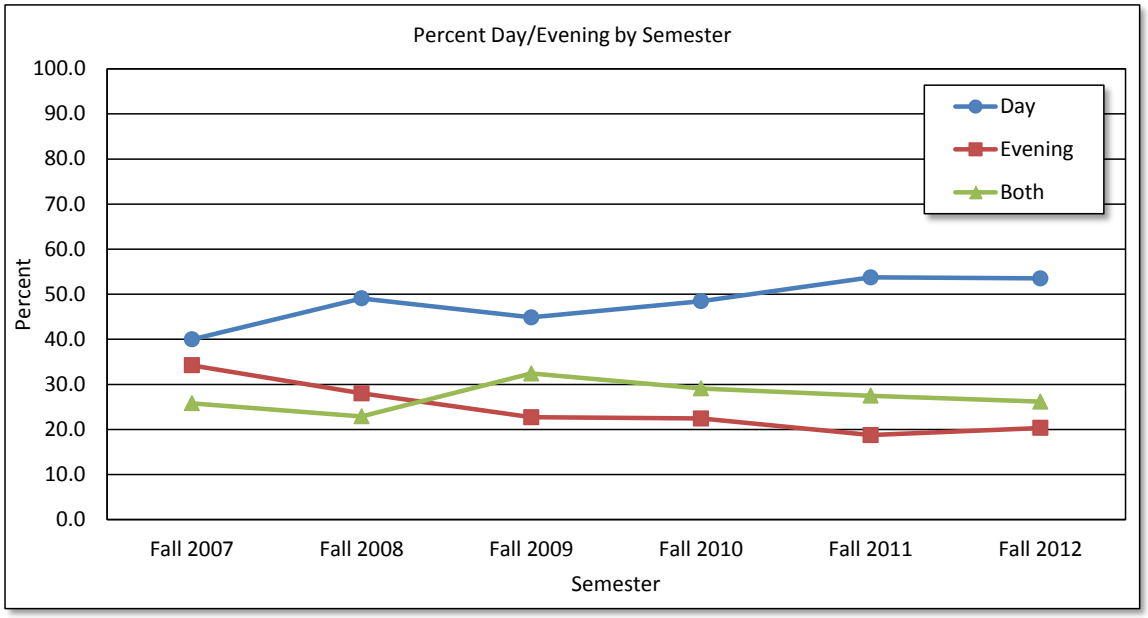
[1] This may have been due to the College's implementation of the Banner system in 2008. The drop in Hispanic enrollment, and the subsequent rise do not seem consistent with enrollment trends.

Table 4. Day/Evening by Fall Term 2007 to 2012

Day/Evening	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Day	877	40.0	778	49.1	930	44.9	1,031	48.5	1,083	53.7	1,139	53.5
Both	566	25.8	363	22.9	672	32.4	619	29.1	554	27.5	557	26.2
Evening	751	34.2	444	28.0	471	22.7	477	22.4	378	18.8	433	20.3
Total	2,194	100.0	1,585	100.0	2,073	100.0	2,127	100.0	2,015	100.0	2,129	100.0

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 4. Day/Evening by Fall Term 2007 to 2012



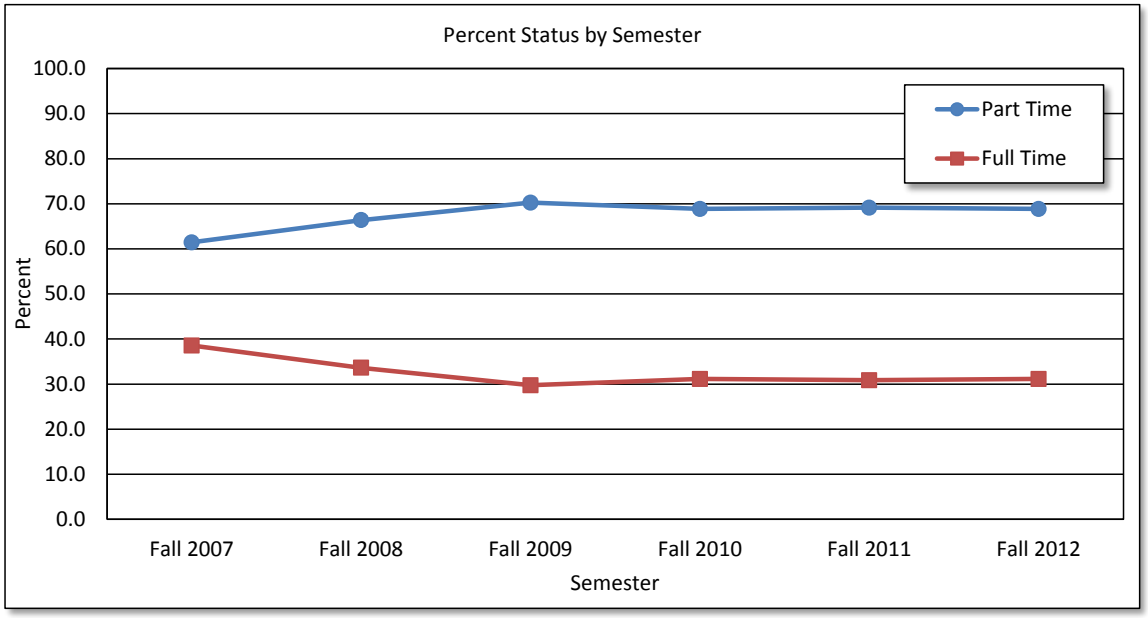
Over the six years of this observation period, there was a steady increase in the percentage of students taking only day classes, rising from 40.0% in fall 2007 to 53.5% in fall 2012, an increase of 13.5 percentage points. During this same period, the percentage of students taking only evening classes fell 13.9 points, from 34.2% to 20.3%, a drop from about 1 out of 3 students to 1 out of 5 students. The percentage of students enrolled in both day and evening courses varied between about 25% and 30% throughout the observation period.

Table 5. Part Time/Full Time by Fall Term 2007 to 2012

Status	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Part Time	1,900	61.4	1,777	66.4	2,160	70.2	2,139	68.9	2,064	69.1	2,119	68.9
Full Time	1,192	38.6	900	33.6	915	29.8	967	31.1	921	30.9	958	31.1
Total	3,092	100.0	2,677	100.0	3,075	100.0	3,106	100.0	2,985	100.0	3,077	100.0

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 5. Part Time/Full Time by Fall Term 2007 to 2012



For this report, part-time was defined as being enrolled in less than 12 units in the semester under scrutiny and full-time was defined as being enrolled in 12 or more units. There does not seem to be any discernable trend for part-time or full-time enrollment across the observed time period. Within each term, part-time students outnumbered full-time students every term by about 10 to 20 percentage points. The data consist of all on-campus and distance-learning students, excluding only WESTEC students.

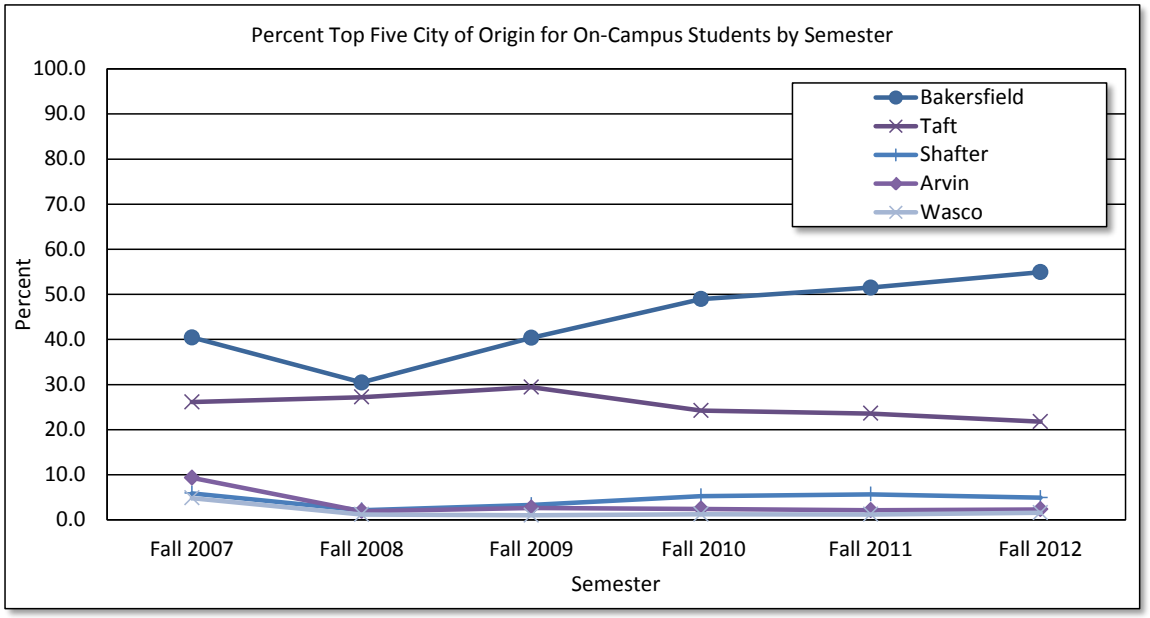
Table 6. City of Origin for On-Campus Students by Fall Term 2007 to 2012

City of Origin	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Bakersfield	919	40.5	522	30.5	884	40.4	1,083	49.0	1,070	51.5	1,186	54.9
Taft	593	26.1	466	27.2	644	29.4	536	24.2	490	23.6	470	21.8
Shafter	134	5.9	37	2.2	73	3.3	117	5.3	118	5.7	106	4.9
Arvin	212	9.3	33	1.9	58	2.6	54	2.4	44	2.1	50	2.3
Wasco	110	4.8	20	1.2	22	1.0	27	1.2	25	1.2	34	1.6
Maricopa	31	1.4	42	2.5	52	2.4	49	2.2	37	1.8	27	1.3
Lamont	37	1.6	11	0.6	31	1.4	26	1.2	21	1.0	24	1.1
Buttonwillow	22	1.0	14	0.8	27	1.2	30	1.4	23	1.1	22	1.0
New Cuyama	11	0.5	13	0.8	15	0.7	8	0.4	11	0.5	9	0.4
Fellows	9	0.4	9	0.5	11	0.5	9	0.4	4	0.2	9	0.4
Tehachapi	10	0.4	5	0.3	8	0.4	7	0.3	11	0.5	8	0.4
Palmdale	7	0.3	7	0.4	13	0.6	6	0.3	3	0.1	1	0.0
Las Vegas	9	0.4	3	0.2	6	0.3	5	0.2	4	0.2	10	0.5
Delano	6	0.3	2	0.1	1	0.0	4	0.2	6	0.3	7	0.3
McKittrick	5	0.2	5	0.3	6	0.3	6	0.3	2	0.1	3	0.1

City of Origin	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Frazier Park	-	0.0	2	0.1	3	0.1	8	0.4	6	0.3	4	0.2
Lancaster	4	0.2	3	0.2	2	0.1	4	0.2	7	0.3	4	0.2
San Jose	1	0.0	4	0.2	6	0.3	5	0.2	3	0.1	2	0.1
Henderson	-	0.0	-	0.0	3	0.1	6	0.3	5	0.2	4	0.2
Lost Hills	1	0.0	1	0.1	3	0.1	3	0.1	4	0.2	5	0.2
McFarland	3	0.1	1	0.1	1	0.0	1	0.0	6	0.3	5	0.2
Honolulu	1	0.0	3	0.2	2	0.1	2	0.1	3	0.1	2	0.1
Santa Maria	4	0.2	4	0.2	2	0.1	1	0.0	2	0.1	3	0.1
Mililani	1	0.0	2	0.1	2	0.1	3	0.1	1	0.0	2	0.1
Los Angeles	-	0.0	1	0.1	2	0.1	3	0.1	2	0.1	2	0.1
Tupman	3	0.1	2	0.1	3	0.1	2	0.1	3	0.1	4	0.2
City Total < 10	66	2.9	79	4.6	95	4.3	101	4.6	120	5.8	128	5.9
Unknown	72	3.2	422	24.6	215	9.8	106	4.8	47	2.3	28	1.3
Total	2,271	100.0	1,713	100.0	2,190	100.0	2,212	100.0	2,078	100.0	2,159	100.0

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 6. City of Origin for On-Campus Students by Fall Term 2007 to 2012



The percentage of Taft College on-campus students coming from Bakersfield has generally risen over time, increasing from 40.1% in fall 2008 to 55.9% of all students by fall 2012, a change of just under 16 percentage points. On the other hand, the percentage of students originating from Taft has decreased by 14.2% during the last five years of the observed time period, dropping from 36.2% in fall 2008 to 22.0% in fall 2012. When looking at the count of enrollments from each city over time, it must be noted that there are peculiar spikes and drops. For example, there are 134 students coming from Shafter in fall 2007 but only 37 the following year. An even larger drop is seen for the city of Arvin. These drops for several cities coincide with the ending of SPIRE, a program that supported migrant workers in achieving their educational goals.

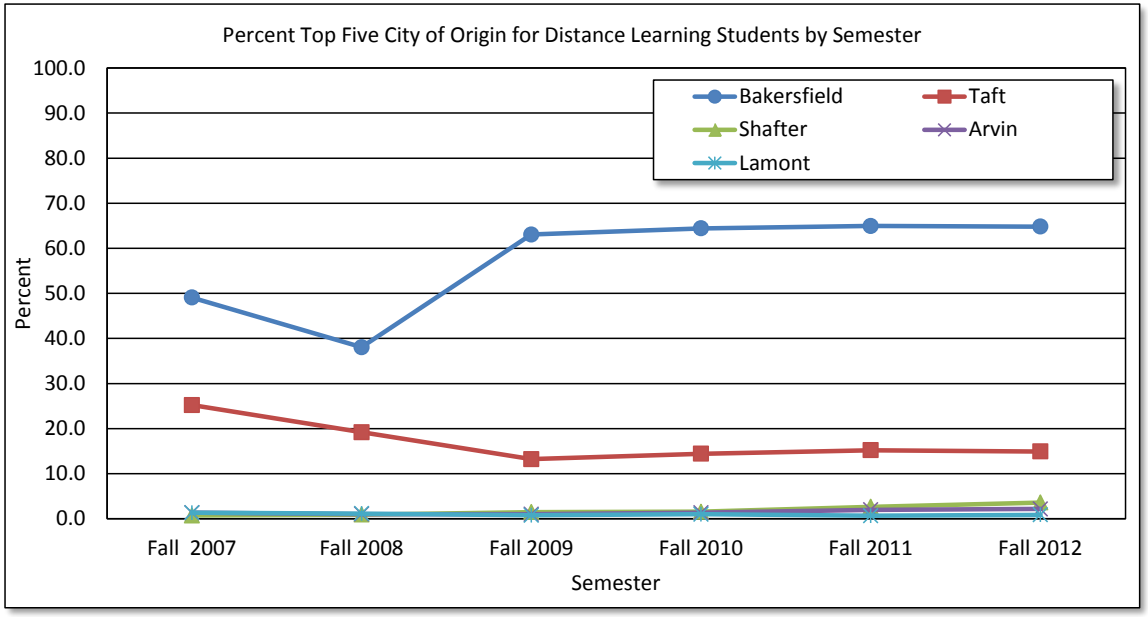
Table 7. City of Origin for Distance Learning Students by Fall Term 2007 to 2012

City of Origin	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Bakersfield	403	49.1	367	38.1	558	63.1	576	64.4	589	64.9	595	64.8
Taft	207	25.2	185	19.2	117	13.2	129	14.4	138	15.2	137	14.9
Shafter	6	0.7	9	0.9	13	1.5	14	1.6	24	2.6	33	3.6
Arvin	11	1.3	10	1.0	9	1.0	12	1.3	18	2.0	20	2.2
Lamont	11	1.3	11	1.1	7	0.8	9	1.0	6	0.7	8	0.9
Tehachapi	4	0.5	6	0.6	8	0.9	6	0.7	6	0.7	12	1.3
Wasco	13	1.6	4	0.4	8	0.9	4	0.4	5	0.6	10	1.1
Delano	11	1.3	4	0.4	8	0.9	8	0.9	3	0.3	5	0.5
New Cuyama	4	0.5	10	1.0	8	0.9	7	0.8	5	0.6	5	0.5
Maricopa	9	1.1	1	0.1	3	0.3	8	0.9	4	0.4	7	0.8
Frazier Park	2	0.2	1	0.1	2	0.2	3	0.3	7	0.8	4	0.4
Fresno	2	0.2	2	0.2	7	0.8	2	0.2	0	0.0	5	0.5
Sacramento	6	0.7	4	0.4	4	0.5	1	0.1	2	0.2	0	0.0
McFarland	2	0.2	1	0.1	7	0.8	0	0.0	2	0.2	5	0.5
Fellows	6	0.7	3	0.3	0	0.0	4	0.4	3	0.3	0	0.0
Visalia	3	0.4	0	0.0	2	0.2	3	0.3	4	0.4	2	0.2
Mariposa	3	0.4	3	0.3	2	0.2	1	0.1	3	0.3	3	0.3
Buttonwillow	1	0.1	1	0.1	3	0.3	4	0.4	0	0.0	3	0.3
Los Angeles	2	0.2	1	0.1	3	0.3	0	0.0	3	0.3	1	0.1
City Total < 10	80	9.7	47	4.9	64	7.2	72	8.1	70	7.7	54	5.9

City of Origin	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	35	4.3	294	30.5	52	5.9	31	3.5	15	1.7	9	1.0
Total	821	100.0	964	100.0	885	100.0	894	100.0	907	100.0	918	100.0

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 7. City of Origin for Distance Learning Students by Fall Term 2007 to 2012



There was an increase in the percent of Taft College students originating from Bakersfield taking only online courses, going from about 50% in fall 2007 and leveling off to about 67% starting in fall 2009, an increase of about 17 percentage points. This increase in the percent (and number) of students from Bakersfield taking only online courses corresponds with a decrease in the percent of Taft College students taking only online courses originating from Taft, which dropped 11.8 points from 26.3% in fall 2007 to 14.5% in fall 2012.

Table 8. High School of Origin for On-Campus Students by Fall Term 2007 to 2012

High School	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Taft Union	349	15.4	323	18.9	444	20.3	369	16.7	325	15.6	309	14.3
Unknown/ Undeclared	740	32.6	506	29.5	455	20.8	220	9.9	212	10.2	193	8.9
Liberty	108	4.8	84	4.9	134	6.1	151	6.8	135	6.5	147	6.8
Stockdale	70	3.1	63	3.7	112	5.1	170	7.7	153	7.4	141	6.5
Ridgeview	74	3.3	47	2.7	105	4.8	129	5.8	151	7.3	148	6.9
Shafter	38	1.7	37	2.2	84	3.8	142	6.4	135	6.5	126	5.8
Bakersfield	30	1.3	24	1.4	66	3.0	56	2.5	56	2.7	61	2.8
Arvin	50	2.2	28	1.6	77	3.5	81	3.7	70	3.4	83	3.8
South	33	1.5	26	1.5	49	2.2	60	2.7	51	2.5	53	2.5
Centennial	24	1.1	20	1.2	52	2.4	51	2.3	61	2.9	59	2.7
West	30	1.3	24	1.4	36	1.6	43	1.9	38	1.8	41	1.9
North	29	1.3	21	1.2	27	1.2	23	1.0	25	1.2	30	1.4
Golden Valley		0.0	10	0.6	30	1.4	76	3.4	63	3.0	67	3.1
East Bakersfield	20	0.9	17	1.0	28	1.3	33	1.5	22	1.1	24	1.1
Maricopa	24	1.1	30	1.8	44	2.0	37	1.7	27	1.3	25	1.2
Foothill	25	1.1	13	0.8	15	0.7	18	0.8	20	1.0	18	0.8
Wasco	19	0.8	17	1.0	20	0.9	27	1.2	27	1.3	36	1.7
Mexico	169	7.4	9	0.5	2	0.1		0.0	1	0.0	1	0.0
Bakersfield Adult	9	0.4	10	0.6	23	1.1	15	0.7	18	0.9	21	1.0
Highland	9	0.4	10	0.6	21	1.0	19	0.9	8	0.4	23	1.1
Cuyama Valley	21	0.9	25	1.5	21	1.0	18	0.8	11	0.5	11	0.5
Frontier		0.0		0.0		0.0		0.0	27	1.3	66	3.1
Garces Memorial	8	0.4	3	0.2	12	0.5	14	0.6	17	0.8	11	0.5
Total < 100	**392**	**17.3**	**366**	**21.4**	**333**	**15.2**	**460**	**20.8**	**425**	**20.5**	**465**	**21.5**
Total	**2,271**	**100.0**	**1,713**	**100.0**	**2,190**	**100.0**	**2,212**	**100.0**	**2,078**	**100.0**	**2,159**	**100.0**

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 8. High School of Origin for On-Campus Students by Fall Term 2007 to 2012

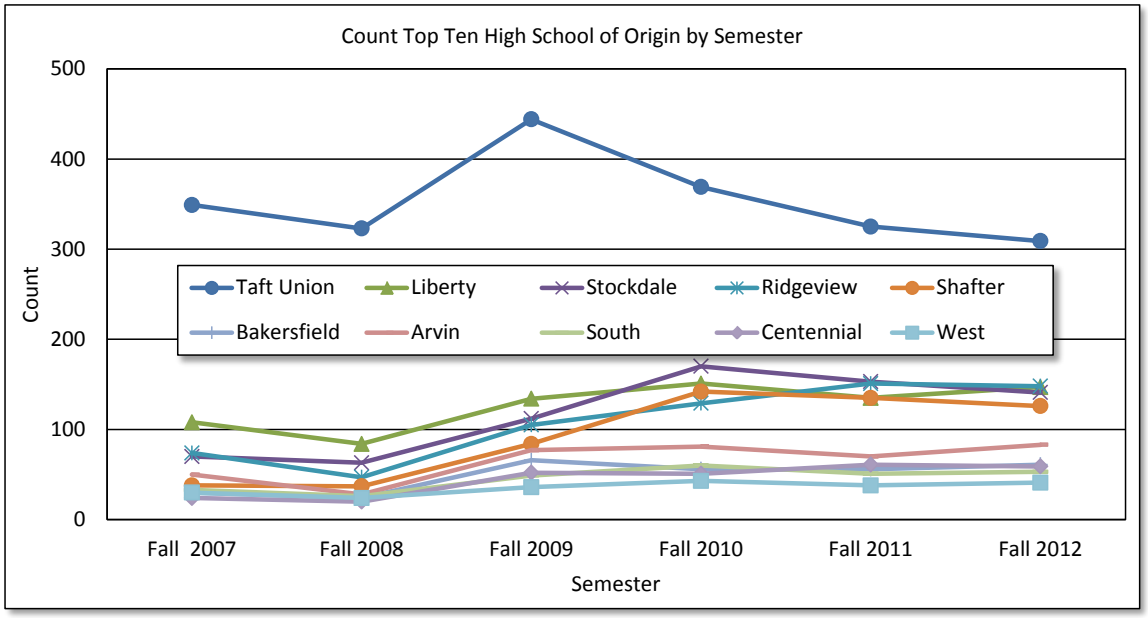


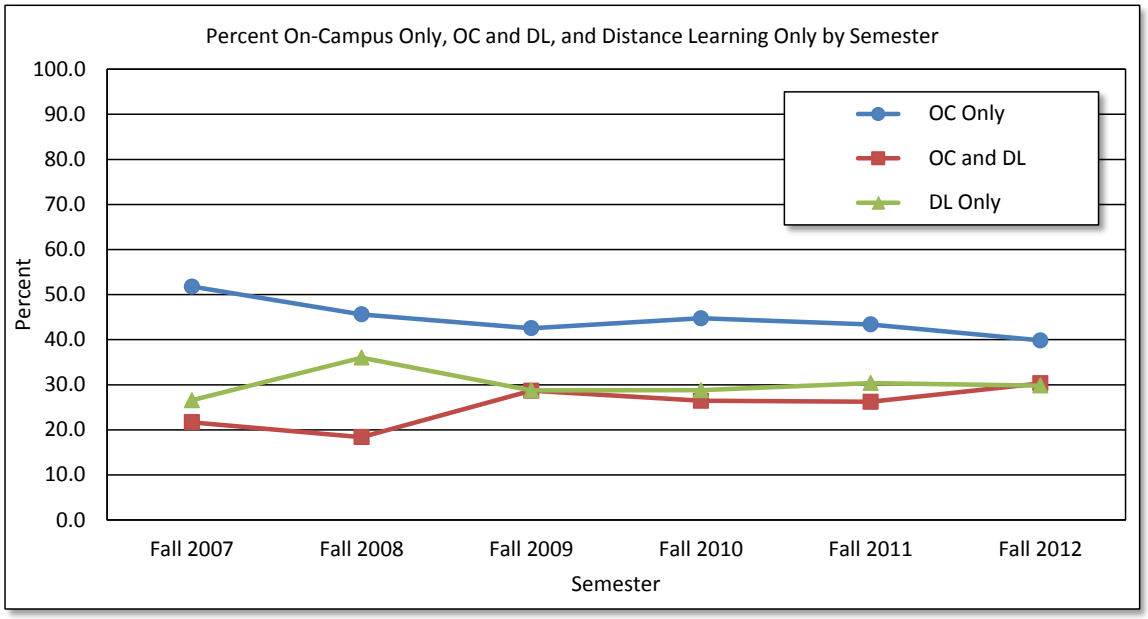
Table 8 shows the count and percent of students coming to Taft College from the top feeder high schools for the six year period starting in fall 2007. The numbers were computed as the number of students enrolled in the semester under observation, regardless of when the student started at Taft College. The top feeder high school throughout this time period is Taft Union High School, which supplied anywhere between about 400 and 500 students depending on the semester. The other top ten high schools each supplied less than about 200 students per year, depending on the school, with virtually all of those schools showing a general upward trend to fall 2010 and then a leveling off after that.

Table 9. Mode by Fall Term 2007 to 2012

Mode	Term											
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Overlap Mode												
On-Campus	2,271		1,713		2,190		2,212		2,078		2,159	
Distance Learning	1,491		1,456		1,767		1,716		1,690		1,851	
Separate Mode												
OC Only	1,601	51.8	1,221	45.6	1,308	42.5	1,390	44.7	1,295	43.4	1,226	39.8
OC and DL	670	21.7	492	18.4	882	28.7	822	26.5	783	26.2	933	30.3
DL Only	821	26.6	964	36.0	885	28.8	894	28.8	907	30.4	918	29.8
Total	3,092	100.0	2,677	100.0	3,075	100.0	3,106	100.0	2,985	100.0	3,077	100.0

Source: Data Extracted from Taft College Research Office Decision Support System Database

Figure 9. Mode by Fall Term 2007 to 2012



Student headcount trends were looked at by mode of course: on-campus only, distance learning only, and both on-campus and distance learning for a six year period starting in fall 2007. The data show a general downward trend of the percent of students enrolling only in on-campus courses, although this is still the preferred mode by students in general (about 40% of students in fall 2012). Over the course of the observation period, there was a slight upward trending of the percent of students taking both on-campus and distance learning courses, going from around 20% in fall 2007 and fall 2008 to about 30% in fall 2012. With one exception in fall 2008 where students enrolled in only distance learning peaked at 36.0%, the percentage of students enrolled only in distance learning has hovered around 30% over the entire observed time period.

Table 10. Majors for Fall Terms 2007 to 2012

Major	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Uncollected	305	9.9	492	18.4	465	15.1	474	15.3	394	13.2	3	0.1
Undeclared	1,219	39.4	812	30.3	817	26.6	574	18.5	551	18.5	561	18.2
Child Development Permit	15	0.5										
Auto Electricity & Electronics											1	0.0
Auto Engine Performance							1	0.0	5	0.2	3	0.1
Certificate in Accounting	7	0.2	7	0.3	2	0.1						
Accounting	39	1.3	35	1.3	45	1.5	41	1.3	34	1.1	36	1.2
Cert of Achievement Accounting					3	0.1	1	0.0	1	0.0		
Admin Services I (Local)											1	0.0
Administrative Services							7	0.2	12	0.4	17	0.6
Art	21	0.7	44	1.6	55	1.8	66	2.1	48	1.6	64	2.1
Auto Electronic & Microprocessors	2	0.1	1	0.0								
Auto Engine Rebuilding	4	0.1	1	0.0	2	0.1	2	0.1				
Auto Master Tech, Entry Level			3	0.1	2	0.1						
Auto Tune-Up, Elec, Diag, & Em			2	0.1								
Auto Technology	13	0.4	10	0.4	20	0.7	23	0.7	5	0.2	3	0.1
Banking and Finance			1	0.0	1	0.0						
Business Administration	160	5.2	140	5.2	179	5.8	182	5.9	184	6.2	229	7.4
General Business	148	4.8	86	3.2	66	2.1	68	2.2	62	2.1	99	3.2

Major	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Cert of Achv in CJA - Corrections			6	0.2	9	0.3	5	0.2	8	0.3	7	0.2
Criminal Justice Admin	177	5.7	122	4.6	143	4.7	141	4.5	159	5.3	205	6.7
Criminal Justice Admin-Corrections			36	1.3	43	1.4	29	0.9	16	0.5	24	0.8
Computer Science	30	1.0	28	1.0	21	0.7	12	0.4	5	0.2	1	0.0
Cert of Achv in Court Reporting			9	0.3	16	0.5	18	0.6	13	0.4	7	0.2
Court Reporting			14	0.5	31	1.0	27	0.9	29	1.0	29	0.9
Dental Hygiene	171	5.5	42	1.6	56	1.8	44	1.4	47	1.6	72	2.3
Direct Support Education			2	0.1	2	0.1	6	0.2	8	0.3	9	0.3
Cert of Achv in Direct Support Ed											1	0.0
Associate Teacher in ECEF									4	0.1	9	0.3
Early Childhood Education	165	5.3	155	5.8	173	5.6	120	3.9	53	1.8	50	1.6
Cert of Achv in Early Care Educ			19	0.7	23	0.7	5	0.2	1	0.0	7	0.2
Cert in Early Child Educ (local)	13	0.4	10	0.4	6	0.2	3	0.1				
Early Care Educ & Family Studies							30	1.0	51	1.7	73	2.4
Early Intervention Assistant I			1	0.0								
Electronics			1	0.0	1	0.0						
Master Teacher in ECEF									5	0.2	13	0.4
Energy Technology							15	0.5	25	0.8	47	1.5
English	24	0.8	30	1.1	43	1.4	26	0.8	34	1.1	51	1.7
Engineering	23	0.7	15	0.6	9	0.3	3	0.1				
Cert of Achv in Energy Technology											1	0.0
Teacher in ECEF									9	0.3	13	0.4
Cert in Family Care Provider (local)			2	0.1								
Family Child Care Provider II	1	0.0					1	0.0				
Family Care Provider	2	0.1	8	0.3	3	0.1	2	0.1				
Graphic Design	2	0.1	2	0.1	1	0.0						
History									13	0.4	19	0.6
Information Technology & Mgmt			1	0.0			13	0.4	18	0.6	14	0.5

Major	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Cert of Achv in Info Tech & Mgmt	1	0.0			1	0.0	1	0.0			2	0.1
Certificate in Info Management	1	0.0									1	0.0
Cert of Achv in Indus Health/Safety							2	0.1	4	0.1	5	0.2
Independent Living Skills							1	0.0	42	1.4	48	1.6
Industrial Arts	4	0.1	11	0.4	3	0.1	3	0.1				
Industrial Health & Safety			9	0.3	12	0.4	9	0.3	12	0.4	25	0.8
Industrial Technology	5	0.2	13	0.5	12	0.4	8	0.3	2	0.1	1	0.0
Cert in Indus Health & Safety			2	0.1	2	0.1			1	0.0		
Journalism	12	0.4	7	0.3	13	0.4	11	0.4	13	0.4	6	0.2
Liberal Arts Allied Health							62	2.0	103	3.5	189	6.1
Liberal Arts Business & Tech							6	0.2	7	0.2	7	0.2
Liberal Arts Communication							7	0.2	41	1.4	116	3.8
Liberal Arts Health & PE							25	0.8	28	0.9	47	1.5
Liberal Arts Arts & Humanities							15	0.5	20	0.7	28	0.9
Liberal Arts Math & Science							28	0.9	47	1.6	92	3.0
Liberal Arts Natural Life Science							8	0.3	46	1.5	84	2.7
Liberal Arts Natural/Phys Science							1	0.0	7	0.2	16	0.5
Liberal Arts Social/Behav Science							29	0.9	49	1.6	71	2.3
Liberal Arts	350	11.3	145	5.4	104	3.4	51	1.6	12	0.4	6	0.2
Life Science	42	1.4	145	5.4	243	7.9	300	9.7	251	8.4	211	6.9
Management							5	0.2	10	0.3	8	0.3
Mathematics	17	0.5	17	0.6	29	0.9	35	1.1	22	0.7	39	1.3
Cert in Mgmnt Cust Service (Local)											1	0.0
Cert of Achv in Management							1	0.0	2	0.1	8	0.3
Multi-Media Journalism									1	0.0	5	0.2
Office Technology			1	0.0								
Office Technology	9	0.3	4	0.1	12	0.4	14	0.5	5	0.2		
Cert of Achv in Office Technology	1	0.0	2	0.1	6	0.2	2	0.1	1	0.0		

Major	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%	N	%
Cert in Office Technology	1	0.0	1	0.0	1	0.0						
Petroleum Technology			7	0.3	9	0.3	2	0.1	1	0.0		
Physical Education	26	0.8	17	0.6	37	1.2	45	1.4	30	1.0	38	1.2
Physical Science	29	0.9	14	0.5	19	0.6	24	0.8	28	0.9	33	1.1
Pre-Dental			16	0.6	32	1.0	30	1.0	15	0.5	6	0.2
Recreation							2	0.1	2	0.1	2	0.1
Recreation (Legacy)			2	0.1								
Secretarial Studies	5	0.2	5	0.2	2	0.1	2	0.1	1	0.0		
Social Science	48	1.6	122	4.6	301	9.8	413	13.3	356	11.9	239	7.8
TIL Program							8	0.3	1	0.0		
Psychology for Transfer											50	1.6
Sociology for Transfer											12	0.4
Welding							14	0.5	27	0.9	12	0.4
Cert of Achv in Pipe Code Welding							3	0.1	4	0.1		
Cert of Achv in Struc Code Welding												
Total	**3,092**	**100.0**	**2,677**	**100.0**	**3,075**	**100.0**	**3,106**	**100.0**	**2,985**	**100.0**	**3,077**	**100.0**

Source: Data Extracted from Taft College Research Office Decision Support System Database

Counts of majors are of all on-campus and distance learning students who declared a major. The top six majors in fall 2007 were:

- Liberal Arts (350),
- Criminal Justice Administration (177),
- Dental Hygiene (171),
- Early Childhood Education (165),
- Business Administration (160), and
- General Business (148).

There was a large break between number six (General Business) and the seventh most selected major, Social Science (48). By fall 2012, the top ten majors were:

- Business Administration (151),
- Criminal Justice Administration (133),
- Life Science (122),
- Social Science (120),
- Liberal Arts Allied Health (118),
- Liberal Arts Communication (90),

- Liberal Arts Math & Science (73),
- Liberal Arts Natural Life Science (66),
- Dental Hygiene (61), and
- Liberal Arts Social/Behavioral Science (58).

Table 11a. Associate Degrees Earned by Academic Year 2007-2008 to 2012-2013

Associate Degrees	Academic Year											
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%
Accounting	1	0.5	2	0.8			1	0.4	2	0.7	2	0.6
Administrative Services							1	0.4	2	0.7	3	0.9
Art	1	0.5			1	0.4	3	1.1	2	0.7	3	0.9
Art History for Transfer											1	0.3
Auto Technology			2	0.8	2	0.8	1	0.4	1	0.3	1	0.3
Business Administration	4	1.8	6	2.4	5	1.9	10	3.7	10	3.5	3	0.9
Court Reporting							1	0.4	2	0.7	2	0.6
Criminal Justice Administration	17	7.7	21	8.3	23	8.6	19	7.0	17	5.9	23	7.0
Crim Justice Admin-Corrections	5	2.3	3	1.2	1	0.4			2	0.7		
Dental Hygiene	24	10.9	21	8.3	24	9.0	23	8.5	21	7.3	17	5.2
Direct Support Education			1	0.4			1	0.4	1	0.3		
Early Care Educ & Family Studies											8	2.4
Early Childhood Education	13	5.9	20	7.9	13	4.9	12	4.4	20	6.9	13	4.0
Electronics	1	0.5										
Energy Technology									1	0.3		
English			1	0.4	1	0.4	4	1.5	1	0.3	4	1.2
General Business	8	3.6	9	3.6	11	4.1	4	1.5	6	2.1	11	3.4
History							1	0.4			1	0.3
History for Transfer											2	0.6
Industrial Technology									1	0.3		
Journalism					2	0.8	1	0.4				

Associate Degrees	Academic Year											
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%
Liberal Arts	127	57.5	127	50.4	67	25.2	21	7.7	10	3.5	1	0.3
Liberal Arts Allied Health							9	3.3	15	5.2	20	6.1
Liberal Arts Arts & Humanities							3	1.1	4	1.4	5	1.5
Liberal Arts Business & Tech									1	0.3	7	2.1
Liberal Arts Communication							10	3.7	41	14.2	64	19.5
Liberal Arts Health & PE							7	2.6	6	2.1	15	4.6
Liberal Arts Math & Science							5	1.8	10	3.5	22	6.7
Liberal Arts Natural/Life Science							4	1.5	3	1.0	2	0.6
Liberal Arts Natural/Phys Sci							2	0.7				
Liberal Arts Social/Behav Science											1	0.3
Life Science	8	3.6	12	4.8	32	12.0	31	11.4	33	11.5	15	4.6
Mathematics									1	0.3	3	0.9
Office Technology					2	0.8			2	0.7		
Physical Education					1	0.4	2	0.7	1	0.3		
Physical Science	1	0.5									1	0.3
Psychology for Transfer									2	0.7	4	1.2
Recreation					1	0.4						
Social Science	11	5.0	27	10.7	80	30.1	95	35.1	69	24.0	73	22.3
Sociology for Transfer											1	0.3
Welding									1	0.3		
Total	221	100.0	252	100.0	266	100.0	271	100.0	288	100.0	328	100.0

Source: Data Extracted from Taft College BANNER Database

The top ten associate degrees awarded in the 2007-2008 academic year were:

- Liberal Arts (127),
- Dental Hygiene (24),
- Criminal Justice Administration (17),
- Early Childhood Education (13),
- Social Science (11),
- General Business (8),
- Life Science (8),
- Criminal Justice Administration - Corrections (5),
- Business Administration (4), and
- Accounting (1)

By academic year 2002-2013, the top ten associate degrees awarded were:

- Social Science (73),

- Liberal Arts Communication (64),
- Criminal Justice Administration (23),
- Liberal Arts Math & Science (22),
- Liberal Arts Allied Health (20),
- Dental Hygiene (17),
- Liberal Arts Health & Physical Education (15),
- Life Science (15),
- Early Childhood Education (13), and
- General Business (11).

Table 11b. Certificates 6-17.99 Units Earned by Academic Year 2007-2008 to 2012-2013

Local Certificates 6-17.99 Units	Academic Year											
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%
Administrative Services I											1	1.6
Advanced Office Technology							1	8.3				
Associate Teacher in ECEF									3	15.8	6	9.7
Auto Brakes & Suspension					1	6.3	1	8.3	1	5.3		
Auto Engine Rebuilding							1	8.3	1	5.3	1	1.6
Auto Power Trains							1	8.3	2	10.5		
Family Care Provider	1	5.3										
Information Management									1	5.3	2	3.2
Child Developmnt Assisant Teach	4	21.1	3	37.5	8	50.0	3	25.0	7	36.8	25	40.3
Child Developmnt Associate Teacher	3	15.8	5	62.5	7	43.8	3	25.0	1	5.3		
Energy Technology Entry Level											4	6.5
Energy Technology Foundation											4	6.5
Family Care Provider	10	52.6										
Master Teacher Special Needs											4	6.5
Management Customer Service							1	8.3	3	15.8	15	24.2
Office Technology	1	5.3					1	8.3				
Total	**19**	**100.0**	**8**	**100.0**	**16**	**100.0**	**12**	**100.0**	**19**	**100.0**	**62**	**100.0**

Source: Data Extracted from Taft College BANNER Database

Table 11c. Certificates 18-29.99 Units Earned by Academic Year 2007-2008 to 2012-2013

Certificates 18-29.99 Units	Academic Year											
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%
Cert of Achv in Accounting									1	11.1	1	3.7
Cert of Achv in Auto Engine Rebuildng					1	33.3						
Cert of Achv in Auto Tuneup & Elec			1	20.0			1	50.0				
Cert of Achv in Direct Support Educ			2	40.0					1	11.1	4	14.8
Cert of Achv in Early Intervention I	1	10.0							1	11.1	3	11.1
Cert of Achv in Info Tech & Mgmt											3	11.1
Cert of Achv in Auto Computer Engine Control	1	10.0					1	50.0				
Cert of Achv in Auto Electricity & Elec									3	33.3		
Cert of Achv in Auto Elec & Microprsrs			1	20.0								
Cert of Achv in Auto Eng Performnce									3	33.3		
Cert of Achv in Auto Engine Rebuild	2	20.0										
Cert of Achv in Auto Tune-up, Elec, Diagnosis, & Emissions	1	10.0										
Cert of Achv in CJA - Corrections	1	10.0	1	20.0							1	3.7
Cert of Achv in Administrative Svcs											1	3.7
Cert in Petroleum Technology	1	10.0										
Cert of Achv in Accounting	2	20.0										
Cert of Achv in CJA - Corrections					2	66.7						
Cert of Achv in Energy Technology Industrial Health & Safety											4	14.8
Cert of Achv Energy Tech Petrol Engine/Geo											4	14.8
Cert of Achv in Energy Technology Field Tech											4	14.8
Cert of Achv - Master Teacher in ECEF											1	3.7
Cert in Petroleum Technology (local)	1	10.0										
Cert of Achv - Teacher in ECEF											1	3.7
Total	**10**	**100.0**	**5**	**100.0**	**3**	**100.0**	**2**	**100.0**	**9**	**100.0**	**27**	**100.0**

Source: Data Extracted from Taft College BANNER Database

Table 11d. Certificates 30-59.99 Units, 60+ Units, and Noncredit Certificates Earned by Academic Year 2007-2008 to 2012-2013

Certificates	Academic Year											
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%
Certificates 30-59.99 Units												
Achv Cert in Court Reporting									2			
Achv Cert in Early Care Educ											2	
Cert of Achv in Energy Technology											3	
Cert of Achv in Dental Hygiene											17	
Certificates 60+ Units												
Auto Master Tech, Entry Level					1							
Noncredit Certificates												
Independent Living Skills	1		2		15		23				24	
TIL Program			42		3		2		22		1	

Source: Data Extracted from Taft College BANNER Database

The top ten certificates in the 2007-2008 academic year were:

- Family Care Provider (10),
- Child Development Assistant Teacher (local) (4),
- Child Development Associate Teacher (3),
- Auto Engine Rebuilding (2),
- Certificate in Accounting (2),
- Certificate in Family Care Provider (1),
- Office Technology (1),
- Certificate of Achievement in Early Intervention I (1),
- Automotive Computerized Engine Control (1), and
- Automotive Tune-up, Electronic Diagnosis, & Emissions (1).

The top ten certificates in the 2012-2013 academic year were:

- Child Development Assistant Teacher (local) (25),
- Independent Living Skills (24),
- Dental Hygiene (17),
- Management Customer Service (local) (15),
- Associate Teacher in ECEF (6),
- Energy Technology Entry Level (4),
- Energy Technology Foundation (4),
- Master Teacher Special Needs (4),
- Certificate of Achievement in Direct Support Ed (4), and
- Energy Technology Industrial Health Safety (4).

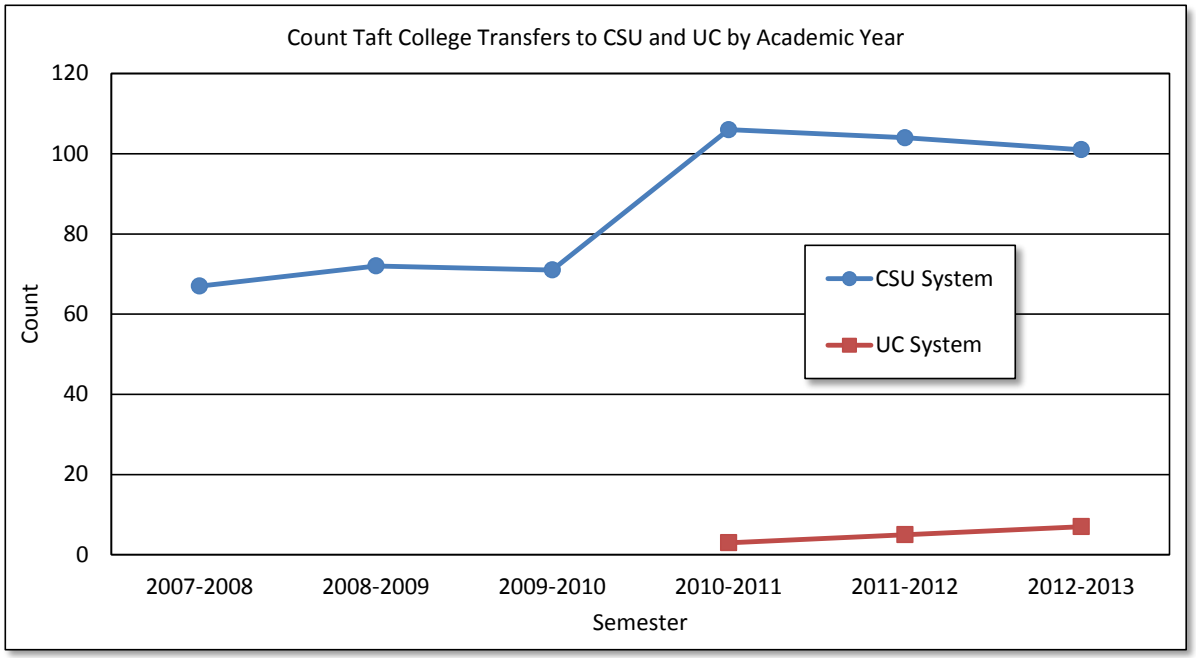
Two general observations include the fact that many more certificates were awarded in 2012-2013 than in 2007-2008 and the certificates that were awarded generally fell into several categories (ECE, Auto Tech, Business, Dental Hygiene, for example).

Table 12a. Transfers to CSU for Local Community Colleges by Academic Year 2007-2008 to 2012-2013

Community College	Academic Year					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Bakersfield College	815	750	746	762	783	628
College of the Canyons	697	624	459	605	702	534
Porterville College	120	105	87	131	110	108
Taft College	67	72	71	106	104	101
West Hills College	206					
West Hills College Coalinga		136	78	74	62	47
West Hills College Lemoore		27	30	79	118	51
Local Colleges Total	1,905	1,714	1,471	1,757	1,879	1,469
CCC System Total	54,971	49,770	37,647	56,959	51,050	44,236

Source: Data Extracted from Taft College BANNER Database

Figure 12. Transfers to CSU by Academic Year 2007-2008 to 2012-2013



Tables 12a and 12b and Figure 12 show counts of Taft College and selected other local community college students who transferred to a CSU or a UC campus for academic years 2007-2008 to 2012-2013. UC transfers prior to 2010-2011 were not available. The number of students who transferred to the CSU system between 2007-2008 and 2009-2010 remained close to 70 per year, then shot up to around 105 per year starting in 2010-2011. Taft College transfers to the UC system amounted to 3, 5, and 7 students for academic years 2010-2011, 2011-2012, and 2012-2013 respectively. Although these numbers for the UC system suggest an upward trend, there are too few numbers and too few years to make any definitive conclusions about transfers to the UC system.

Table 12b. Transfers to UC for Local Community Colleges by Academic Year 2007-2008 to 2012-2013

Community College	Academic Year		
	2010-2011	2011-2012	2012-2013
Bakersfield College	65	48	59
College of the Canyons	195	202	172
Porterville College	11	16	13
Taft College	3	5	7
West Hills College	7		
West Hills College Coalinga		7	9
West Hills College Lemoore	10	5	8
Local Colleges Total	291	283	268

Source: Data Extracted from California Community College Chancellor's Office Datamart Website

Taft College transfer-to-UC numbers are included in Figure 12. Other community colleges are included in this table for comparison of trends over time. Given the very low numbers of transfers to the UC system for Taft College during the observation period, it is impossible to make any definitive conclusions regarding trends.

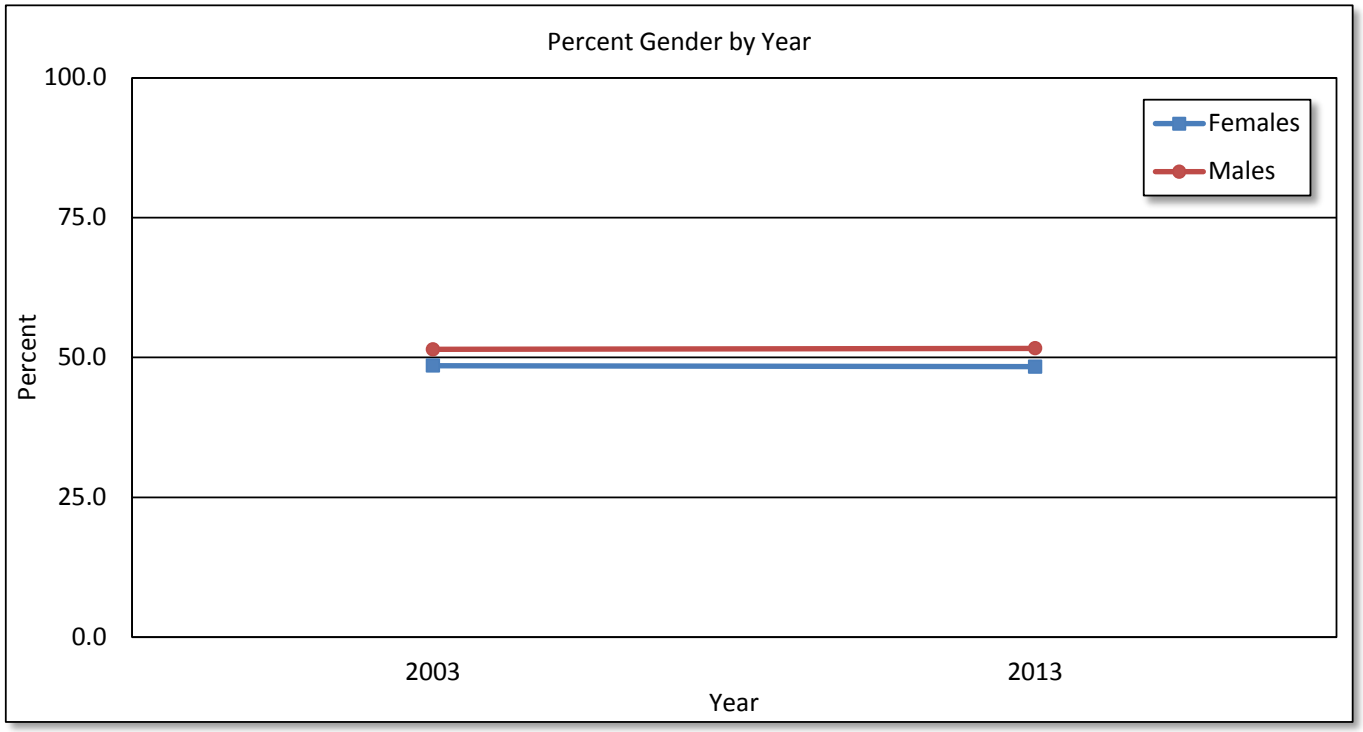
External Scan

Table 13a. Gender Count and Percent for 2003 and 2013 for Kern County

Gender	Year				% Change
	2003		2013		
	N	%	N	%	
Females	346,774	48.6	425,198	48.4	23%
Males	367,482	51.4	454,040	51.6	24%
Total	714,256	100.0	879,238	100.0	23%

Source: Data Extracted from California Community College Chancellor's Office Datamart Website

Figure 13. Gender Percent for 2003 and 2013 for Kern County



The gender ratio in Kern County remained relatively stable across the observation period: about 48.5% for females and 51.5% for males. This is unlike the state and national trends where females comprised just over 50% of the population. This type of reversal is often seen in areas with high amounts of in-migration of seasonal farm laborers that have a higher percentage of males, which is one possible explanation for this outcome. Another potential explanation is that of counting prisoner populations in census counts, where prisoners are counted as residents in the place where they are incarcerated, not where they are originally from. It is unknown if this is an issue for the numbers presented in the preceding table and figure.

Table 13b. Gender Count and Percent for 2003 and 2013 for California

Gender	Year				% Change
	2003		2013		
	N	%	N	%	
Females	17,709,403	50.2	19,301,407	50.3	9%
Males	17,543,590	49.8	19,088,340	49.7	9%
Total	35,252,994	100.0	38,389,747	100.0	9%

Source: Data Extracted from California Community College Chancellor's Office Datamart Website

Table 13c. Gender Count and Percent for 2003 and 2013 for National

Gender	Year				% Change
	2003		2013		
	N	%	N	%	
Females	147,679,039	50.9	160,992,222	50.8	9%
Males	142,428,894	49.1	156,001,834	49.2	10%
Total	290,107,933	100.0	316,994,057	100.0	9%

Source: Data Extracted from California Community College Chancellor's Office Datamart Website

As noted for the Kern County gender count and percent, the "normal" gender ratio runs slightly in favor of females due to a variety of factors. This trend is seen both at the state and national level.

Table 14a. Age Group Count and Percent for 2003 and 2013 for Kern County

Age Group	Year				% Change
	2003		2013		
	N	%	N	%	
Under 5 years	59,847	8.4	75,297	8.6	26%
5 to 9 years	59,877	8.4	71,910	8.2	20%
10 to 14 years	65,553	9.2	70,456	8.0	7%
15 to 19 years	59,527	8.3	69,408	7.9	17%
20 to 24 years	55,257	7.7	71,176	8.1	29%
25 to 29 years	49,232	6.9	68,840	7.8	40%
30 to 34 years	49,802	7.0	63,361	7.2	27%
35 to 39 years	50,854	7.1	56,540	6.4	11%
40 to 44 years	54,295	7.6	54,044	6.1	0%
45 to 49 years	48,778	6.8	54,380	6.2	11%
50 to 54 years	39,650	5.6	54,163	6.2	37%
55 to 59 years	31,543	4.4	48,225	5.5	53%
60 to 64 years	24,676	3.5	39,153	4.5	59%
65 to 69 years	19,598	2.7	28,650	3.3	46%
70 to 74 years	16,492	2.3	20,411	2.3	24%
75 to 79 years	13,276	1.9	14,240	1.6	7%
80 to 84 years	9,133	1.3	10,095	1.1	11%
85 years and over	6,868	1.0	8,890	1.0	29%
Total	**714,256**	**100.0**	**879,238**	**100.0**	**23%**

Source: Data Provided by EMSI

The "% Change" column indicates how much the count (N) for each age group changed between 2003 and 2013. Differences between the age groups in percent change indicate disproportionate increases or decreases over the ten year observation period. For example, the 60 to 64 year old age group increased by 59%, while the 40 to 44 year old age group did not increase at all. The large increase in the 60 to 64 year old group is a reflection of the baby boomers, those born between 1946 and 1964, living in Kern County. A similar trend is seen statewide and nationally. The zero percent increase in the 40 to 44 year old group reflects the results of a low birthrate period in the 1970s and 1980s.

Table 14b. Age Group Count and Percent for 2003 and 2013 for California

Age Group	Year				% Change
	2003		2013		
	N	%	N	%	
Under 5 years	2,517,790	7.1	2,572,614	6.7	2%
5 to 9 years	2,548,504	7.2	2,511,596	6.5	-1%
10 to 14 years	2,781,863	7.9	2,581,419	6.7	-7%
15 to 19 years	2,559,296	7.3	2,723,046	7.1	6%
20 to 24 years	2,605,156	7.4	2,918,106	7.6	12%
25 to 29 years	2,514,926	7.1	2,879,086	7.5	14%
30 to 34 years	2,696,225	7.6	2,707,448	7.1	0%
35 to 39 years	2,710,998	7.7	2,530,083	6.6	-7%
40 to 44 years	2,774,875	7.9	2,579,353	6.7	-7%
45 to 49 years	2,546,721	7.2	2,635,914	6.9	4%
50 to 54 years	2,188,696	6.2	2,623,652	6.8	20%
55 to 59 years	1,763,722	5.0	2,381,359	6.2	35%
60 to 64 years	1,298,842	3.7	2,067,694	5.4	59%
65 to 69 years	1,033,339	2.9	1,535,888	4.0	49%
70 to 74 years	896,323	2.5	1,087,882	2.8	21%
75 to 79 years	781,302	2.2	797,698	2.1	2%
80 to 84 years	573,411	1.6	616,643	1.6	8%
85 years and over	461,006	1.3	640,267	1.7	39%
Total	**35,252,994**	**100.0**	**38,389,747**	**100.0**	**9%**

Source: Data Provided by EMSI

Table 14c. Age Group Count and Percent for 2003 and 2013 for National

Age Group	Year				% Change
	2003		2013		
	N	%	N	%	
Under 5 years	19,592,445	6.8	20,327,099	6.4	4%
5 to 9 years	19,620,851	6.8	20,481,134	6.5	4%
10 to 14 years	21,415,353	7.4	20,971,569	6.6	-2%
15 to 19 years	20,797,166	7.2	21,471,336	6.8	3%
20 to 24 years	20,591,688	7.1	22,445,712	7.1	9%
25 to 29 years	18,771,585	6.5	21,812,972	6.9	16%
30 to 34 years	20,472,210	7.1	21,208,429	6.7	4%
35 to 39 years	21,264,159	7.3	19,698,642	6.2	-7%
40 to 44 years	22,890,047	7.9	20,379,955	6.4	-11%
45 to 49 years	21,722,676	7.5	21,784,776	6.9	0%
50 to 54 years	19,097,278	6.6	22,617,324	7.1	18%
55 to 59 years	15,814,557	5.5	21,056,195	6.6	33%
60 to 64 years	12,194,388	4.2	18,932,489	6.0	55%
65 to 69 years	9,830,796	3.4	14,386,694	4.5	46%
70 to 74 years	8,670,119	3.0	10,276,426	3.2	19%
75 to 79 years	7,497,842	2.6	7,564,574	2.4	1%
80 to 84 years	5,398,596	1.9	5,787,147	1.8	7%
85 years and over	4,466,176	1.5	5,791,584	1.8	30%
Total	**290,107,933**	**100.0**	**316,994,057**	**100.0**	**9%**

Source: Data Provided by EMSI

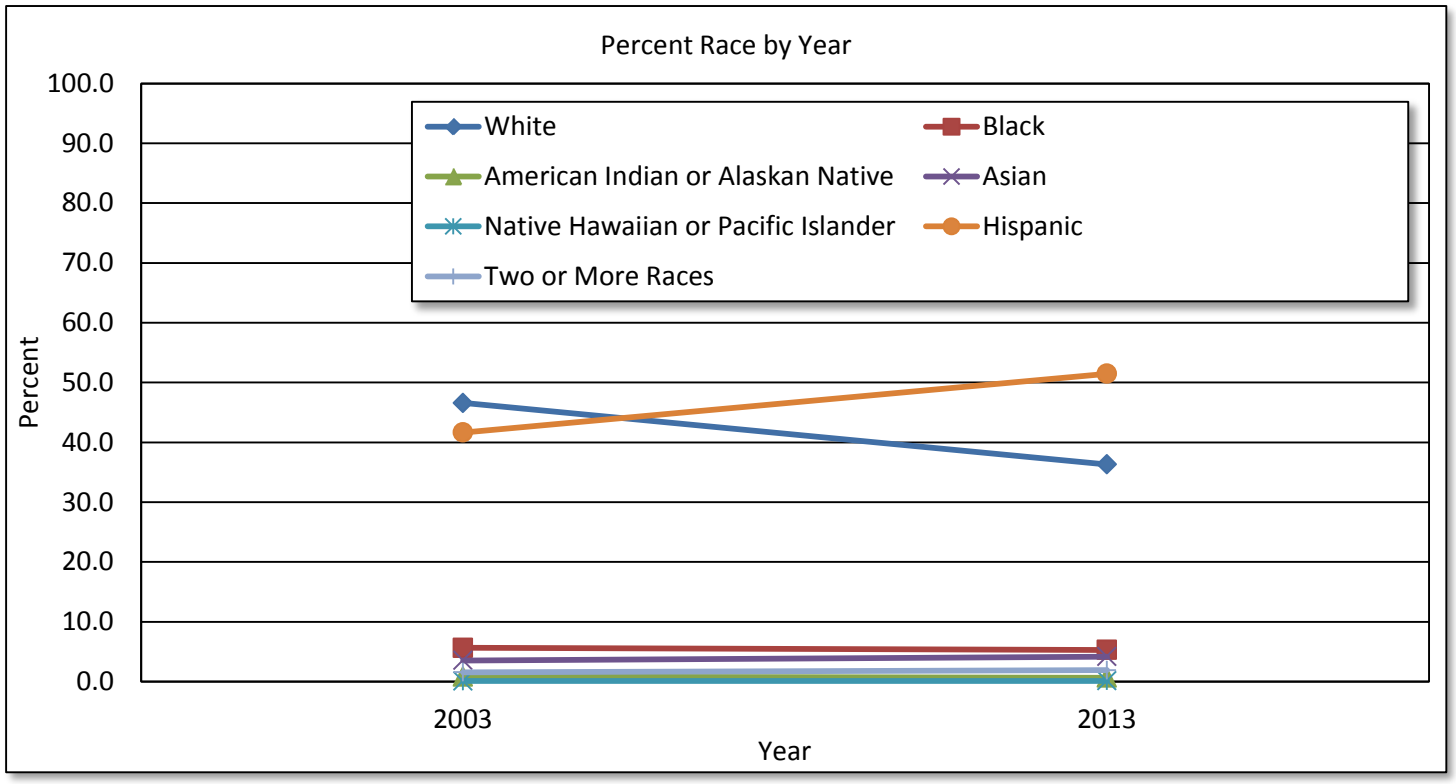
Table 14c shows the disproportionate increases and decreases between age groups between the two observation years are similar to the increases and decreases seen for Kern County, although the magnitude of the change may be different. This finding is a confirmation that not even Kern County can escape the impact of demographic trends, such as the post WWII baby boom and the 1970s recession-driven birthrate decline, that affect the state and the country.

Table 15a. Race Count and Percent for 2003 and 2013 for Kern County

Race	Year				% Change
	2003		2013		
	N	%	N	%	
White	332,797	46.6	319,297	36.3	-4%
Black	40,363	5.7	46,666	5.3	16%
American Indian or Alaskan Native	6,153	0.9	5,876	0.7	-5%
Asian	25,396	3.6	36,722	4.2	45%
Native Hawaiian or Pacific Islander	814	0.1	1,126	0.1	38%
Hispanic	297,436	41.6	452,638	51.5	52%
Two or More Races	11,296	1.6	16,914	1.9	50%
Total	**714,256**	**100.0**	**879,238**	**100.0**	**23%**

Source: Data Provided by EMSI

Figure 15a. Race Count and Percent for 2003 and 2013 for Kern County



As Figure 15a indicates, the percentage of Kern County residents who identify as White has decreased from about 47% in 2003 to about 36% by 2013 while the percentage of Hispanics has increased from about 42% to about 52% during the same time. Whites and Asians were the only two groups to show a decline in the count of residents during this decade. Although the racial groups other than Whites and Asians increased in number, their percentage of the total remained about the same over the observed years.

Table 15b. Race Count and Percent for 2003 and 2013 for California

Race	Year				% Change
	2003		2013		
	N	%	N	%	
White	15,871,047	45.0	14,796,158	38.5	-7%
Black	2,216,823	6.3	2,195,626	5.7	-1%
American Indian or Alaskan Native	178,073	0.5	163,587	0.4	-8%
Asian	4,124,994	11.7	5,117,442	13.3	24%
Native Hawaiian or Pacific Islander	118,549	0.3	139,680	0.4	18%
Hispanic	12,029,824	34.1	14,973,654	39.0	24%
Two or More Races	713,684	2.0	1,003,600	2.6	41%
Total	35,252,994	100.0	38,389,747	100.0	9%

Source: Data Provided by EMSI

There are some distinct differences in the racial profile across the observed time interval between Kern County and the State of California. For example, whereas the percentage of Blacks increased in Kern County by a relatively large 16%, their percentage of the statewide population decreased by about 1%. The percentage of the population who identified as White decreased in both Kern County (-4%) and statewide (-7%). Asians increased 24% statewide and 45% in Kern County. Pacific Islanders increased 18% statewide and 38% in Kern County, although their count in Kern County was relatively small. Hispanics, on the other hand, showed a very large 52% increase in Kern County and a smaller 24% increase statewide.

Table 15c. Race Count and Percent for 2003 and 2013 for National

Race	Year				% Change
	2003		2013		
	N	%	N	%	
White	196,232,761	67.6	197,791,089	62.4	1%
Black	35,438,251	12.2	39,070,564	12.3	10%
American Indian or Alaskan Native	2,152,127	0.7	2,325,526	0.7	8%
Asian	11,801,041	4.1	15,883,835	5.0	35%
Native Hawaiian or Pacific Islander	408,032	0.1	534,702	0.2	31%
Hispanic	40,049,430	13.8	55,083,531	17.4	38%
Two or More Races	4,026,292	1.4	6,304,810	2.0	57%
Total	290,107,933	100.0	316,994,057	100.0	9%

Source: Data Provided by EMSI

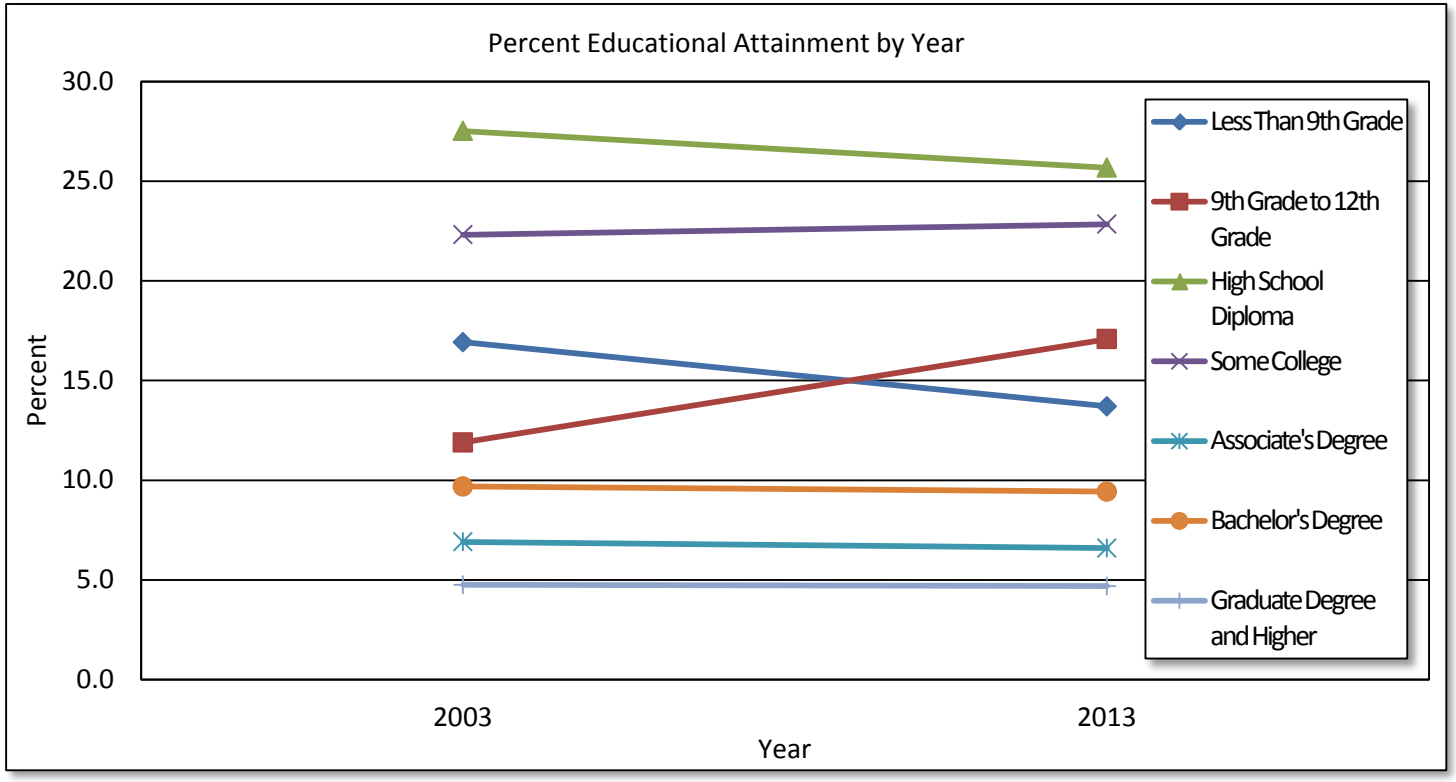
The national race percent change numbers across racial categories differ from the county and state in that no group actually goes down in number, they all go up. Some go up more than others. For example, Whites saw the smallest increase with a 1% change although they remain the largest group, comprising 62.4% of the national population. The largest gains were seen by those who indicated two or more races (57%), Hispanic (38%), and Asian (35%).

Table 16. Educational Attainment Age 25 Years and Older for 2003 and 2013 for Kern County

Educational Attainment	Year				% Change
	2003		2013		
	N	%	N	%	
Less Than 9th Grade	70,092	16.9	71,396	13.7	2%
9th Grade to 12th Grade	49,276	11.9	88,960	17.1	81%
High School Diploma	113,960	27.5	133,764	25.7	17%
Some College	92,428	22.3	118,972	22.8	29%
Associate Degree	28,626	6.9	34,362	6.6	20%
Bachelor's Degree	40,106	9.7	49,110	9.4	22%
Graduate Degree and Higher	19,709	4.8	24,427	4.7	24%
Total	414,197	100.0	520,991	100.0	26%

Source: Data Provided by EMSI

Figure 16. Educational Attainment Age 25 Years and Older for 2003 and 2013 for Kern County



In regards to highest level of educational attainment for residents over the age of 25 within Kern County in the years 2003 and 2013, the two largest groups for both years were those with a high school diploma and those with some college. A first impression when looking at Figure 16 is that five of the seven educational attainment categories declined between 2003 and 2013, which in itself is not surprising, as some categories decline others must go up because all possibilities are covered. The category that increased the most was that of 9th grade to 12th grade being the highest educational attainment. The associate degree, bachelor's degree, and graduate or higher degree attainment categories all decreased slightly between 2003 and 2013, and all were under 10%.

Table 17. Top Languages Spoken at Home in Kern County 2000 and 2012

Language	Year		Difference	% Change
	2000	2012		
Speak only English	404,239	441,770	37,531	9%
Spanish or Spanish Creole	175,849	304,122	128,273	73%
French (including Patois, Creole, Cajun)	1,119	1,034	(85)	-8%
German or other West Germanic languages	1,318	1,326	8	1%
Korean	977	1,585	608	62%
Chinese	1,559	1,491	(68)	-4%
Vietnamese	469	2,148	1,679	358%
Tagalog	6,317	9,123	2,806	44%
Other Asian and Pacific Island languages	4,725	4,736	11	0%

Source: Data Provided by EMSI

To help facilitate interpretation of Table 17, a column was included showing the difference between the number of speakers of each language for the years 2000 and 2012. As can be seen in Table 17, the category of Spanish speaking individuals increased by 128,000, far outpacing any of the other categories. The largest increase in percentages was for speakers of the Vietnamese language, which went from less than 500 speakers in 2000 to over 2,100 in 2012. Tagalog gained just over 2,800 speakers and French and Chinese speakers both decreased in number over the twelve year period.

Table 18. Count Kern County Households 2000 and 2012

Household Type	Year		% Change
	2000	2012*	
Total Households	208,652	255,967	23%
Family	156,401	193,728	24%
2 Person	51,614	59,687	16%
3 Person	33,023	42,491	29%
4 Person	32,963	40,603	23%
5 Person	19,870	27,268	37%
6 Person	9,965	15,133	52%
7+ Person	8,966	8,546	-5%
Nonfamily	52,251	62,239	19%
1 Person	42,379	50,392	19%
2 Person	7,770	9,519	23%
3 Person	1,261	1,538	22%
4 Person	499	699	40%
5+ Person	342	91	-73%

*Numbers for 2012 are estimated from the American Community Survey

Table 18 shows the number of households by persons in the household for the years 2000 and 2012. Disproportionate change between household sizes in each row is indicated where the number in the percent change column differs substantially from the other rows. For example, 2 person family households increased by only 16% whereas 6 person households increased by 52%. For non-family households, 4 person households increased at almost twice the rate as 1, 2, or 3 person households.

Table 19a. Median Household Income in Kern County 2005 and 2012 by Race and Age

Median Income Group	Year		% Change
	2005	2012	
Total	$40,224	$45,910	14%
Race			
White	$42,658	$49,103	15%
Black or African American	$31,918	$35,033	10%
American Indian and Alaska Native		$29,992	
Asian	$57,473	$66,650	16%
Native Hawaiian and Other Pacific Islander		$51,436	
Hispanic or Latino origin (of any race)	$31,309	$37,135	19%
Some other race	$31,684	$37,317	18%
Two or more races	$40,524	$31,993	-21%
Age			
15 to 24 years	$25,403	$32,408	28%
25 to 44 years	$40,185	$48,071	20%
45 to 64 years	$51,233	$54,255	6%
65 years and over	$30,104	$32,051	6%

Source: Data Extracted from United States Census Bureau www.census.gov Website

The median household income in Kern County rose from $40,224 in 2005 to $45,910 in 2012, a difference of about $5,700 a year, or 14%, in the seven-year period under observation. When breaking the 2012 median household income down by race, Table 19a shows that Asians topped the list, the only group to break into the $60,000+ bracket followed by Native Hawaiians and Other Pacific Islanders at $51,436 and Whites at $49,103. Native Americans were at the bottom of the list with $29,992 followed by two or more races at $31,993 and Blacks at $35,033. Almost all of the racial groups showed a gain over the seven-year period with Hispanics leading the pack with a 19% gain. By contrast, the two or more races category showed a sharp decline in household income, going from $40,524 in 2005 to $31,993 in 2012, a difference of about $8,500 a year.

All age groups showed an increase in median household income between 2005 and 2012; with the youngest group (15 to 24 years) showing the largest gain of 28%, the largest gain in a racial or age group.

Table 19b. Median Household Income in Kern County 2005 and 2012 by Family and Nonfamily Households

Median Income Group	Year		% Change
	2005	2012	
Family Households			
Median Income	$45,111	$49,430	10%
With own children under 18 years	$38,762	$42,008	8%
With no own children under 18 years	$54,395	$55,243	2%
Married-couple families	$57,913	$64,391	11%
Female householder, no husband present	$20,519	$22,027	7%
Male householder, no wife present	$28,129	$32,822	17%
Nonfamily Households			
Median Income	$25,016	$29,988	20%
Female householder	$20,334	$24,887	22%
Living alone	$17,714	$21,581	22%
Not living alone	$32,902	$46,830	42%
Male householder	$30,261	$38,334	27%
Living alone	$25,892	$29,645	14%
Not living alone	$46,790	$59,718	28%

Source: Data Extracted from United States Census Bureau www.census.gov Website

In Table 19a shown above, median household income is broken out by various combinations of family type for the years 2005 and 2012. What is immediately apparent is that the median income for family households ($49,430 for 2012) is about $20,000 more than the median income for nonfamily households ($29,988). Not surprisingly, the largest median income belongs to married-couple families ($64,391 for 2012) followed by nonfamily households male householder not living alone ($59,718) and family households with no own children under 18 years ($55,243). The lowest median household incomes were for nonfamily households female householder living alone ($21,581 for 2012) and family households female householder no husband present ($22,027). It's interesting to note that the nonfamily households had in general higher gains in median household income across the seven year period than did the family households. The largest single gain, the only category to break out over 30%, was that of nonfamily households female householders not living alone, who showed a 42% change.

Table 20. Kern County Average Earnings and Unemployment by Industry August 2013

Industry	Average Earnings	Employed Count	Unemployed Count	Rate
Agriculture, Forestry, Fishing and Hunting	$29,698	55,817	8,434	13.1
Mining, Quarrying, and Oil and Gas Extraction	$102,150	12,789	1,467	10.3
Utilities	$140,654	1,326	442	25.0
Construction	$67,635	17,384	4,193	19.4
Manufacturing	$72,551	13,540	2,041	13.1
Wholesale Trade	$70,025	8,840	456	4.9
Retail Trade	$32,502	28,044	4,148	12.9
Transportation and Warehousing	$63,108	7,464	1,084	12.7
Information	$57,088	2,708	703	20.6
Finance and Insurance	$67,275	5,555	623	10.1
Real Estate and Rental and Leasing	$48,705	3,330	266	7.4
Professional, Scientific, and Technical Services	$70,042	11,082	1,318	10.6
Management of Companies and Enterprises	$87,053	3,078	1	0.0
Administrative and Support and Waste Management and Remediation Services	$41,300	12,806	3,046	19.2
Educational Services (Private)	$35,995	1,588	773	32.7
Health Care and Social Assistance	$55,112	26,575	2,556	8.8
Arts, Entertainment, and Recreation	$23,033	2,133	502	19.1
Accommodation and Food Services	$17,737	18,596	2,497	11.8
Other Services (except Public Administration)	$31,515	8,751	990	10.2
Government	$75,157	55,558	2,308	4.0
Unclassified Industry	$54,902	617		
No Previous Work Experience/Unspecified			8,083	

Source: Data Extracted from United States Census Bureau www.census.gov Website

Table 20 shows average earnings for various industries in Kern County as of August 2013 along with the unemployment rate for each industry for the same month. The unemployment rate was computed by taking the ratio of the unemployed count divided by the sum of the employed and unemployed counts. The three highest unemployment rates were Private Educational Services (32.7%), Utilities (25.0%), and Information (20.6%). The three lowest rates were Management of Companies (0.0%), Government (4.0%), and Wholesale Trade (4.9%).

Table 21. Kern County Top Employers for 2013

Business Name	Count
Naval Air Warfare Center	5,000
Bolthouse Farms	1,500
Florence R Wheeler Cancer Center At Mercy Hospital	1,500
Dryden Flight Research Center	1,500
Benjamin Picar Farm Labor	1,300

Source: Data Provided by EMSI

Three types of industries are represented in Table 21, which shows Kern County's top five employers in 2013: Government/Military, Agriculture, and Medical facilities. It is unlikely that these top industries will change in the foreseeable future.

Table 22. Kern County Top Program Completions 2012

Program	Count
Health professions and related programs	1,588
Business, management, marketing, and related support services	632
Liberal arts and sciences, general studies and humanities	542
Homeland security, law enforcement, firefighting and related protective services	388
Family and consumer sciences/human sciences	344
Personal and culinary services	256
Social sciences	228
Education	225
Public administration and social service professions	174
Psychology	171

Source: Data Provided by EMSI

Table 22 represents the top certificates and degrees awarded by all Kern County colleges in 2012. The top program completion count by far was earned by Health Professions and Related Programs (1,588). The bottom of the list was occupied by Psychology (171), perhaps reflecting the slow growth rate in industries such as Institutional Research.

Table 23. Kern County Largest Completions-Openings Gaps 2012-2013

Occupation	Completions 2012	Openings 2013
Substitute Teachers (25-3098)	2	81
Elementary School Teachers, Except Special Education (25-2021)	103	176
Accountants and Auditors (13-2011)	0	65
Mechanical Engineers (17-2141)	0	49
Electronics Engineers, Except Computer (17-2072)	0	45

Source: Data Provided by EMSI

Table 23 shows "Completion-Opening Gaps" sorted in order of the size of the gap. K-12 educators are at the top of the list, followed by Accountants and Auditors, and then by Mechanical and Electronic Engineers.

Table 24. Kern County Growing and Declining Occupations and Industries 2008-2013

Occupation	Change
Farmworkers and Laborers, Crop, Nursery, and Greenhouse (45-2092)	5,476
Operating Engineers and Other Construction Equipment Operators (47-2073)	600
Registered Nurses (29-1141)	517
Maids and Housekeeping Cleaners (37-2012)	(282)
Carpenters (47-2031)	(283)
Correctional Officers and Jailers (33-3012)	(561)
Industry	Change
Farm Labor Contractors and Crew Leaders (115115)	4,330
Oil and Gas Pipeline and Related Structures Construction (237120)	3,104
Crop Production (111000)	2,179
Fresh Fruit and Vegetable Merchant Wholesalers (424480)	(823)
Elementary and Secondary Schools (Local Government) (903611)	(1,094)
Local Government, Excluding Education and Hospitals (903999)	(1,309)

Source: Data Provided by EMSI

The most rapidly growing and declining occupations and industries in Kern County are shown in Table 24. The largest growing occupation and industry are both in the farmworker/laborer category, including farm labor contractors and crew leaders, nurseries, greenhouses, and crop production. Oil and gas pipeline and related structures construction also ranks quite high. At the bottom of the list are local government (excluding education and hospitals), fresh fruit and vegetable merchant wholesalers, correctional officers and jailers, carpenters, and maids and housekeeping cleaners.

Institutional Recommendations 2014-2024

Planning Assumptions

Following are the planning assumptions recorded during the February 7, 2014 Meeting of the Taft Educational Master Plan Committee:

- The percentage of students coming from Bakersfield is increasing.
- Part-time enrollments are much higher than full-time enrollments (head count).
- The ethnic profile of the population Taft serves is changing.
- The percentage of students taking evening-only classes is declining.
- There is a gap between Taft College programs and local industry needs.
- The percentage of male students at Taft College is lower than that of the population Taft serves.
- The success rates of students younger than 20 and students between the ages of 25 and 49 are higher than the success rate of students between 20 and 24.

College & Community Needs

Following are the needs of Taft College and the surrounding community, recorded during the February 7 Meeting of the Taft College Educational Master Plan Committee:

Notes: These needs are presented as listed by the small groups at the workshop. The Committee identified 19 of the items as priority needs. These are listed on the left side of the table.

Priority Needs	*Additional Needs*
• Better public transportation between Bakersfield and Taft • Economic development • Local jobs--better paying, more employment, TC as training partner • More property for Taft College—land locked • More collaboration with K-12 (plan) and with higher education • More collaboration with employers • More research on best practices for basic skills (remedial) • Better understanding of students after leaving Taft College • Obtainment of "student" goal • Increase level of student goal	• More parking at Taft College • Better understanding of entry point of student • Define student success • Employer promise for jobs • Health care • ESL • GED • Military needs • Outreach — Job fairs, college fairs • Marketing • Financial aid/assistance • Technology skills (e.g., computers) • Internet access/infrastructure

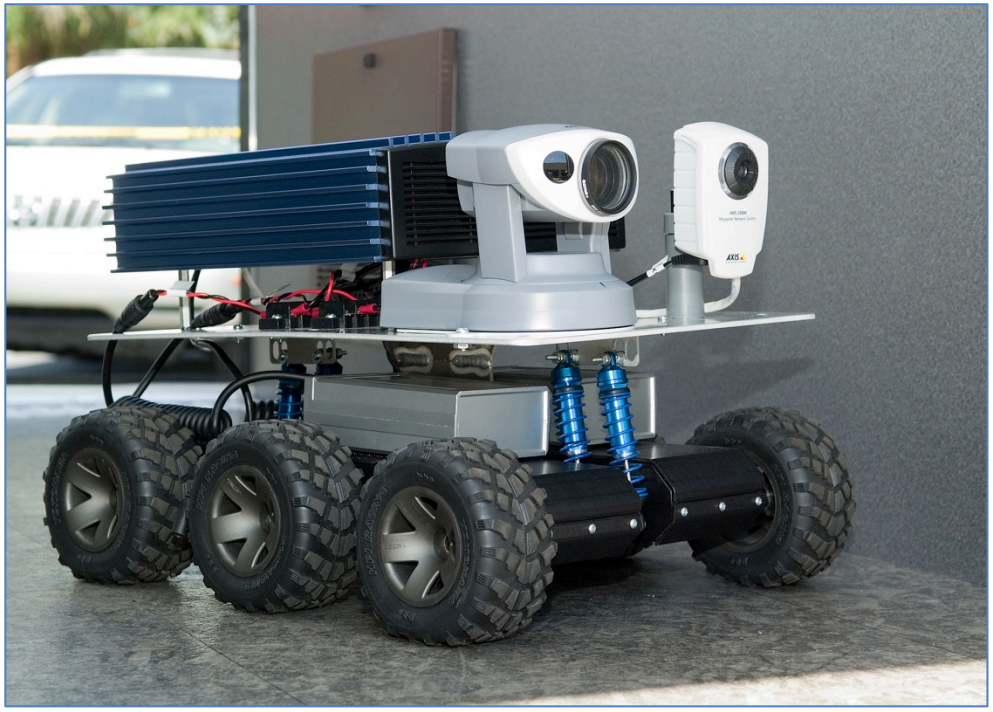
Priority Needs	*Additional Needs*
• Explore expanding the cohort model for more programs • Block scheduling with 2-year plan, with MW, TTh standard time blocks • Adult Ed (substitute teachers, ECE, etc.) • Internships • Child care • Employability/Mobility (Individual) • Facilities: event space, large assembly room • Citizenship—DREAM • Access and success, especially for the unskilled/underprepared	

Recommendations

Following are the recommendations developed during the educational master planning process:

Student Learning/Success

- Enhance the balance among transfer level courses, CTE programs and basic skills.
- Use data to identify patterns of demand to inform schedule building to support student goal completion.
    - Regularly evaluate data on trends/patterns of enrollment and modes of delivery, and develop schedules that support student success.
- Strengthen the campus wide culture that fosters and supports student success and completion. Everyone is a "completion specialist."
- Strengthen the comprehensive faculty development program to foster best practices.
- Improve retention and student success.
- Utilize student learning outcome data to measure and improve student learning.
- Ensure educational offerings meet student, community and industry needs.



Access

- Implement an enrollment management plan which is responsive to demographic and economic trends.
- Expand outreach and research activities targeting high school students, underrepresented groups and growing segments of the West Kern County population.
- Determine which student segments are growing or could grow if the College were funded for growth.
- Collaborate with educational partners to align coursework and to create pathways to current and potential new programs.

Business/Industry/Community

- Continue to be the "hub" of industry and culture for the city of Taft.
- Collect and analyze data on the emerging and ongoing needs of industry (labor market demands).
- Expand and strengthen relationships with industry for job placement and learning opportunities.
- Expand support from partners for broad-based educational programs including non-CTE programs.

Facilities and Infrastructure

- Analyze current facilities usage for efficiency and maximize use of existing space.
- Overcome lack of physical space and land.
    - Explore purchasing/donation of land (off campus) to support educational programs.
    - Explore concept of shared space with educational/business partners.
- Explore with business and industry, opportunities to partner on development of facilities and equipment to support educational programs.
- Ensure Facilities and Technology Master Plans are informed by the Educational Master Plan.

Institutional Planning/Effectiveness

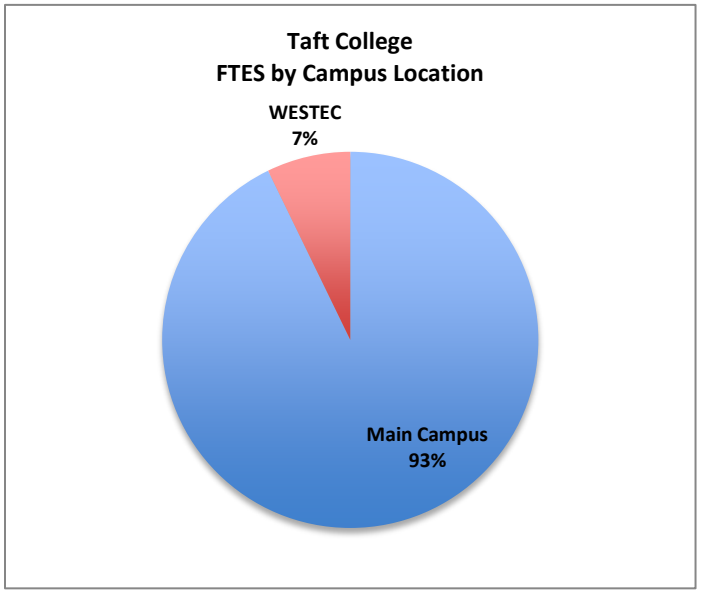
- Strengthen the pervasive, comprehensive, integrated planning cycle in which data drives decisions and decisions result in actions.
- Annually, evaluate and update the focused research agenda.
- Develop a centralized and standardized process to provide consistent data to enhance decision-making.
- Ensure student learning outcomes drive program development and planning.
- Develop data portfolios of actionable information that support student learning, access, success, and institutional effectiveness.
- Establish a comprehensive staff development program based on best practices and new technologies.

Space Needs Forecast

This section of the plan provides an analysis of the program of instruction and how it relates to the College's facilities. The data provided should help inform the College's future capital construction plans. The data was taken from the College's 320 Report, the District's *5-Year Capital Construction Plan* and the *Space Inventory (Report 17)*.

Current Program of Instruction

The main campus in Taft houses the vast majority of all classes offered by the College. Seven percent of the FTES generated by the College is from the WESTEC center. For the purposes of space utilization and space needs forecasting at the Taft College campus, WESTEC will be omitted.



The following table summarizes the fall 2013 program of instruction for Taft College (omitting noncredit classes and classes offered at WESTEC). In summary, there were 416 sections with an average class size of 22.3 students. The College generated a total of 1,069 FTES[2] and 32,066 WSCH[3] utilizing 87.4 FTEF.[4] WSCH/FTEF is a measure of efficiency used by the State Chancellor's Office. It measures how many weekly student contact hours are generated per full-time equivalent faculty. The Chancellor's Office target is 525. Taft College's WSCH/FTEF in the fall 2013 semester was 367.

Taft College Program of Instruction Fall 2013

SUBJECT	SEC	AVG ENR	FTES	WSCH	FTEF	WSCH/ FTEF
ANTH	1	18.0	2	54	0.2	270
ART	11	6.3	14	414	1.2	345
ARTH	5	21.6	11	324	0.9	360
ASTR	1	17.0	3	102	0.4	255
BIOL	21	24.5	82	2,463	6.0	411
BSAD	2	27.0	7	216	0.5	432
BUSN	19	10.3	23	682	2.2	310
CHEM	6	19.5	25	753	2.1	359
CJA	9	24.1	22	651	1.8	362
COMM	2	19.5	4	117	0.3	390
COSC	10	26.5	25	753	1.4	538
DNTL	15	18.7	58	1,750	4.8	365
DRAM	5	28.6	14	429	1.0	429
DSE	3	15.0	5	135	0.6	225
ECEF	12	21.5	26	782	2.3	340
ECON	4	25.8	10	309	0.8	386
ENER	6	10.0	6	167	0.5	334

Taft College Program of Instruction Fall 2013

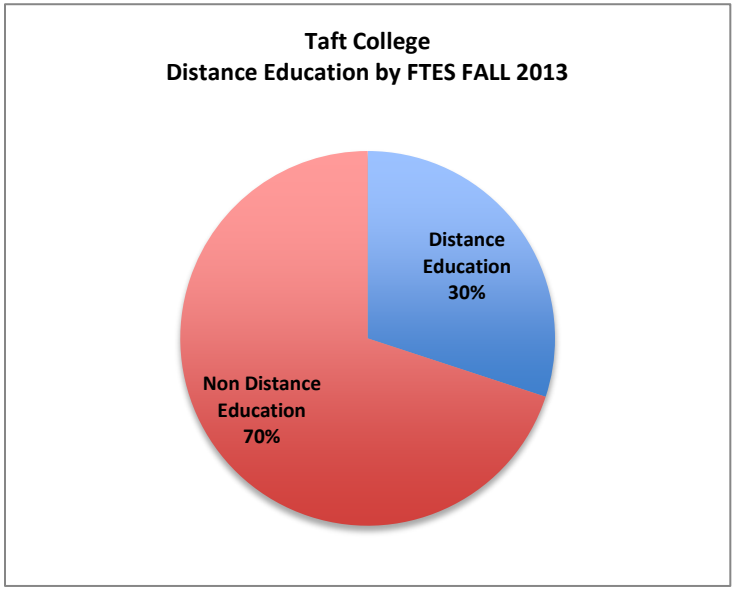
SUBJECT	SEC	AVG ENR	FTES	WSCH	FTEF	WSCH/ FTEF
ENGL	46	23.3	120	3,599	9.7	371
ESL	10	9.3	12	351	4.4	80
GEOG	4	31.3	13	375	0.8	469
GEOL	2	26.5	11	318	1.2	265
HIST	16	28.7	46	1,377	3.2	430
HLED	19	29.5	58	1,746	3.9	448
HUM	3	33.3	10	300	0.6	500
IES	5	23.4	7	209	0.6	348
INCO	17	28.9	16	492	1.1	447
JRNL	3	3.3	1	33	0.5	66
MATH	42	28.4	168	5,045	13.2	382
MGMT	7	24.7	6	172	0.6	287
MUSC	3	28.7	9	258	0.6	430
PHED	28	9.4	45	1,344	3.8	354
PHIL	4	24.8	10	297	0.8	371
PHOT	1	19.0	2	57	0.2	285
PHYS	1	21.0	4	126	0.4	315
POSC	8	28.1	23	675	1.6	422
PSYC	22	26.0	58	1,754	4.3	408
READ	5	23.8	13	382	1.0	382
RECR	1	11.0	1	33	0.2	165
SOC	11	28.4	31	926	2.1	441
SPAN	9	24.2	30	888	2.1	423
SPCH	6	30.7	18	552	1.2	460
STAT	4	25.0	17	500	1.8	278
STSU	6	12.2	1	36	0.2	180
WELD	1	20.0	4	120	0.3	400
TOTAL	**416**	**22.3**	**1,069**	**32,066**	**87.4**	**367**

[2] Full-time equivalent students – one FTES equals 525 student contact hours.

[3] Weekly student contact hours – WSCH is the total number of student contact hours divided by 17.5 weeks, divided by 2 semesters. The State Chancellor's Office uses 17.5 regardless of the actual number of weeks a college uses for their schedule. This is to ensure a consistent formula for all colleges in the state.

[4] Full-time equivalent faculty

Distance education makes up a large part of how the program of instruction is delivered to students. In the fall 2013 semester, 30% of all FTES were generated in classes provided online or as a hybrid (online/classroom).



Program of instruction by TOP Code

TOP Code, or, Taxonomy of Programs and Services, is a numbering system used by the State Chancellor's Office for all academic programs at two-year colleges. TOP Code is used in the Chancellor's Office's calculation of some space categories.

For lecture space, the State Chancellor's Office calculates needed lecture space by using WSCH and a multiplier. For laboratory space, they use different multipliers according to the TOP code of each subject. For example, for biology labs, colleges are allowed 235 ASF per 100 WSCH. They are allowed 856 ASF per 100 WSCH for Diesel Technology and 150 ASF per 100 WSCH for mathematics laboratories (See Appendix C – Title 5 Space Standards).

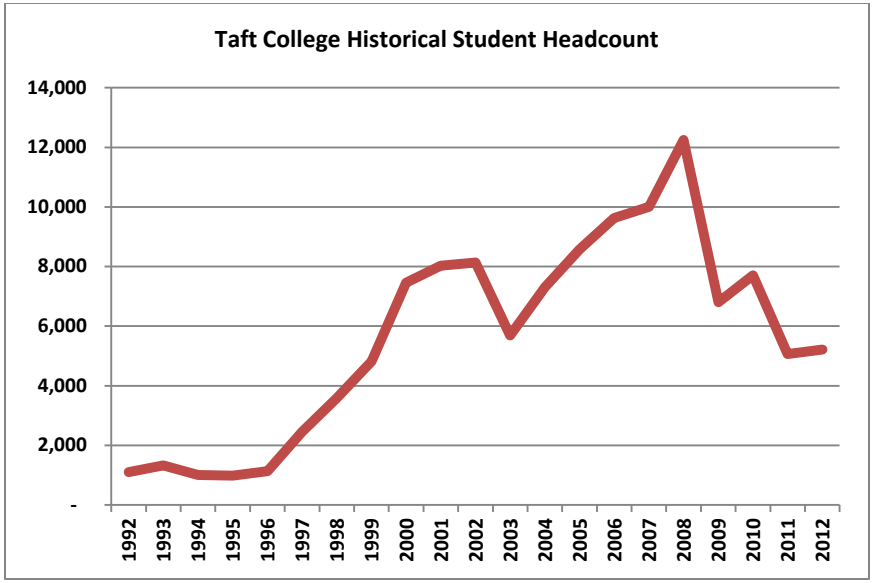
The following table shows the fall 2013 program of instruction by TOP Code. This table includes the breakdown of lecture and laboratory WSCH. It also calculates the lecture and laboratory ASF (assignable square footage) using Title 5 guidelines. Lab factor is a value specified in Title 5 that is multiplied by laboratory WSCH to calculate laboratory ASF. The lab factors are different for each TOP Code classification. (See Appendix C – Title 5 Space Standards)

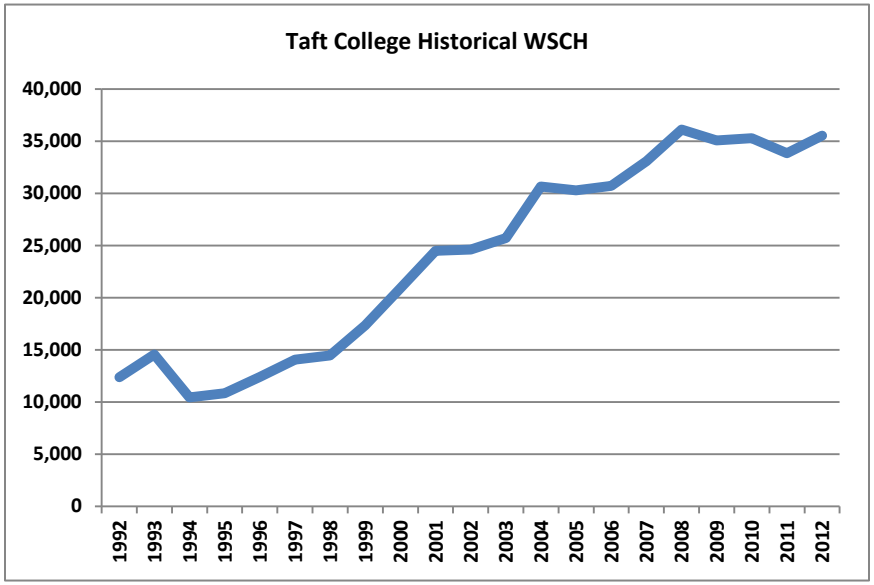
Taft College Program of Instruction by TOP Code – Fall 2013							
	TOP Code	**WSCH**	**LEC WSCH**	**LAB WSCH**	**LEC ASF**	**LAB FACTOR**	**LAB ASF**
0300	Environmental Sciences and Technologies	66	33	33	16	2.57	85
0400	Biological Sciences	2,397	1,124	1,273	532	2.35	2,992
0500	Business & Management	1,595	763	832	361	1.28	1,065
0600	Communications	321	173	148	82	2.14	317
0700	Information Technology	251	87	164	41	1.71	280
0800	Education	3,157	1,013	2,144	479	3.21	6,882
0946	Environmental Control Technology	34	28	6	13	3.21	19
0954	Chemical Technology	133	133	-	63	5.56	-
0956	Industrial Technology	329	321	8	152	3.85	31
1000	Fine & Applied Arts	1,392	914	478	432	2.57	1,228
1100	Foreign Language	888	888	-	420	1.50	-
1200	Health Services	1,852	629	1,223	298	2.14	2,617
1300	Consumer Education / Home Economics	782	644	138	305	2.57	355
1500	Humanities	5,025	4,878	147	2,307	1.50	221
1600	Library Science	492	492	-	233	1.50	-
1700	Mathematics	5,544	5,544	-	2,622	1.50	-
1900	Physical Sciences	1,299	536	763	254	2.57	1,961
2000	Psychology	1,754	1,754	-	830	1.50	-
2100	Public Affairs & Service	651	651	-	308	2.14	-
2200	Social Sciences	3,716	3,716	-	1,758	1.50	-
4900	Interdisciplinary Studies	387	341	46	161	2.57	118
Grand Total		**32,064**	**24,662**	**7,403**	**11,665**		**18,171**
Note: The small difference in total WSCH between this table and the previous one is a rounding error.							

Growth Forecast

Enrollment History

The historical enrollment data was obtained from the State Chancellor's Office Long-Range Enrollment Forecast published on January 31, 2014. This data includes all campus locations for Taft College. The data show that enrollment levels have varied substantially over the history of the College. The following graph shows 20 years of history for WSCH and student headcount. WSCH has exhibited more consistent growth than student headcount. The principal reason is that average student unit load (WSCH/Enrollment) has varied over the years. Currently, the average WSCH/Enrollment is 6.82. This is fairly low compared to other community colleges but represents an increase for Taft College since 1997. As shown in the environmental scan data, nearly 70% of Taft College students are attending on a part-time basis.





WSCH is a much more meaningful measure for planning purposes, because it reflects the actual demand for educational programs and for instructional facilities. Space needs are driven almost entirely by levels of WSCH (i.e., how many student contact hours the College needs to support with classrooms and laboratories). Student headcount, the number of students attending classes, is more directly correlated to the demand for many student support services, as these cater to the individual students.

The following table presents the State Chancellor's Office Long Range Enrollment Forecast for the West Kern Community College District. This forecast includes the center at WESTEC, while the other data in this Plan does not. It is important to keep in mind that the Chancellor's Office forecast is not intended to accurately project future enrollments at the College. Rather, it is an attempt to quantify the *demand* for community college education. This forecast assumes that the College will achieve its highest historical rates of participation and average student unit load in the future.

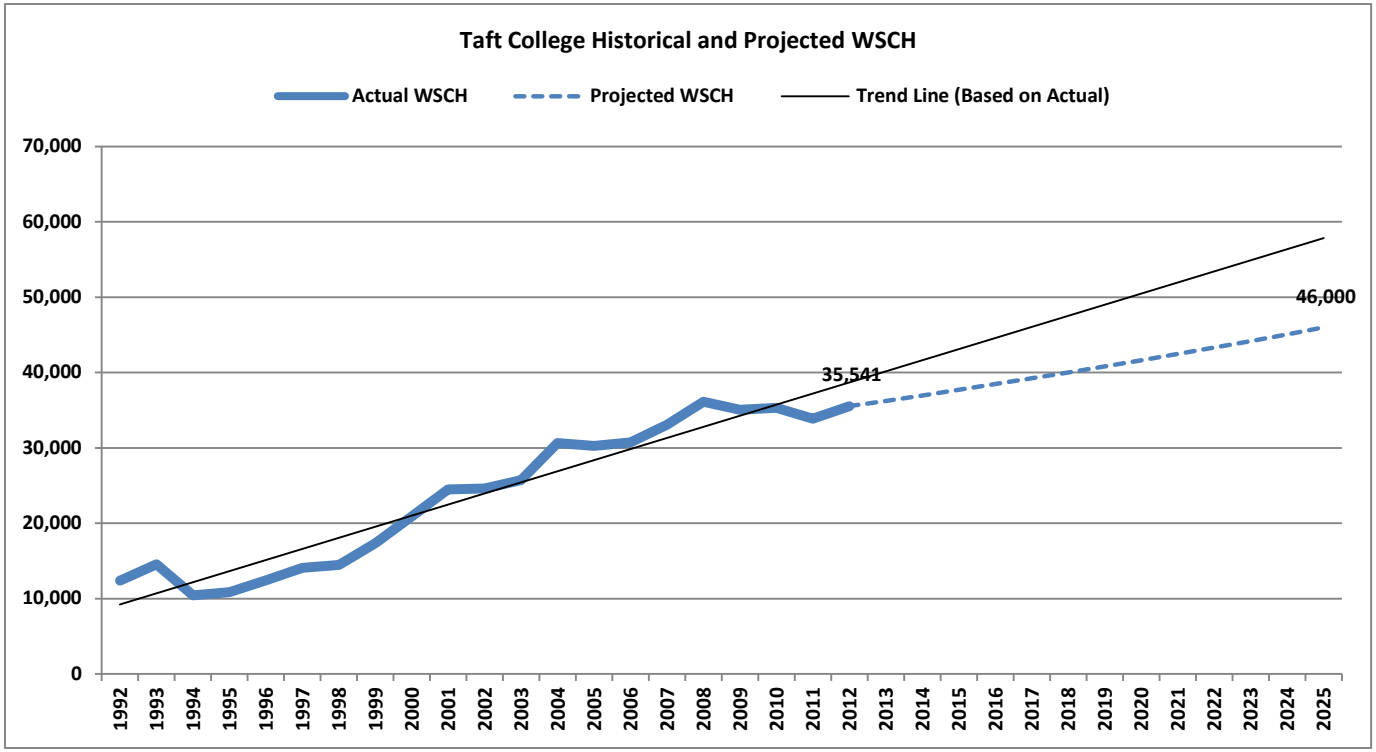
This results in artificially high estimates of future enrollments and WSCH. This forecast calls for an increase in WSCH of 59.8% between 2012 and 2022 (the final year in the forecast).

State Chancellor's Office Long-Range Enrollment Forecast – January 31, 2014								
	Enrollment	WSCH		WSCH/Enrollment		Enrollment	WSCH	
Year	Actual	Actual	% Chg.	Actual	Forecast	Forecast	Forecast	% Chg.
1973	869							
1974	988	9,362		9.48				
1975	1,006	8,773	-6.30%	8.72				
1976	991	9,008	2.70%	9.09				
1977	1,120	10,094	12.10%	9.01				
1978	1,058	10,046	-0.50%	9.50				
1979	1,109	11,541	14.90%	10.41				
1980	1,202	11,489	-0.50%	9.56				
1981	1,270	10,890	-5.20%	8.57				
1982	959	10,408	-4.40%	10.85				
1983	1,083	11,742	12.80%	10.84				
1984	992	11,448	-2.50%	11.54				
1985	978	11,267	-1.60%	11.52				
1986	948	10,815	-4.00%	11.41				
1987	789	9,341	-13.60%	11.84				
1988	898	10,050	7.60%	11.19				
1989	933	10,396	3.40%	11.14				
1990	1,035	10,611	2.10%	10.25				
1991	1,066	10,263	-3.30%	9.63				
1992	1,102	12,397	20.80%	11.25				
1993	1,335	14,562	17.50%	10.91				
1994	1,004	10,452	-28.20%	10.41				
1995	987	10,853	3.80%	11.00				
1996	1,138	12,430	14.50%	10.92				
1997	2,457	14,085	13.30%	5.73				
1998	3,580	14,486	2.80%	4.05				
1999	4,818	17,362	19.90%	3.60				
2000	7,464	20,922	20.50%	2.80				

State Chancellor's Office Long-Range Enrollment Forecast – January 31, 2014								
	Enrollment	WSCH		WSCH/Enrollment		Enrollment	WSCH	
Year	Actual	Actual	% Chg.	Actual	Forecast	Forecast	Forecast	% Chg.
2001	8,033	24,507	17.10%	3.05				
2002	8,132	24,620	0.50%	3.03				
2003	5,687	25,737	4.50%	4.53				
2004	7,310	30,669	19.20%	4.20				
2005	8,576	30,287	-1.20%	3.53				
2006	9,627	30,738	1.50%	3.19				
2007	10,007	33,083	7.60%	3.31				
2008	12,252	36,130	9.20%	2.95				
2009	6,803	35,081	-2.90%	5.16				
2010	7,705	35,309	0.60%	4.58				
2011	5,065	33,861	-4.10%	6.69				
2012	5,214	35,541	5.00%	6.82				
2013					6.82	5,594	38,131	7.3%
2014					6.82	5,974	40,721	6.8%
2015					6.82	6,354	43,311	6.4%
2016					6.82	6,734	45,902	6.0%
2017					6.82	7,114	48,492	5.6%
2018					6.82	7,494	51,082	5.3%
2019					6.82	7,874	53,672	5.1%
2020					6.82	8,254	56,263	4.8%
2021					6.82	8,292	56,522	0.5%
2022					6.82	8,330	56,781	0.5%

Enrollment Forecast

In the environmental scan, the data showed that Kern County's population grew by 23% from 2003-2013, or 2.09% annually. The 20-24 year old age group grew at a slightly faster pace, 29% in total, 2.58% annually. While there is no way to precisely predict future growth, it is safe to say, population growth will provide some opportunity for the College enrollment to grow. Data was not presented in the environmental scan to show how the population growth was distributed throughout the county.



Taking into account all of the demographic data, the historical enrollments and the State Chancellor's Office forecast, growth in WSCH is projected to be 43.5% through the year 2025. This means that total WSCH (including WESTEC) will reach 46,000 by the year 2025. This growth forecast is shown in the chart.

The chart shows the actual WSCH from 1992 through 2012 including WESTEC (blue line) and the trend line (linear regression) in black. The dashed line is the projected WSCH growth through 2025. This projection is more conservative than the Chancellor's Office forecast and the trend line based on historical WSCH levels at the College.

*Note: For the purposes of planning future facilities needs, it is **not** important that the level of WSCH is precisely predicted for a particular year (2025). Rather, it is important to figure out what facilities will be needed when the College reaches that level of WSCH. Whether the College reaches that level by 2022 or 2030 makes no material difference with respect to this space needs forecast. What is critical is that the College continues to plan for needed facilities based on some realistic estimate of future enrollment (WSCH) growth.*

Future Academic Space Needs

This section of the Plan translates the future program of instruction into academic space needs. Using Title 5 standards for lecture and laboratory space, the table shows the future academic space needs for the year 2025 (or when WSCH reaches 46,000).

The table below shows a summary of the lecture and laboratory space (academic space) needs for 2025. The college will require additional square footage in both categories.

Taft College Academic Space Needs (ASF)			
	Fall 2013 Existing Space	**Fall 2025 Space Needs**	**Net Need/ (Surplus)**
Lecture	13,869	16,734	2,865
Laboratory	13,049	26,070	13,021
Total	**26,918**	**42,804**	**15,886**

Taft College Program of Instruction by TOP Code - Fall 2025							
	TOP Code	**Sum of WSCH**	**LEC WSCH**	**LAB WSCH**	**LEC ASF**	**LAB Factor**	**LAB ASF**
300	Environmental Sciences and Technologies	95	47	47	22	2.57	122
400	Biological Sciences	3,439	1,612	1,826	763	2.35	4,292
500	Business & Management	2,288	1,095	1,194	518	1.28	1,528
600	Communications	460	248	212	117	2.14	454
700	Information Technology	360	125	235	59	1.71	402
800	Education	4,529	1,453	3,076	687	3.21	9,873
946	Environmental Control Technology	49	40	9	19	3.21	28
954	Chemical Technology	191	191	-	90	5.56	-
956	Industrial Technology	472	460	11	218	3.85	44
1000	Fine & Applied Arts	1,997	1,311	686	620	2.57	1,762
1100	Foreign Language	1,274	1,274	-	603	1.50	-
1200	Health Services	2,657	902	1,754	427	2.14	3,755
1300	Consumer Education / Home Economics	1,122	924	198	437	2.57	509
1500	Humanities	7,209	6,998	211	3,310	1.50	316
1600	Library Science	706	706	-	334	1.50	-
1700	Mathematics	7,953	7,953	-	3,762	1.50	-
1900	Physical Sciences	1,864	769	1,095	364	2.57	2,813
2000	Psychology	2,516	2,516	-	1,190	1.50	-
2100	Public Affairs & Service	934	934	-	442	2.14	-
2200	Social Sciences	5,331	5,331	-	2,522	1.50	-
4900	Interdisciplinary Studies	555	489	66	231	2.57	170
Grand Total		**46,000**	**35,379**	**10,620**	**16,734**		**26,067**

Other Space Needs

Based on the growth projections previously discussed, and using standards described in the California Code of Regulations Title 5, the following section projects future space needs for all types of campus space tracked by the State Chancellor's Office. That office monitors (and sometimes funds) five types of space. These are: lecture (classroom), laboratory, office, library and instructional media (AV/TV).[5]

Office Space is calculated based upon FTEF (full-time equivalent faculty). The following table shows the FTEF for 2013 and the projection for 2025. Note: this FTEF data includes WESTEC and is for full years.

Taft College FTEF - Fall 2013		
Year	**FTEF**	**Office ASF**
2013	232	32,480
2025	333	46,595

Taft College shows a need for space in all five of the key space categories. This demonstration of need under Title 5 space standards is the most important criteria for qualifying for future State matching funds for capital construction projects.

The following table shows the current inventory of space in each of the five key categories. Then it shows the total square footage needed in 2025, and finally, the net additional square footage needed by 2025.

NET SPACE NEEDS 2025 - PER TITLE 5 STANDARDS (ALL NUMBERS IN ASF)			
SPACE CATEGORY	**CURRENT INVENTORY**	**ASF NEEDS 2025**	**SPACE NEEDS/ (SURPLUS)**
Classroom	13,869	16,734	2,865
Laboratory	13,049	26,067	13,018
Office/Conference	28,130	46,595	18,465
Library	12,830	20,446	7,616
Instructional Media (AV/TV)	1,381	11,769	10,388

[5] Instructional Media space is sometimes referred to as AV/TV. This is space used by a college to deliver course content to students at other campuses or directly to students not on campus.

Space Needs Conclusions and Recommendations

Lecture / Laboratory Differentiation

Some campus spaces are, by nature, multi-purpose and will be used as lecture classrooms AND for laboratory sections. The College should however, avoid using specialty laboratories for lecture classes. A wet lab, for example, should not be used for the lecture portion of a class. These labs are quite expensive to build and should be used as much as possible for what they were designed for.

Quality of Academic Space

This analysis provides only a quantitative look (total square footage) at campus space in each category. It does not consider the quality of the spaces. The design, layout and condition of the campus facilities are of equal importance. When updating the Taft College Facilities Master Plan, careful consideration should be given to these questions.

For example, modular buildings being used for classrooms, laboratories and offices might not provide the ideal teaching/learning environment. These buildings should be considered for removal and replacement. Appropriate room sizing should be analyzed as well to ensure the most efficient use of the facilities. The College currently lacks a large lecture hall and adequate meeting spaces. The next Facilities Master Plan update should also consider room equipment, furnishings and other finishes that have a significant impact on student learning.

Space Inventory

Taft College should consider a full update of its Space Inventory Report. This is a report that is filed with the State Chancellor's Office that lists all of the campus facilities space with appropriate space category coding. This report is used by the Chancellor's Office to determine if a College has sufficient space or has some additional needs. This determination has a major impact on awarding State facilities funding.

Room Utilization

The College should undertake a room utilization study to determine how efficiently its classrooms and laboratories are being used. This study would analyze how many hours the rooms are used throughout the week, as well as what percentage of the rooms' capacity is being filled.

Appendix A – Campus Survey

These questions help us understand which campuses you use and how you use them.

1. What is your role at the College?*

- ● Classified Staff
- ● Full Time Faculty
- ● Part Time Faculty
- ● Student
- ● Administrator
- ● Other, please specify

Students - The following questions will only be visible to students

2. Which of the following describes your employment status?
Select all where applies

- ☐ Part-time job 1-20 hours/week
- ☐ Part-time job 20-40 hours/week
- ☐ Full-time job. Minimum of 40 hours/week
- ☐ Laid off from job during the past 12 months
- ☐ Unable to find employment
- ☐ Not actively searching for employment
- ☐ Retired
- ☐ Not applicable. I am not a student.

3. What is the zip code of your primary residence or mailing address? (5-digit only)

4. How would you prefer to attend classes?
(check all that apply)

- ☐ In a classroom
- ☐ Online
- ☐ Hybrid (online and classroom)
- ☐ Interactive television
- ☐ Other, please specify

5. Please indicate the times you would be likely to take classes if they were offered.
(check all that apply)

- ☐ Mornings
- ☐ Afternoons
- ☐ Evenings
- ☐ Weekends
- ☐ Summer
- ☐ Other, please specify

6. How do you enroll for classes?

- ● Phone
- ● Online
- ● In person

7. If you are a student, please indicate the number of units you are currently taking this semester.

- ☐ No more than 3 units
- ☐ Between 3 - 5 units
- ☐ Between 6 - 10 units
- ☐ Between 10 - 12 units
- ☐ Between 12 - 15 units
- ☐ More than 15 units
- ☐ Not applicable. I am not a student
- ☐ Other, please specify

8. Which of the following colleges have you attended for at least one course (either online or in person). Check all that apply.

College	Took at least one course	Took a course online	Took a course in person
Allan Hancock College	O	O	O
Bakersfield College	O	O	O
Cuesta College	O	O	O
National University	O	O	O
University of Phoenix	O	O	O
Reedly College	O	O	O
San Joaquin Valley College	O	O	O

Other colleges attended (please indicate if online or in person)

-- End of Student-only Questions

Nonstudents – The following questions will appear for everyone except students

9. Please select a response below for each statement

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
I have read carefully the College's Educational Master Plan.	O	O	O	O	O
Data is easily available at the College.	O	O	O	O	O
Data is generally of high quality.	O	O	O	O	O

Please elaborate.

--End of nonstudent only questions

All – The following questions will appear for all respondents

10. Please answer each of the following Questions

	Excellent	Good	Average	Fair	Poor
How do you define your personal experience at Taft College?	●	●	●	●	●
How would you rate the open space on campus?	●	●	●	●	●
How would you rate the athletic facilities and fields?	●	●	●	●	●
How would you rate the classroom space?	●	●	●	●	●
How would you rate the quality and accessibility of technology?	●	●	●	●	●

11. Please list any programs or courses that are <u>not</u> currently offered at the College that you would like to see added.

12. What action can you recommend that would have an immediate positive impact on the College and why?

13. What do you believe are the strengths of the College?
Select no more than 5.

- ☐ Parking
- ☐ Classroom facilities
- ☐ Laboratory facilities
- ☐ Athletic facilities
- ☐ Availability of classes
- ☐ Registration / enrollment
- ☐ Cleanliness of facilities
- ☐ Outdoor spaces

- ☐ Financial aid
- ☐ Cost of text books
- ☐ Classroom technology
- ☐ Student access to computers
- ☐ Availability of career technical programs
- ☐ Food service
- ☐ Library
- ☐ Counseling
- ☐ Tutoring
- ☐ Career placement services
- ☐ Facilities for student activities
- ☐ Other _____

14. Please identify the most significant areas needing improvement at the College?
Select no more than 5.

- ☐ Parking
- ☐ Classroom facilities
- ☐ Laboratory facilities
- ☐ Athletic facilities
- ☐ Availability of classes
- ☐ Registration / enrollment
- ☐ Cleanliness of facilities
- ☐ Outdoor spaces
- ☐ Financial aid
- ☐ Cost of text books
- ☐ Classroom technology
- ☐ Student access to computers
- ☐ Availability of career technical programs
- ☐ Food service
- ☐ Library
- ☐ Counseling

- ☐ Tutoring
- ☐ Career placement services
- ☐ Facilities for student activities
- ☐ Other _____

15 Which of the following types of communication do you use to communicate...
Click all that apply.

	Cell phone	Voice mail	Texting	Facebook/Social Networking	Land-line phone	Email	Other
...with your teachers?	☐	☐	☐	☐	☐	☐	☐
...with your students?	☐	☐	☐	☐	☐	☐	☐
...with your friends & colleagues?	☐	☐	☐	☐	☐	☐	☐

16. How do you get to the campus most frequently?

- ● Drive by myself
- ● Carpool
- ● Public transportation
- ● Bicycle
- ● Not Applicable. Only take courses on line.
- ● Other, please specify

17. On average, how long does it take to commute from your home to the campus?

- Less than 15 minutes
- Between 15 and 30 minutes
- Between 30 and 45 minutes
- Between 45 minutes and one hour
- Over one hour

18. Was there a question that was not asked that you would have liked to have seen in this survey? Please elaborate.

Appendix B – Interview Schedule

Educational Master Plan Interviews/Meetings w/Collaborative Brain Trust
December 5 & 6, 2013 -- Cougar Room

Time	Thursday, 12/5/13	Friday, 12/6/13
8:00 – 8:45 a.m.	**President and Vice Presidents** Dena Maloney, Supt./President Brock McMurray, EVP Administrative Services Darcy Bogle, VP Student Services Mark Williams, VP Instruction	**Classified Staff Leadership** Velda Peña, CSEA President Jennifer Edmaiston, CSEA Treasurer Sherry Anderson, CSEA Secretary
9:00 – 9:45 a.m.	**Educational Master Plan** Sonja Swenson (has class during this time) Vicki Jacobi Eric Bérubé Elizabeth McKnight Jill Brown Sam Aunai Angelo Cutrona Brock McMurray Darcy Bogle Mark Williams Dena Maloney	**Library/DH/CTE/Child Care/TIL** Terri Smith Stacy Eastman Genoveve Curiel-Garcia Sam Aunai Jeff Ross Tracine Hallum Sheri Horn Bunk
10:00 – 10:45 a.m.	**Institutional Research Groups/Grants** Eric Bérubé Brandy Young Alex Castro Jason Zsiba Debi Wooley Sam Aunai Agnes Jose-Eguaras Diana Duran Mark Williams Kelly Kulzer Brian Jean	**Division Chairs** Kanoe Bandy Tony Thompson Kamala Carlson Sonja Swenson Greg Golling Sharyn Eveland Vicki Jacobi
11:00 – 11:45 a.m.	**Open Session – All Classified**	**Academic Senate Leadership** Tony Thompson David Layne
12:00 – 1:00 p.m.	**Open Session - All Faculty**	**Open Session – All Managers**

Time	Thursday, 12/5/13	Friday, 12/6/13
1:00 – 1:45 p.m.	**Instruction/Curriculum Committee Chair & Vice Chair** David Layne, Curriculum Chair Mark Williams, VP Instruction & Curriculum Vice Chair Vicki Jacobi Robin Sigel Jeanene Robertson Danielle Krause	**Student Leadership (ASB Officers)** Jose Barrera, President Daisy Guitron, Secretary/Treasurer Mylasia Smith, Interclub Commissioner Joanna Espinoza, Activity Coordinator Celia Rangel, Student Trustee Lelani Ponce, Vice Pres.
2:00 – 2:45 p.m.	**Campus Maintenance/Student Housing/Athletics** Kanoe Bandy Mike Capela Angelo Cutrona	**Student Services** Darcy Bogle, VP Student Services Michele Hines Barbara Amerio Nancy Artiga Sheri Black Jill Brown Juana Rangel-Escobedo Claudia Casagrande Candace Duron Chris Flachman Tori Furman Lourdes Gonzalez Denise Romero Tony Thompson
3:00 – 3:45 p.m.	**Community Representatives** Kathy Orrin (Taft Chamber of Commerce) Craig Jones (Taft City Manager) Bernie Valenzuela (Principal, Taft HS District Don Koenig (Westside Rec Center/Measure Oversight) Eric Cooper (True Value/Kiwanis/Health Care District	**Administrative Services/IT/HR Group** Brock McMurray Jim Nicholas Adrian Agundez Jana Peters Bill Norris Geoff Dunham Tiffany Rowden Debbie Hegeman Judy Wade
4:00 – 4:45 p.m.	**Board of Trustees** Billy White Dawn Cole Carolyn Hosking Michael Long Kal Vaughn	**Debriefing with Dr. Maloney**

Appendix C – California Title 5 Space Standards

PRESCRIBED SPACE STANDARDS		
CATEGORY	FORMULA	RATES/ ALLOWANCES
CLASSROOMS	ASF/Student Station	15
	Station utilization rate	66%
	Avg hrs room/week	34.98
TEACHING LABS	ASF/student station *	*
	Station utilization rate	85%
	Avg hrs room/week	23.37
OFFICES/CONFERENCE ROOMS	ASF per FTEF	140
LIBRARY/LRC	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE	3.83
	ASF/3001-9,000 DGE	3.39
	ASF>9,000	2.94
INSTRUCTIONAL MEDIA AV/TV	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.5
	ASF/3001-9,000 DGE	0.75
	ASF>9,000	0.25

ASSIGNABLE SQUARE FEET FOR LABORATORY SPACE		
TOP CODE DIVISION	CODE	ASF/100 WSCH
Agriculture	100	492
Architecture	200	257
Environmental Sciences and Technologies	300	257
Biological Science	400	233
Business / Mgt.	500	128
Communication	600	214
Computer Info. Systems	700	171
Education/PE	800	321
Engineering Tech / Industrial Tech	900	321 to 856
Environmental Control Technology	946	341
Chemical Technology	954	556
Industrial Technology	956	385
Fine/Applied Arts	1000	257
Foreign Language	1100	150
Health Science	1200	214
Consumer Ed/Child Development	1300	257
Law	1400	150
Humanities	1500	214
Library	1600	150
Mathematics	1700	150
	1800	214
Physical Science	1900	257
Psychology	2000	150
Public Affairs/Services	2100	214
Social Science	2200	150
Commercial	3000	214
Interdisciplinary	4900	257

SPACE DETERMINATION FOR NON-STATE STANDARD FACLITIES		
CATEGORY OF SPACE	BASIS	ASF/ FACTOR
Non-class Laboratory	0.095ASF per headcount student	0.095
Teaching Gym	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5-35,000
Assembly/Exhibition	ASF Equal to Student Headcount	100%
Food Service	0.60 ASF per Student Headcount	0.6
Lounge	0.67 ASF per FTES	0.67
Bookstore	1,500 ASF plus 0.67 ASF per Student Headcount	0.75
Health Service	ASF Allowance	1,200
Meeting Room	0.333 ASF per Student Headcount	0.333
Childcare	Greater of 0.4 ASF per Headcount or 6,000 ASF (Also, See State Child Care Standards)	0.40 – 6,000
Data Processing	ASF Allowance	5,000
Physical Plant	ASF Allowance	5% of Total
All Other Space	ASF Allowance	2.5% of Total