TAFTCOLLEGE

STRATEGIC
ACTION **P**LAN (**SAP**)

2021-2022 to 2023-2024
(2021-2022 Updates)

Contents

VISION, MISSION AND VALUES

VISION

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

MISSION

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

VALUES

1. Students and their success

2. A learning community with teaching excellence

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

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

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

6. Innovation, diversity, creativity, and critical thinking

7. Academic, financial, personal, and professional integrity

8. Employees and their professional development

9. A transparent, accessible, participative governance structure

LETTER FROM THE PRESIDENT

Dear Taft College Family,

I am pleased to present you with 2021-2022 updates of our 2021-2022 to 2023-2024 Taft College Strategic Action Plan.

This Strategic Action Plan will demonstrate our longstanding commitment to position Taft College as an institution of higher learning dedicated to the success of every student, as well as a strategic partner in building a resilient economy for the Community of Taft.

I want to thank every member of the Strategic Planning Committee for their great efforts and valuable time to develop this roadmap for continuous delivery of superior service to our students.

Ensuring our students' success will drive each of us to accomplish the goals and objectives detailed in this important planning tool. I look forward to working closely with each of you.

Sincerely,

Brock McMurray

Brock McMurray
Interim Superintendent/President

OVERVIEW

THE PURPOSE OF THE STRATEGIC ACTION PLAN

The Strategic Action Plan (SAP) is a guide to success. It helps prioritize goals, maximize resources, and make data-driven decisions. The SAP is directly related to the College's Educational Master Plan (EMP) and ensures that the College is moving forward and keeping it in one consolidated vessel.

1. Actualize and show how Taft College is working toward meeting the goals in the Educational Master Plan and to track our progress.
2. To monitor the progress of achieving the College goals.
3. Demonstrates what we are currently doing to reflect our current Mission, Vision and Values.
4. Monitor the status of the goals we wish to achieve.
5. Help us stay aligned with the Chancellor's Office Vision for Success goals.

PROCESS FOR DEVELOPING THE STRATEGIC ACTION PLAN

The Strategic Action Plan (SAP) was created by the Strategic Planning Committee (SPC) of the Governance Council. The SPC started the process in September 2020 by overviewing the current SAP and discussing and approving the timeline and process for the new SAP development. The Institutional Research & Planning (IR&P) office called a SPC special meeting in March 2021. During the special meeting, the office created a draft of the SAP. The SPC reviewed the SAP draft in April 2021 and directed the IR&P office to make various modifications to the layout and metrics. In May 2021, the IR&P office held several meetings with different departments on campus reviewing the current SAP and setting up new goals related to their departments based on their recommendations and area expertise. In August 2021, the IR&P office completed the modifications and finalized the new SAP. The SAP was presented to and approved by the SPC. In September 2021, the SAP was presented to Governance Council and Academic Senate. In October 2021, based upon the recommendations of the Governance Council and Academic Senate, the SAP will be presented by the Superintendent/President and the Board of Trustees.

INTEGRATED PLANNING MODEL

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

LEADING AND LAGGING INDICATORS

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

HOW GOALS WILL BE TRACKED (DASHBOARD)

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

Diagram 1: The Integrated Planning Model

Integrated Planning Model Process (2021-22 to 2023-24)	2021-22 YEAR 1	2022-23 YEAR 2	2023-24 YEAR 3	2024-25 YEAR 4	2025-26 YEAR 5	2026-27 YEAR 6
Educational Master Plan & Strategic Action Plan	*Collect & Monitor Outcome Data; Update SAP Dashboard*	*Collect & Monitor Outcome Data; Update SAP Dashboard; Create new EMP;*	*Collect & Monitor Outcome Data; Update SAP Dashboard; Create new SAP*	*Collect & Monitor Outcome Data; Update SAP Dashboard*	*Collect & Monitor Outcome Data; Update SAP Dashboard*	*Collect & Monitor Outcome Data; Update SAP Dashboard; Create new SAP*
Program Review	*Transitioning from Annual Program Review (APR) to Comprehensive Program review (PR) 3-year cycle*	*Transitioning from APR to Comprehensive PR 3-year cycle*	*Transitioning from APR to Comprehensive PR 3-year cycle*	*Comprehensive Program Review and Annual Update*	*Comprehensive Program Review and Annual Update*	*Comprehensive Program Review and Annual Update*
Course SLO & Program SLO Assessment	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*	*Annual Assessment*
Institutional SLO Assessment	*Phase I: Critical Thinking*	*Phase I: Global Awareness*	*Phase I: Communication*	*Phase I: Computation*	*Phase I: Global Awareness*	*Phase I: Communication*
Resource Prioritization & Allocation	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*	*Resource Prioritization & Allocation*
Curriculum Review	*5 Year Update*	*5 Year Update*	*5 Year Update*	*5 Year Update*	*5 Year Update*	*5 Year Update*
Accreditation	*Site Visit*	*Follow Up*	*Follow Up*	*Midterm Report*	*Follow Up*	*Follow Up*

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

LAGGING INDICATORS DASHBOARD

GOAL	ACTIVITIES	2022-2022 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
1. Degrees awarded— increasing number of degrees awarded from 468 in 2020-2021 to 501 in 2023-2024 (3.1% annual increase)	Additional Document Available. Sample Activities: Long Term Educational Plans are offered to all students. All students have access to counseling.	⬆️	556 🟢	2021 - 2022:	🟢
				2022 - 2023:	
				2023- 2024:	
2. Certificates awarded— increasing number of certificates awarded from 30 in 2020-2021 to 33 in 2023-2024 (3.33% annual increase)	Additional Document Available. Sample Activities: Counseling had a 95% Educational Plan completion rate. Students who need a plan are called to schedule a counseling session.	⬆️	33 🟢	2021 - 2022:	🟢
				2022 - 2023:	
				2023- 2024:	
3. Transfers—increase from 258 in 2019-2020 to 294 in 2023-2024 (3.34% annual increase)	Additional Document Available. Sample Activities: Launched a new transfer degree in Teacher Preparation.	⬇️	249 🔴	2021 - 2022:	🔴
				2022 - 2023:	
				2023 - 2024:	

GOAL	ACTIVITIES	2022-2023 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
4. Average number of units accumulated for associate's degree completers—decrease from 83 in 2018-2019 cohort to 80.51 in 2021-2022 cohort (3.0% annual decrease)	Additional Document Available. Sample Activities: Counseling Classes assist students with reaching their education goal. Classes are scheduled with student needs in mind, ensuring students can complete programs within a timely manner, and classes needed for graduation are available.	⬇ (green down arrow)	74 🟢	2021 - 2022:	🟢
				2022 - 2023:	
				2023-2024:	
5. Job placement rate (exiting CTE students who report being employed in their field of study)—increase from 73.6% in 2019 to 75% in 2023	Additional Document Available. Sample Activities: Developed new programs to attract students to living wage jobs in the region.	⬆ (green up arrow)	76.8% 🟢	2021 - 2022:	🟢
				2022-2023:	
				2023 - 2024:	
6. Institutional Student Learning Outcomes Proficiency Rate—increase all ISLO's to 84.5% in 2023-2024	Additional Document Available. Sample Activities: The Office of Instruction provided monthly "Lunch 'n Learn" workshops for faculty, focusing on teaching.	⬆ (green up arrow)	76.3% 🟢	2021 - 2022:	🟢
				2022 - 2023:	
				2023 - 2024:	
7. Equity gaps for underrepresented group—decrease by 10% for each measure by 2023-2024	Additional Document Available.	➡ (yellow right arrow)	🟡	2021 - 2022:	🟡
				2022 - 2023:	
				2023 - 2024:	

LEADING INDICATORS DASHBOARD

GOAL	HOW GOAL SUPPORTS MISSION	ACTIVITIES	2022-2023 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
1. Transferable Course Success Rates—increase from 68.1% in fall 2019 to 75.8% in fall 2023.	Students must succeed in courses to complete their studies.	Additional document available.	➡️ (yellow arrow)	68.9% 🟡 (yellow)	2021-2022:	🟡 (yellow)
					2022-2023:	
					2023-2024:	
2. Fall to spring persistence rate—increase from 68% in 2018-2019 to 71% in 2023-2024	Students must persist to complete their studies.	Additional Document Available. Sample Activities: Spring 2022 intrusive counseling to non-returning students via emails and Zoom.	⬆️ (green arrow)	🟢 (green)	2021-2022:	🟢 (green)
					2022-2023:	
					2023-2024:	
3. New students successfully completing transfer level math and English in first year— increase from 4.0% in 2018-2019 to 7.0% in 2023-2024	New students successfully completing transfer level math and English in first year—increase from 4.0% in 2018-2019 to 7.0% in 2023-2024.	Additional Document Available.	⬆️ (green arrow)	🟢 (green)	2021-2022:	🟢 (green)
					2022-2023:	
					2023-2024:	

GOAL	HOW GOAL SUPPORTS MISSION	ACTIVITIES	2022-2023 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
4. Students enrolling in 15+ credits per semester—increase from 12.61% in fall 2019 to 15.61% in fall 2020 (3.0% annual increase)	Students who enroll in 15+ units per semester are more likely to graduate in two years.	Additional Document Available. Sample Activities: Offering dual enrollment programs with our local feeder high school.	↓	●	2021-2022:	●
					2022-2023:	
					2023-2024:	
5. Financial aid recipients—Keep 84% of all students in 2019-2020 to the same of all students in 2023- 2024	Students need to pay for courses, books, and living expenses to graduate.	Additional Document Available.	↓	77% ●	2021-2022:	●
					2022-2023:	
					2023-2024:	
6. CTE – students who earned 9 or more Career Education Units in the District in a single year: increase from 9.4% in 2020-21 to 10.4% in 2023-2024	Students who enroll in 9+ units per semester are more likely to graduate in CTE majors.	Additional Document Available.	↓	7.2% ●	2021-2022:	●
					2022-2023:	
					2023-2024:	

GOAL	HOW GOAL SUPPORTS MISSION	ACTIVITIES	2022-2023 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
7. Students Engaged in Student Life/Co-curricular Activities. Increase student acquiring job- or work-related knowledge and skills' mean score from 2.52 to 2.61 (CCSSE Student Engagement Survey)	Students engaged in Campus life are more likely to graduate.	Additional Document Available. CCSSE survey is conducted over a three-year cycle. CCSSE utilizes a three-year cohort.	Internal Survey will be sent out ⬆️	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	
8. Satisfaction—Ensure 1.50 satisfaction mean scores for each student- facing department by 2023-2024	Satisfied students are more likely to graduate.	Additional Document Available. Quality of classes is the top reason for students staying at the college based on Access Committee survey results.	Internal Survey will be sent out ⬆️	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	
9. FTES—meet annual targets: increase from 2445 in 2020-21 to 2750 in 2023-2024	The College must enroll enough students to stay financially viable.	Additional Document Available.	⬇️	1914 🔴	2021-2022:	🔴
					2022-2023:	
					2023-2024:	

GOAL	HOW GOAL SUPPORTS MISSION	ACTIVITIES	2022-2023 STATUS & WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
10. Accreditation Standards—meet other accrediting body standards	Non-compliance could result in or the institution.	Posted Accreditation Newsletter, completed and Submitted ISER report, facilitated team site visit, received accredited status reaffirmation.	Progress Report is available. Sample activities: Facilitate Educational Master Plan development	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	
11. Human Resources – Implement innovating hiring and outreach practices focused on diversity	Supports reduction of equity gaps, increases representation among traditionally	Progress Report is available. Sample activities: Interview questions have been revised to ensure there is a focus on diversity and inclusion.	Continue to ensure that our interview questions have a focus on diversity awareness and that our advertising reaches a diverse group of candidates.	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	
12. Foundation donors re-establish relationships with 100% of donors who have given over $1,000 by 2023-2024	Donations enable us to offer more programs and services	Progress Report is available. Year long series of events. 2021 Centennial legacy campaign kickoff and 2022 Cougar Cookout.	Progress Report is available. Sample activities: prepare/send our end of year mailings to our list of donors.	🟡	2021-2022:	🟡
					2022-2023:	
					2023-2024:	

GOAL	HOW GOAL SUPPORTS MISSION	ACTIVITIES	2022-2023 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
13. Facilities Master Plan—ensure 100% of goals are on target for completion by 2023-2024	New facilities and repairs enable us to serve more students	Progress Report is available. Sample activities: The Facilities Committee reviewed and approved the update of the 2025/26 Facilities Master Plan.	The District submitted an updated Five-Year Capital Outlay Plan, Initial Project Proposal, and Final Project Proposal to the CCCCO.	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	
14. Maintenance, custodial, and grounds quality—increase to APPA standard level 2 by 2023-2024	Clean and safe facilities reduce student stress so they can focus on learning	Progress Report is available. Sample activities: A new cleaning chemical dispensing system was installed throughout the campus custodial closets.	Identification of site improvements that need to be addressed and obtained APPA Service Level 2.	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	
15. Federal, state, grant, and BOT policy compliance—ensure 100% compliance with requirements	Non-compliance could result in closure of programs or the institution	Progress Report is available. Sample activities: The District has added to the fund balance stability by adding to fund balance and strengthening our reserves.	Continue to push Fiscal Conservancy and we project to strengthen fund balance	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	

GOAL	HOW GOAL SUPPORTS MISSION	ACTIVITIES	2022-2023 WATCH	CURRENT STATUS INDICATOR	STATUS HISTORY	
16. Fund Balance—meet annual targets	The college must maintain a fund balance to stay financially viable	Progress Report is available. Sample activities: the auditing firm, CWDL, performed a full external audit for fiscal year 2021-22 financial.	Progress Report is available. Sample activities: meet deadline events listed on calendars; Attend trainings on vital time sensitive operations such as Budget Development, Closing Prep and Report Generation.	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	
17. Technology Master Plan—ensure 100% of goals are on target for completion by 2023-2024	Technology enables us to be more efficient and provide faculty teaching tools	Progress Report is available. Sample activities: 1. Replaced Computers in T14 and T15. 2. Upgraded AV System in the G classrooms, etc. 3. Cybersecurity awareness practice	Progress Report is available. Sample activities: 1. Complete self-inventory/security assessment 2. Complete AV system upgrade project	🟢	2021-2022:	🟢
					2022-2023:	
					2023-2024:	

INTEGRATING OPERATIONAL PLANS WITH STRATEGIC GOALS

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

		EDUCATIONAL MASTER PLAN AND OPERATIONAL PLANS				
	STUDENT EQUITY PLAN	FACILITIES MASTER PLAN/ LAND ACQUISITION PLAN	TECHNOLOGY MASTER PLAN	STRATEGIC ENROLLMENT MANAGEMENT PLAN	DISTANCE EDUCATION PLAN	EDUCATIONAL MASTER PLAN AREA
1. COURSE SUCCESS RATES	√				√	EMP1
2. FALL TO SPRING PERSISTENCE RATE	√					EMP1
3. NEW STUDENTS SUCCESSFULLY COMPLETING TRANSFER LEVEL MATH AND ENGLISH IN FIRST YEAR	√					EMP1
4. STUDENTS ENROLLING IN 15+ CREDITS PER SEMESTER	√					EMP1
5. FINANCIAL AID RECIPIENTS	√					EMP1
6. CTE- ENROLLING in 9+UNITS IN A SINGLE YEAR	√					EMP2
7. STUDENTS ENGAGED IN STUDENT LIFE/CO-CURRICULAR ACTIVITIES				√		EMP 1
8. SATISFACTION	√					EMP 1
9. FTES						EMP 1
10. ACCREDITATION STANDARDS				√		EMP 5
11. HUMAN RESOURCES – EQUITY	√					EMP 5
12. FOUNDATION DONORS						EMP 3
13. FACILITIES MASTER PLAN		√				EMP 4
14. MAINTENANCE, CUSTODIAL, AND GROUNDS QUALITY		√				EMP 4
15. FEDERAL, STATE, GRANT, AND BOT POLICY COMPLIANCE				√		EMP 3
16. FUND BALANCE						EMP 3
17. TECHNOLOGY MASTER PLAN			√			EMP 3

(Row group label: STRAETGIC)

- EMP 1 (Educational Master Plan Recommendation 1 on p. 66: Student Learning/success
- EMP 2 (Educational Master Plan Recommendation 2 on p. 67): Access
- EMP 3 (Educational Master Plan Recommendation 2 on p. 67): Business/Industry/Community
- EMP 4 (Educational Master Plan Recommendation 2 on p. 67): Facilities and Infrastructure
- EMP 5 (Educational Master Plan Recommendation 2 on p. 67): Institutional Planning/Effectiveness

APPENDIX A: HOW GOAL WAS SET

LEADING INDICATORS

1. ### TRANSFERABLE COURSE SUCCESS RATES
   INCREASE FROM 68.1% IN FALL 2019 TO 75.8% IN FALL 2023

   Course success rate is a vital metric for the College, students must pass their courses to persist and complete their educational goals. Compared to our peers (single-college districts of similar size) and Statewide, Taft College has the second lowest course success rate. That said, there is a 7.7 percentage point gap between Taft and the highest performing college in the peer group (Mendocino). Therefore, Taft has set a goal of increasing its transferable course success rate by 7.7 percentage points (or 11.0%) from 68.1% to 75.8%.

	Barstow	Lake Tahoe	Mendocino	Statewide	Taft
FALL 2019 COURSE SUCCESS RATE (TRANSFERABLE COURSES)	61.7%	74.4%	75.8%	70.8%	68.1%
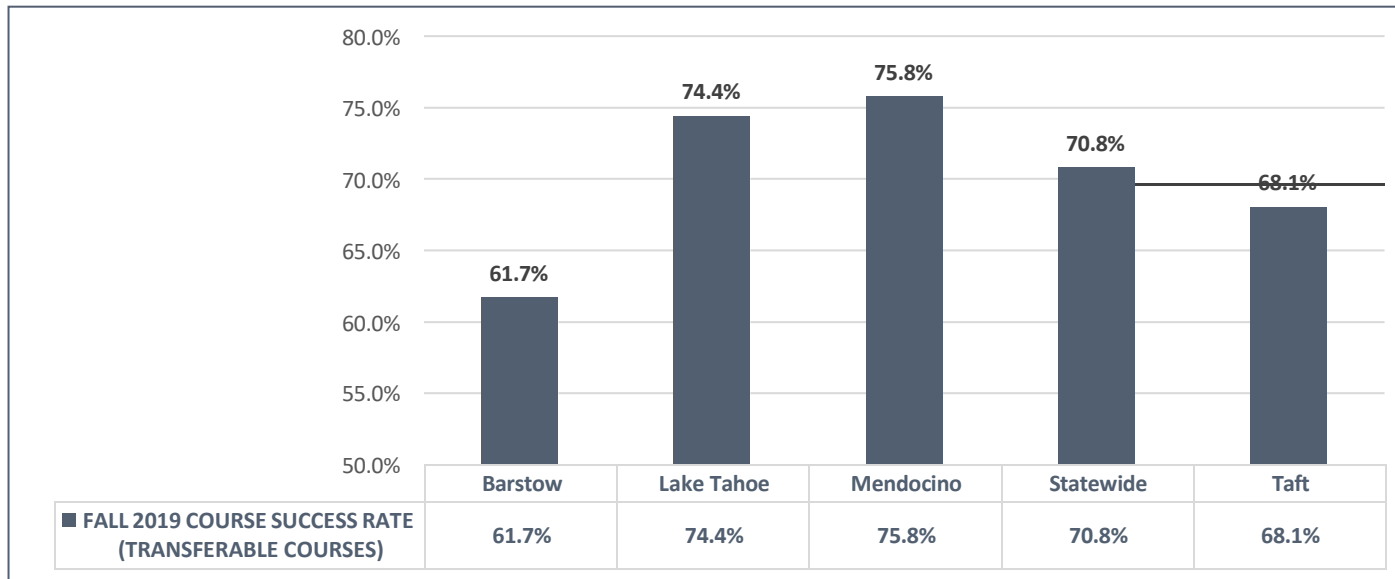
Source: CCCCO Data Mart

2. FALL TO SPRING PERSISTENCE RATE (Excluding WESTEC)
INCREASE FROM 68% IN 2018-2019 TO 71% IN 2023-2024

For students to complete their educational goals, they must persist through multiple semesters. According to the CCCCO, Taft outperforms all of the colleges in our peer group but has a slightly lower persistence rate than the Statewide overall. According to the U. S. Department of Education's NCES (National Center for Education Statistic)'s data, Taft College has the second highest performance in the peer group, with a 2 percent point gap between Taft and the highest performing (Statewide overall by CCCCO data or Mendocino College by NCES data. Therefore, Taft has set a goal of increasing its first-time full-time student persistence rate (excluding WESTEC) by 3 percentage points (or 7.0%) from 68% to 71%. Using internal data, this would require increasing our fall to spring persistence rate of first-time (excluding WESTEC) students from 68% to 71%.

CCCCO SCORECARD METRIC SUMMARY REPORT OVERALL PERSISTENCE

	Barstow	Lake Tahoe	Mendocino	Statewide	Taft
■ First Time Student Fall to Spring	60%	57%	58%	70%	68%
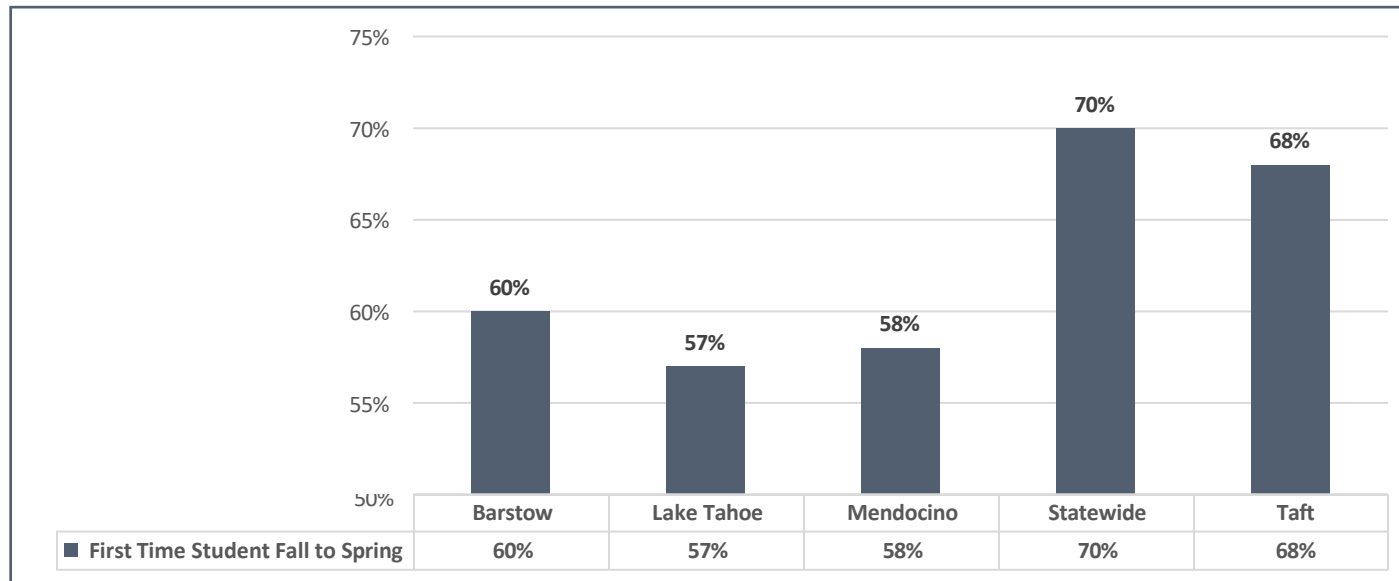
Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

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

	Barstow	Lake Tahoe	Mendocino	Statewide	Taft
■ One year retention rates of first-time full-time degree-seeking undergraduate	29%	10%	24%	23%	14%
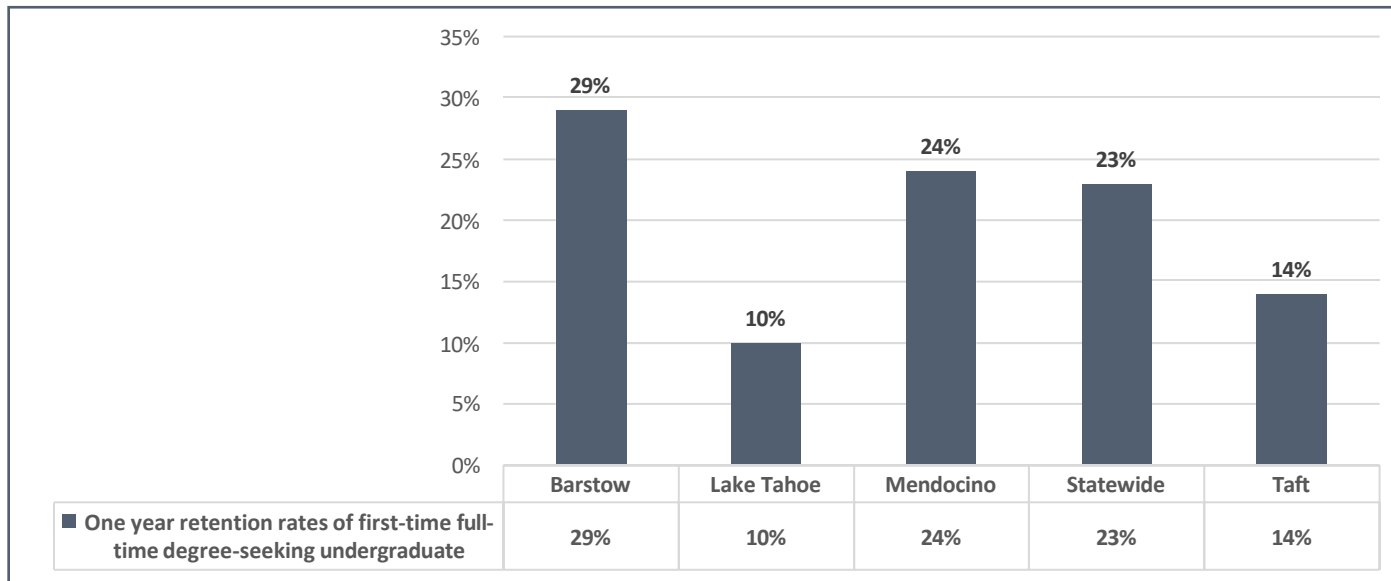
Source: IPEDS Data

FALL 2019 FIRST-TIME STUDENTS PERSISTING TO SPRING 2020 - EXCLUDING WESTEC

Fall 2019 Cohort	Persisted to Spring 2020	%
658	448	68%

Source: DSS data pulled 8/14/2021

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

INCREASE FROM 4.0% IN 2019-2020 TO 7.0% IN 2023-2024

Completion of transfer level math and English are key milestones on a student's path to graduation. Unfortunately, few students reach this milestone in their first year. According to the CCCCO Launch Board, only 16% of Taft College students complete transfer level English and only 7% complete transfer level math. As stated in the CCCCO Vision for Success, "...even this rate is overstated: CCC students earning less than 6 units or students who did not attempt a math or English course…are not counted in this calculation". An alternative method posted on the Cal-PASS Plus Guided Pathways tab expands the cohort to include all first-time ever in college students. This method shows that only 24% of Taft College students complete transfer level English, only 7% complete transfer level math in their first year, and only 4% complete both math and English in their first year. Data from our peers suggest that we have the second lowest performance rate among our peers. For example, using the CCCCO Cal-PASS Plus student success metrics method, Lake Tahoe's both English and math rates are lower than ours. However, the rest of the peer colleges' rates are higher than ours, and Statewide English rate is 30% which is 14 points higher. Using the Cal-PASS Plus methodology, looking at only first-time students, we have the lowest rates in both English and Math. Given the importance of this key milestone, Taft College has chosen to set this goal using the highest performing peer. This would require increasing the rate that new students successfully complete transfer level math and English in their first year by 7%. Using internal data, the 7% goal translates to increasing the current internally calculated rate by three percentage points from 4.0% to 7.0%.

	% of All Students Completing Transfer-level in 1st Year (ENGLISH)	% of All Students Completing Transfer-level in 1st Year (MATH)
Barstow	31%	22%
Lake Tahoe	9%	4%
Mendocino	25%	14%
Statewide	30%	18%
Taft	16%	7%

Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

TRANSFERRABLE MATH AND ENGLISH COMPLETION

Successfully Completed Transfer-Level English in Year One 24% STUDENTS	Successfully Completed Transfer-Level Math in Year One 7% STUDENTS	Successfully Completed Both Transfer- Level Math and English in Year One 4% STUDENTS

Bar chart 1 — Successfully Completed Transfer-Level English in Year One:
- Barstow: 29%
- Lake Tahoe: 23%
- Mendocino: 24%
- Statewide: 33%
- Taft: 24%

Bar chart 2 — Successfully Completed Transfer-Level Math in Year One:
- Barstow: 10%
- Lake Tahoe: 8%
- Mendocino: 10%
- Statewide: 15%
- Taft: 7%

Bar chart 3 — Successfully Completed Both Transfer-Level Math and English in Year One:
- Barstow: 6%
- Lake Tahoe: 6%
- Mendocino: 8%
- Statewide: 12%
- Taft: 4%

Cohort: Includes students who enrolled in a community college for the first time in fall 2018, excluding current and past concurrent enrollment students and other students with prior community college credit.
Source: https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx#

Fall 2018 Cohort	Transfer Level Math and English Completion in 2018-2019	%
982	40	4.0%

Cohort: Fall 2019 First-Time Non-Exempt Students Completing Transfer Level Math & English-Excluding WESTEC.
Source: Banner ODS pulled by 03/14/2021

4. STUDENTS ENROLLING IN 15+ UNITS PER SEMESTER
INCREASE FROM 12.61% IN FALL 2020 TO 15.6% IN FALL 2023

In order to complete a 60-unit associate's degree in two years, a student needs to enroll in at least 15 units per semester, or 30 units per year. However, most community college students are also balancing work and life, which hampers their ability to enroll full-time. As a result, only 12.6% of Taft College students are enrolled in 15 or more units. This rate is higher than most of our peer colleges and Statewide, with Taft having the second highest rate out of four colleges and Statewide. As stated in the CCCCO Vision for Success, "colleges can and should encourage more students to attend full time than currently do". While it can be difficult to convince someone working full-time and taking care of dependents to increase their unit load from 6 credits to 15 credits, it should be feasible for a student enrolled in 12 units to enroll in three additional units. As of fall 2020, these students (12-14.9 units) represent 22.9% of our student body. Based on our highest performing peer, as well as the availability of students taking 12-14.9 units, the college has set a goal to increase the percentage of students enrolled in 15+ units by three percentage points. Using CCCCO's Data Mart data, this would require increasing the rate from 12.6% to 15.6%.

Unit Load	Fall 2020 Students	Fall 2020 Students (%)
3.0 - 5.9	569	17.1 %
6.0 - 8.9	459	13.8 %
9.0 - 11.9	452	13.6 %
12.0 -14.9	762	22.9 %
15 +	419	12.6 %

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

PERCENT OF FALL 2020 STUDENTS ENROLLED IN 15+ UNITS

	Barstow	Lake Tahoe	Mendocino	Statewide	Taft
PERCENT OF FALL 2020 STUDENTS ENROLLED IN 15+ UNITS	18.67 %	9.97 %	8.31 %	10.36%	12.61 %
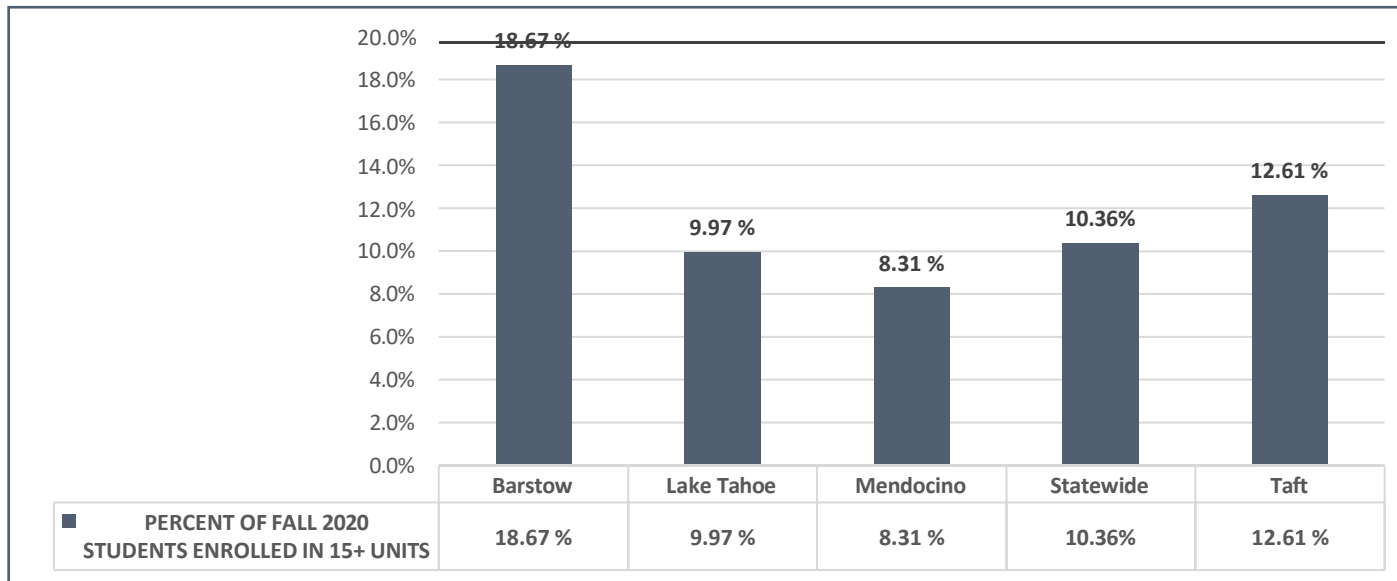
Source: http://datamart.cccco.edu/Students/Unit_Load_Status.aspx

Fall 2020 Headcount	Fall 2020 students enrolled in 15+ units	%
3324	419	12.61%

Source: CCCCO's Data Mart

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

Source: http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf

5. <u>**FINANCIAL AID RECIPIENTS**</u>

INCREASE FROM 84% OF ALL STUDENTS IN 2019-2020 TO 86% OF ALL STUDENTS IN 2023-2024

The College is effective in ensuring that the majority of our students receive financial aid, as measured by the percentage of students who received a CCPG (California College Promise Grant) Waiver. Excluding WESTEC, Taft has the highest rate out of the peer group. That said, Taft College is committed to continuously improving this rate. Survey data suggest that there may be additional students who could qualify for a CCPG, with 73.6% of students stating that a lack of finances could cause them to withdraw from their courses. Therefore, the College has set a goal to increase the percentage of students who receive a CCPG waiver from 84% to 86%.

PERCENT OF STUDENTS RECEIVING CCPG – AY 2019-20

	Barstow	Lake Tahoe	Mendocino	Statewide	Taft
■ PERCENT OF STUDENTS RECEIVING CCPG	78.4%	29.0%	42.3%	41.1%	84.0%
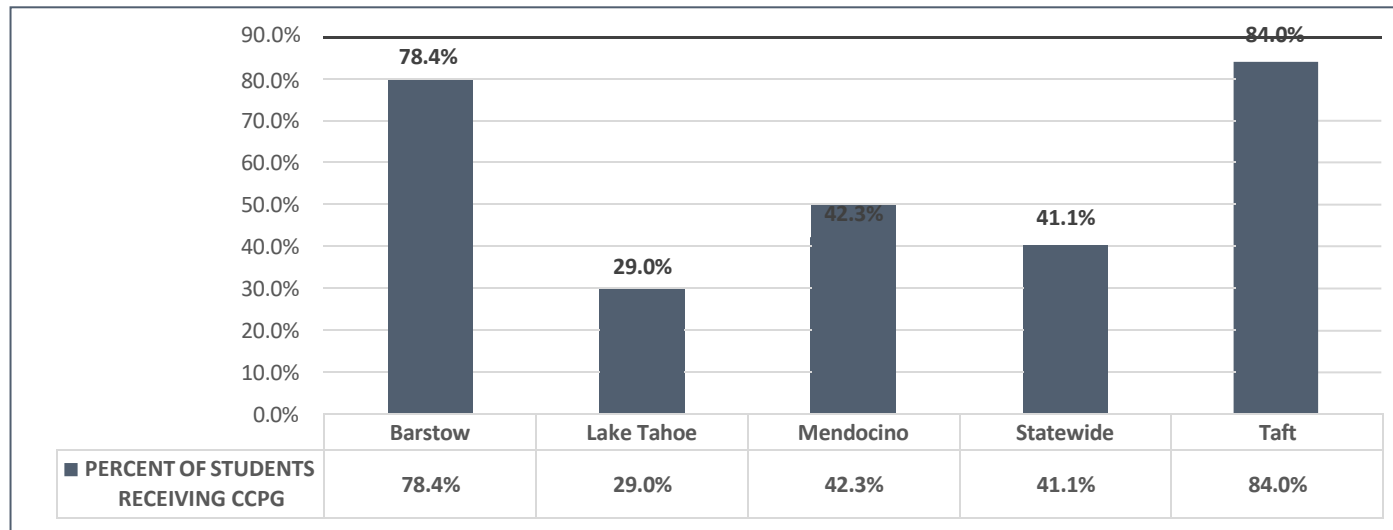
Sources: http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
http://datamart.cccco.edu/Services/FinAid_Summary.aspx

6. STUDENTS WHO EARNED 9 OR MORE CTE UNITS

INCREASE PERCENTAGE OF STUDENTS EARNED 9 OR MORE CTE UNITS FROM 9.4% IN 2020-2021 TO 10.4% IN 2023-2024

Ensuring CTE graduates get relevant jobs after graduation can be difficult since economic conditions can change dramatically. As a result, job placement rates are a lagging indicator. Rather than focus on job placement rates, the metric for this goal is to increase the percentage of students who earned CTE units 9 or more. Over the long-term, earning more CTE units will increase the likelihood that students earn CTE certificates or degrees. Based on the historical data, the percentage of students who earned 9 or more CTE units increased from 7.0% in 2016-17 to around 9.5% in 2018-19 to 2020-21. Due to the COVID impact on student enrollment and learning outcomes, the CTE department proposes to increase the percentage of students who earn 9 or more CTE units to a moderate increase from 9.4% to 10.4%.

PERCENTAGE OF STUDENTS ENROLLED CTE IN 9 AND MORE UNITS
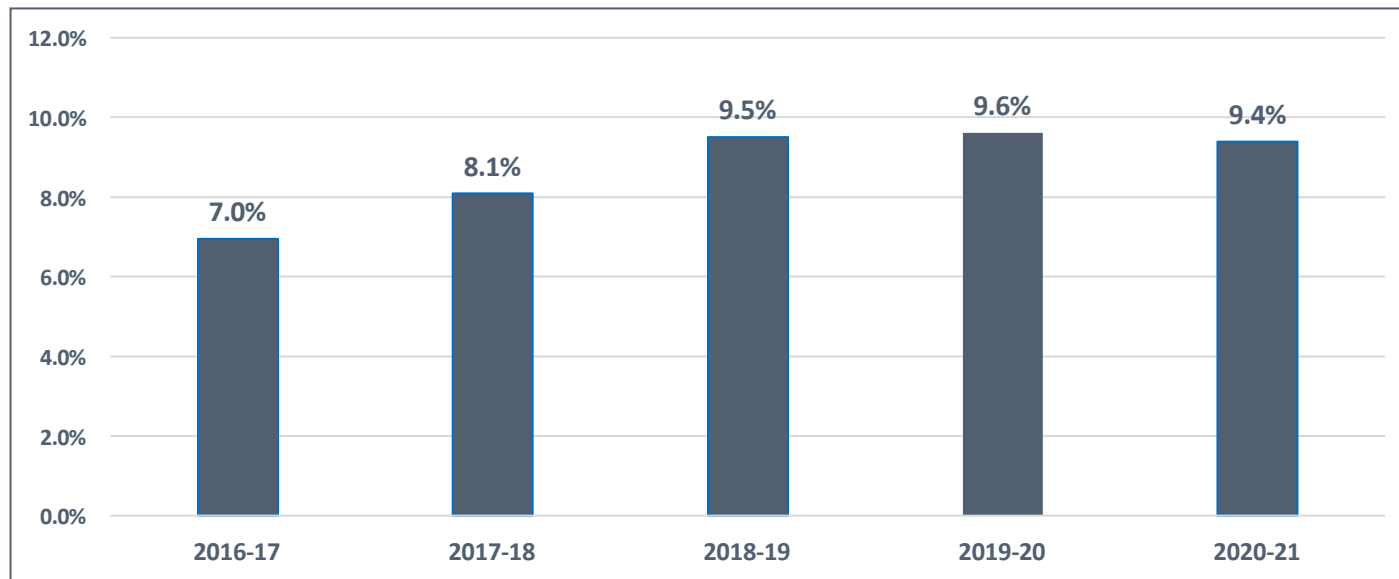
7. STUDENTS ENGAGED IN STUDENT LIFE/CO-CURRICULAR ACTIVITIES
INCREASE MEAN SCORE FROM 2.52 IN 2020-2021 TO 2.6 IN 2023-2024

The College is committed to engaging more students and has set a goal to increase the students' College experience that contributes to their knowledge, and personal development in acquiring job or work-related knowledge and skills. As indicated in the CCSSE survey, Taft College students had the highest mean scores for student satisfaction with student organization's services, but the lowest mean scores to student experience that contribute to the knowledge, and personal development in acquiring job or work-related knowledge and skills. Due to COVID, the survey participation rate was very low compared to a normal survey year and only offered limited College related virtual activities. However, this survey result still shows the gap between the level of student satisfaction and job or work-related knowledge and skills they have learned. The College will track the number of students participating in activities through a sign-in sheet collected for each activity and set a goal to increase student acquiring job or work-related knowledge and skills mean score from 2.52 to 2.61 which is the same as the 2021 cohort nationwide.

		Taft College	Small Colleges	2021 Cohort
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following? *				
10c. Participating in college- sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc. *	Part-time	0.15	0.23	0.21
	Full-time	0.51	0.53	0.42
	All Students	0.38	0.45	0.34
Item 12.2: How satisfied are you with the services? **				
12.2. Student organization	Part-time	1.52	1.31	1.33
	Full-time	1.61	1.37	1.37
	All Students	1.58	1.36	1.36
Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? ***				
11a. Acquiring job- or work-related knowledge and skills	Part-time	2.56	2.65	2.52
	Full-time	2.50	2.81	2.65
	All Students	2.52	2.76	2.61

*Source: 2021 Community College Survey of Student Engagement. Notes: Value: Mean scores. *: 0= None, 1 = 1–5, 2 = 6–10, 3 = 11–20, 4 = 21–30, 5 = More than 30; **: 0 = Not at all, 1 = Somewhat, 2 = Very; ***1 = Very little, 2 = Some, 3 = Quite a bit , 4 = Very much*

8. SATISFACTION

ENSURE 1.5 SATISFACTION MEAN SCORE FOR EACH STUDENT-FACING DEPARTMENT BY 2023-2024

Survey data suggest that most students are satisfied with the overall service they have received from Taft College. The mean scores of student satisfaction were all higher than national averages and small college averages. However, when students are asked about individual departments, satisfaction mean scores vary from 1.72 for academic advising/planning to 1.11 for childcare. To address these discrepancies, the College has set a goal of ensuring a 1.5 satisfaction mean score for each student-facing department. The current approach to measure department level satisfaction is through the Community College Survey of Student Engagement (CCSSE). Unfortunately, the survey is administered once every three years, which means the data are lagging. To increase the usefulness of department level satisfaction data, the IR office will work with departments to design instruments to measure satisfaction that are more timely and actionable. These instruments could include point-of-service satisfaction surveys administered to each student shortly after the service experience, as well as utilizing mystery shoppers.

Community College Survey of Student Engagement - Taft College (2021 Administration)
2021 Means Report - Main Survey
Comparison Group: Small Colleges in the 2021 Cohort*
[Weighted]

Variable: SATACAD
12.2a. Academic advising/planning

	Your College	Small Colleges	2021 Cohort
	1.72 (n = 248)	1.52 (n = 45023)	1.5 (n = 154221)

* The comparison group and cohort columns on this page EXCLUDE your college.

Source: Taft College Student Evaluation of Student Services (2020-2021)

	Taft College	Small Colleges	2015 Cohort
Item 12.2: How satisfied are you with the following services at this college?			
12.2a. Academic advising/planning	1.72	1.52	1.50
12.2b. Career counseling	1.64	1.37	1.38
12.2c. Job placement assistance	1.44	1.14	1.13
12.2d. Peer or other tutoring	1.60	1.41	1.45
12.2e. Skill labs (writing, math, etc.)	1.67	1.45	1.46
12.2f. Childcare	1.11	1.02	1.02
12.2g. Financial aid advising	1.67	1.50	1.48
12.2h. Computer lab	1.59	1.57	1.58
12.2i. Student organizations	1.55	1.33	1.34
12.2j. Transfer advising/planning	1.63	1.38	1.40
12.2k. Library resources and services	1.73	1.62	1.64

Source: 2021 Community College Survey of Student Engagement

9. FTES (FULL-TIME EQUIVALENT STUDENTS)

MEET ANNUAL TARGETS

State budget allocation fluctuations make it difficult to project an FTES target more than one year into the future. Over the past ten years, the College's FTES increased from 2531.3 in 2011-2012 to 2911 in 2018-2019. However, due to the impact of COVID, the FTES started to decrease from 2911 in 2018-19 to 2445 in 2020-21. Compared to Statewide and peers using CCCCO's Data Mart data, the College's FTES was the second-highest percentage decrease from 2019-20 to 2020-21. A target percentage has traditionally been set at 1 to 2% above the funded level of FTES + any annual growth offered by the Chancellors office. This practice has allowed TC to 'capture' growth funding increases each time growth has been offered over the last 20-years. However, under current situation, the College proposes to increase the FTES to the recent 3 years average FTES + 0.5%, which is 2750 FTES

FTES (2016-17 TO 2020-2021)
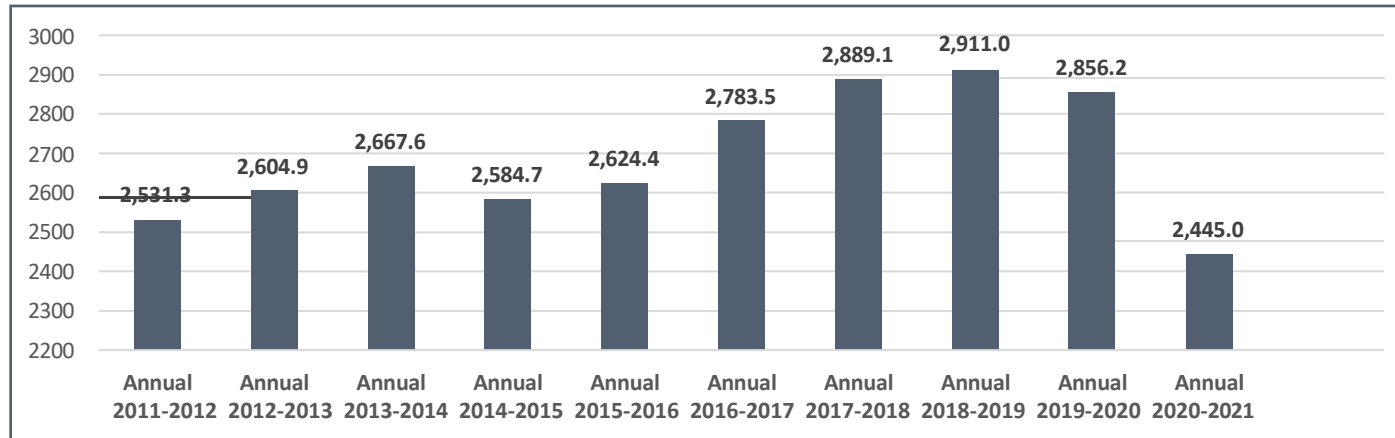
Sources: CCCCO Data Mart

COMPARISON OF PERCENTAGE OF ONE YEAR FTES CHANGE

	2016-17 to 2017-18	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Barstow	-2.7%	-0.3%	3.2%	-16.5%
Lake Tahoe	14.8%	22.0%	-50.2%	24.3%
Mendocino	-6.4%	1.2%	0.0%	-6.4%
Taft	3.8%	0.8%	-1.9%	-14.4%

Statewide	0.5%	-1.0%	-2.4%	-7.9%

10. ACCREDITATION STANDARDS

MEET 100% OF ACCJC AND OTHER ACCREDITING BODY STANDARDS

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

11. IMPLEMENT INNOVATIVE HIRING AND OUTREACH PRACTICES FOCUSED ON DIVERSITY

SUPPORT REDUCTION OF EQUITY GAPS, INCREASE REPRESENTATION AMONG TRADITIONALLY UNDERREPRESENTED GROUPS.

Per the CCCCO Vision for Success, the College must support and implement innovative hiring and outreach practices focused on diversity, such as advertising faculty openings on websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.

12. FOUNDATION DONORS

RE-ESTABLISH RELATIONSHIPS WITH 100% OF DONORS WHO HAVE GIVEN OVER $1,000 BY 2023-2024

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

13. FACILITIES MASTER PLAN

ENSURE 100% OF GOALS ARE ON TARGET FOR COMPLETION BY 2023-2024

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

14. MAINTENANCE, CUSTODIAL, AND GROUNDS QUALITY

INCREASE TO APPA STANDARD LEVEL 2 BY 2023-2024

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

APPA* CUSTODIAL MATRIX
*The Association of Higher Education Facilities Officers

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

APPA* GROUNDS MATRIX
*The Association of Higher Education Facilities Officers

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

APPA* MAINTENANCE MATRIX
*The Association of Higher Education Facilities Officers

LEVEL	1	2	3	4	5
DESCRIPTION	SHOWPIECE FACILITY	COMPREHENSIVE STEWARDSHIP	MANAGED CARE	REACTIVE MANAGEMENT	CRISIS RESPONSE
PM VS. RM	100% PM	75 – 99% PM	50 – 75% PM	25 – 50% PM	0 – 25% PM
SERVICE EFFICIENCY	Highly Organized	Organized w/ Direction	Somewhat Organized	Somewhat Chaotic	Chaotic w/ No Direction

BLDG SYSTEM RELIABILITY	Great Repair	Good Repair	Repaired as Budget Allows	Repaired as Safety vs. Budget	Many Not Functioning
BUDGET % OF CRV	> 4.0%	3.5 – 4.0%	3.0 – 3.5%	2.5 – 3.0%	<2.5%
CAMPUS AVG. FCI	<0.05	0.05 – 0.15	0.15 – 0.29	0.30 – 0.49	>0.50

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

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

The full guidelines are available only in physical copy, which can be provided by the M&O department or purchased here: https://online.appa.org/appassa/ecssashop.show_product_detail?p_session_serno=&p_mode=detail&p_product_serno=4 89&p_cus t_id=

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

ENSURE 100% COMPLIANCE WITH REQUIREMENTS

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

16. FUND BALANCE

MEET ANNUAL TARGETS

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

17. TECHNOLOGY MASTER PLAN

ENSURE 100% OF GOALS ARE ON TARGET FOR COMPLETION BY 2023-2024

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

LAGGING INDICATORS

1. DEGREES AWARDED

INCREASE NUMBER OF STUDENTS FROM 468 IN 2020-2021 TO 512 IN 2023-2024

Ensuring that students complete degrees is an essential component of our mission. Over the past six years, the College has substantially increased the number of degrees it awarded (unduplicated awards), from 323 in 2015-2016 to 437 in 2019-2020. However, due to COVID, the awards for 2020-2021 decreased. Compared to Statewide and peers using CCCCO's Data Mart data, Taft College and Barstow College have a higher rate of degree production per 100 FTES. The Statewide percent is only 89% as high as Taft's (17.1 vs 19.3 degree per 100 FTES). The CCCCO has set a goal by 2022 to "increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job." Given Taft's increases over the last five years on this metric, and its performance relative to its peers, we've already met the CCCCO goal. However, in the spirit of continuous improvement and due to the COVID impact, we have set a more modest goal of increasing degrees awarded by 9.4% from 2020-2021. This goal mirrors the 6% or 7.5 percentage point increase goal. This would require increasing the number of students who complete a degree from 468 to 512.

DEGREES (2015-2016 – 2020-2021)
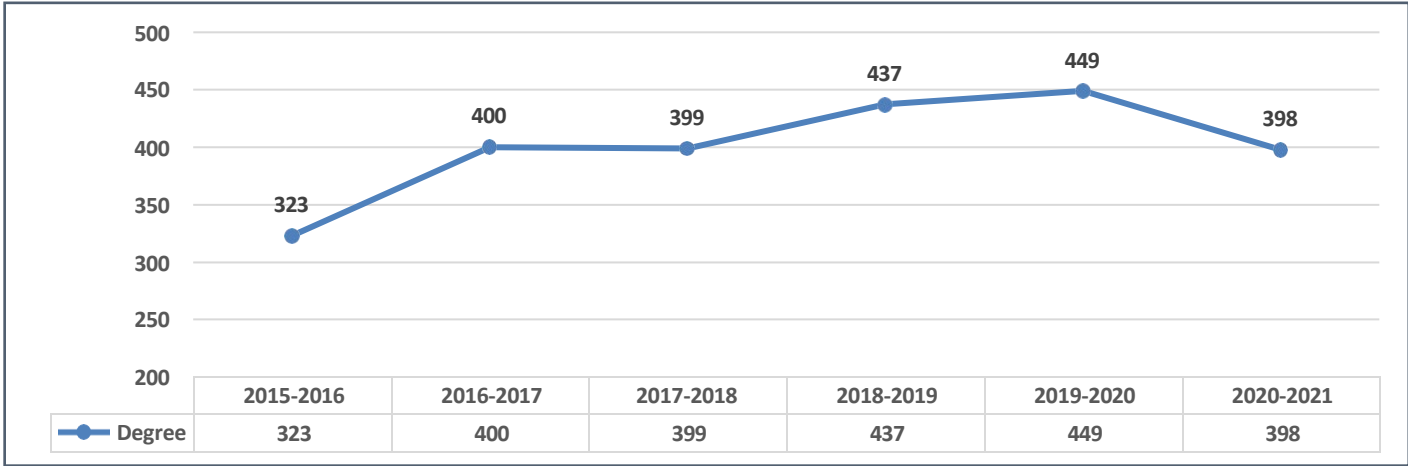
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Degree	323	400	399	437	449	398

Source: Internal Banner ODS data pulled 08/15/2021. Students who received multiple awards are counted only once.

Taft College	2015-2016	2016-2017	2017-2018	2018-2019	2019-20	2020-21
Degrees	364	471	470	521	552	468*
FTES	2,624	2,783	2,889	2,911	2,856	2,445
Degrees per 100 FTES	13.9	16.9	16.3	17.9	19.3	19.1

Source: Chancellor's office Data Mart. Students who received multiple awards are counted multiples.
* Banner ODS data due to Chancellor's office Data Mart data is not available.

DEGREES PER 100 FTES (2019-2020)

	Barstow	Lake Tahoe	Mendocino	Taft	Statewide
DEGREES PER 100 FTES	19.3	10.6	12.8	19.3	17.1
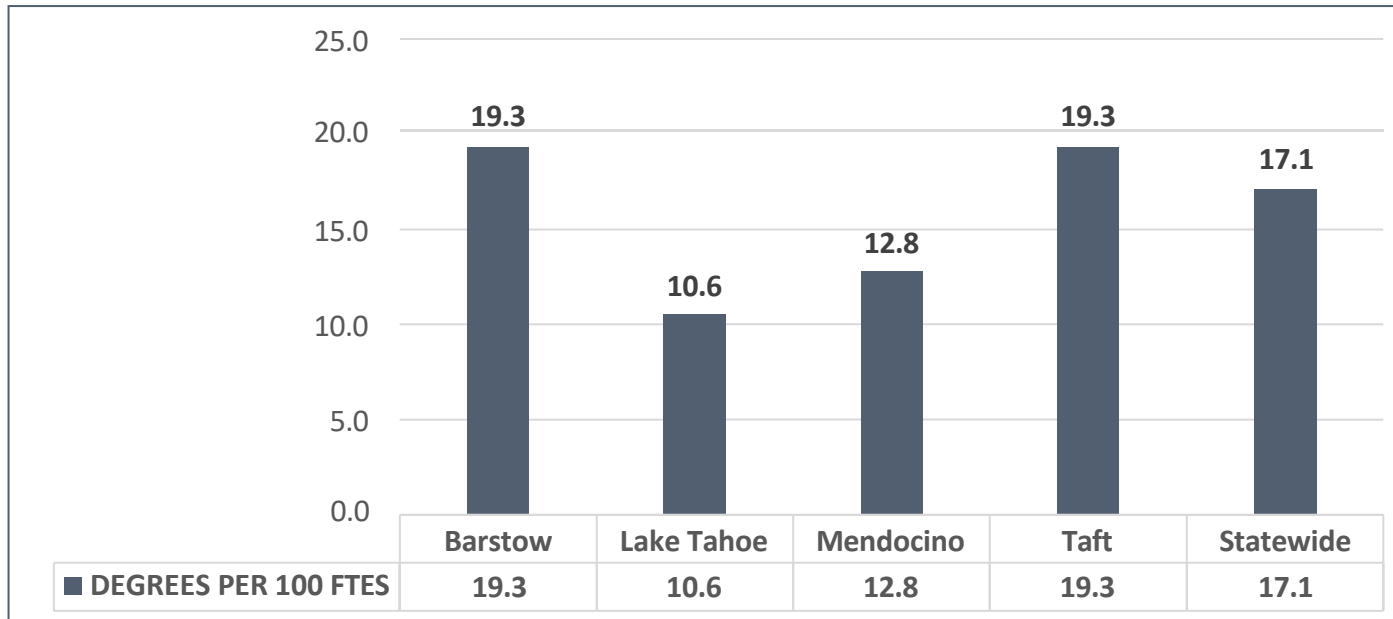
2019-2020	Barstow	Lake Tahoe	Mendocino	Statewide	Taft
Degrees*	502	202	375	196,596	552
FTES	2,596	1,913	2,929	1,149,077	2,856
DEGREES PER 100 FTES	19.3	10.6	12.8	17.1	19.3
as % of Taft	100%	55%	66%	89%	100%

*Chancellor's office approved degrees

Sources: Chancellor's office Data Mart

2020-2021 Students Awarded a Degree or Certificate (CCCCO Approved)
398

Source: Internal Banner ODS data pulled 08/15/2021. Students who received multiple awards are counted only once.

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

Source: https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_Exec_Summary_web_2019.pdf

2. CERTIFICATES AWARDED

INCREASE NUMBER OF STUDENTS FROM 30 IN 2020-2021 TO 33 IN 2023-2024

For students completing credit courses in prescribed pathways, a certificate of achievement may be awarded for Chancellor's Office approved programs of study of 16 or more units. The CCCCO has set a goal by 2022 to "increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job." Due to the changes made for units earned from 18 or more units to 16 or more units, historical data are not available on the Chancellor's Office Data Mart website. Due to the COVID impact, we have set a more modest goal of increasing certificates awarded by 10% from 2020-2021. This goal mirrors the 6% or 7.5 percentage point increase goal. This would require increasing the number of students who complete a certificate from 30 to 33.

CERTIFICATES (2015-2016 – 2020-2021)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Certificate	41	52	27	28	33	30

Source: Internal Banner ODS data pulled 08/15/2021. Students who received multiple awards are counted multiples.

CCCCO Vision for Success Goal One: *"Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. This increase is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards, and course sequences need to match the needs of regional economies and employers."*
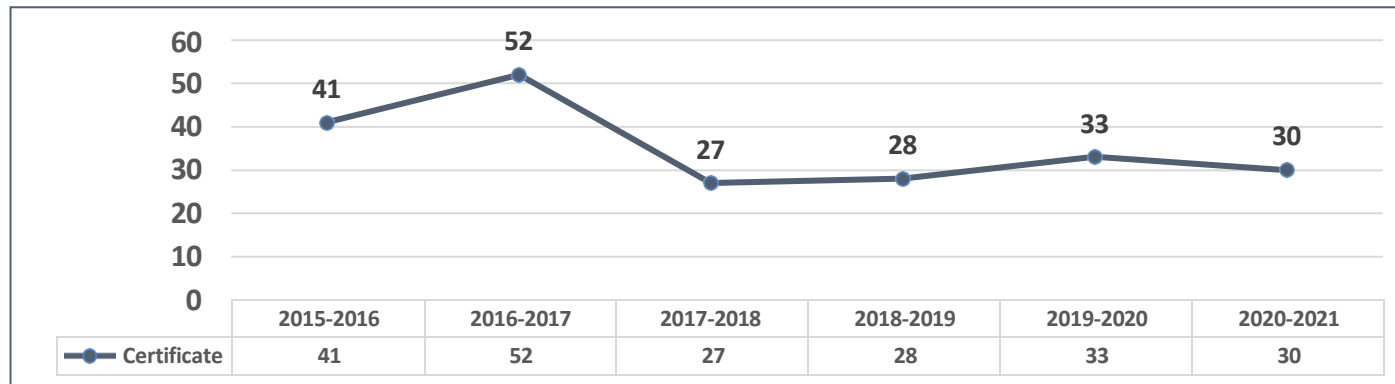
Source: https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_Exec_Summary_web_2019.pdf

3. TRANSFERS

### *INCREASE FROM 253 IN 2019-2020 TO 276 IN 2023-2024*

As with degrees and certificates above, ensuring that students transfer to a university is an essential component of our mission. Overall, the College has increased the number of transfers from 228 in 2015-2016 to 253 in 2019- 2020, although it has been up and down over the past five years. Taft College also has a substantially higher rate of transfers per 100 FTES compared to our peers. By contrast, the second highest rate from Barstow is only 88% as high as Taft's (7.82 vs 8.86 transfers per 100 FTES). The CCCCO has set a goal by 2022 to "Increase by 35 percent the number of CCC students system wide transferring annually to a UC or CSU." Given Taft's performance relative to its peers, we've already met the CCCCO goal. However, in the spirit of continuous improvement, we have set a more modest goal of increasing transfers by 9.4%. This goal mirrors the 9.4% or 7.5 percentage point increase goal and would require increasing the number of students who transfer from 253 to 276.

TRANSFERS PER 100 FTES (2015-2016 – 2019-2020)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Transfers per 100 FTES	8.69	9.49	7.79	8.07	8.86
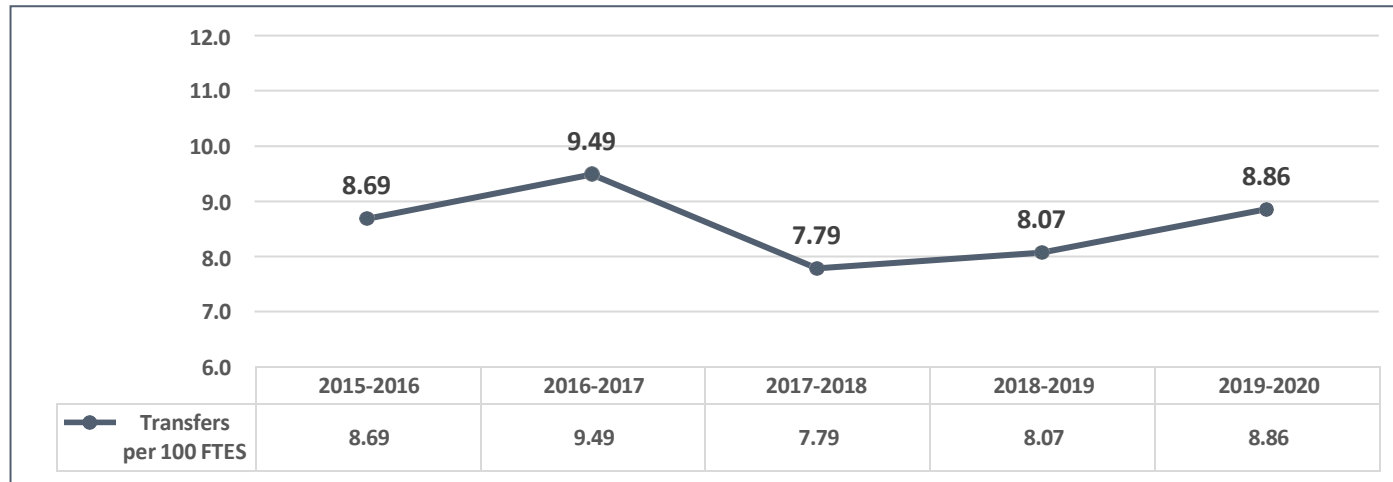
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CSU	150	179	155	173	178
UC	4	7	10	4	12
In-state Private	15	23	24	17	14
Out-of-State	43	44	47	52	58
Total	228	264	225	235	253
Taft FTES	2,624	2,783	2,889	2,911	2,856
Transfers per 100 FTES	8.69	9.49	7.79	8.07	8.86

TRANSFERS PER 100 FTES (2019-2020)

	Barstow	Lake Tahoe	Mendocino	Taft
Transfers per 100 FTES	7.82	5.54	6.21	8.86
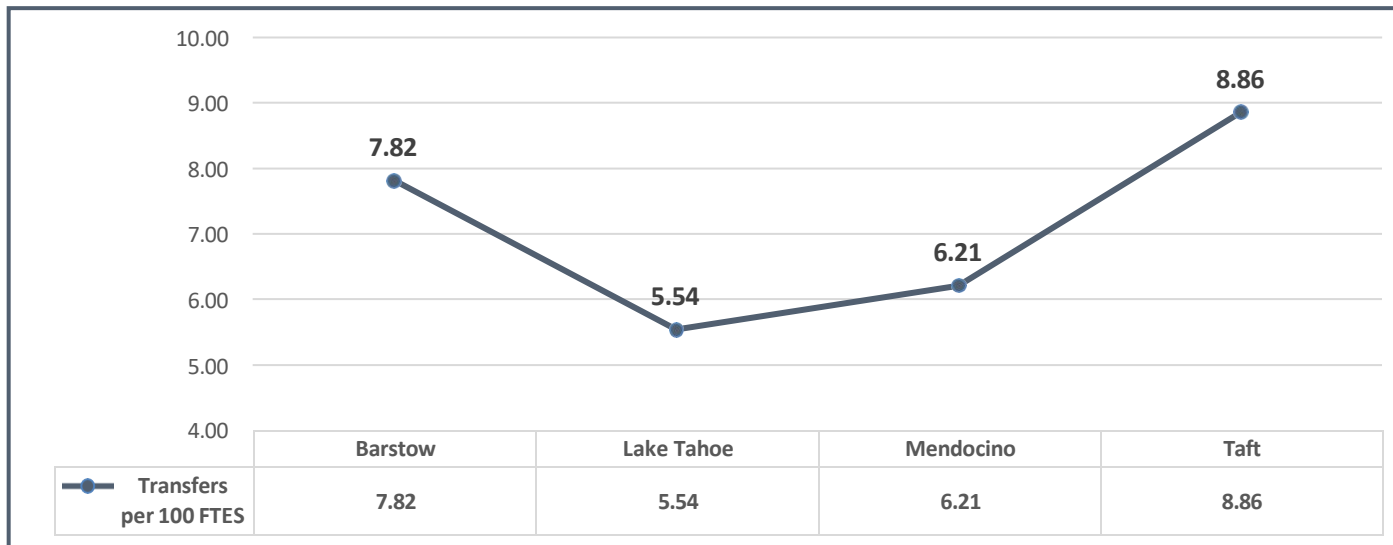
2019-2020	Barstow	Lake Tahoe	Mendocino	Taft
CSU	71	45	87	178
UC	12	22	15	12
In-state Private	24	5	19	8
Out-of-State	96	34	61	55
Total	203	106	182	253
FTES	2,596	1,913	2,929	2,856
Transfers per 100 FTES	7.82	5.54	6.21	8.86
As % of Taft	88%	63%	70%	100%

Source: UC   Transfer   https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc
CSU Transfer https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx
In and Out of State Transfer CCCCO's Data Mart

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

Source: http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf

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

DECREASE FROM 83 IN 2018-2019 COHORT TO 80 IN 2021-2022 COHORT

While most associate degrees should take 60 units to complete, the average Taft College student accumulates 83 units before completing their degree. Per the CCCCO Vision for Success, "reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students." Unfortunately, peer data are not available. Therefore, the College set its target to decrease the average number of units completed by associate degree completers to 81 (average among the quintile of colleges showing the strongest performance on this measure), which mirrors the CCCCO goal.

2018-2019
2018-19 Average #Units Accumulated for Associate's Degree Completers
83

Source: DSS data pulled 08/16/2021

CCCCO Vision for Success Goal Three: *"Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. (Associate's degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students."*
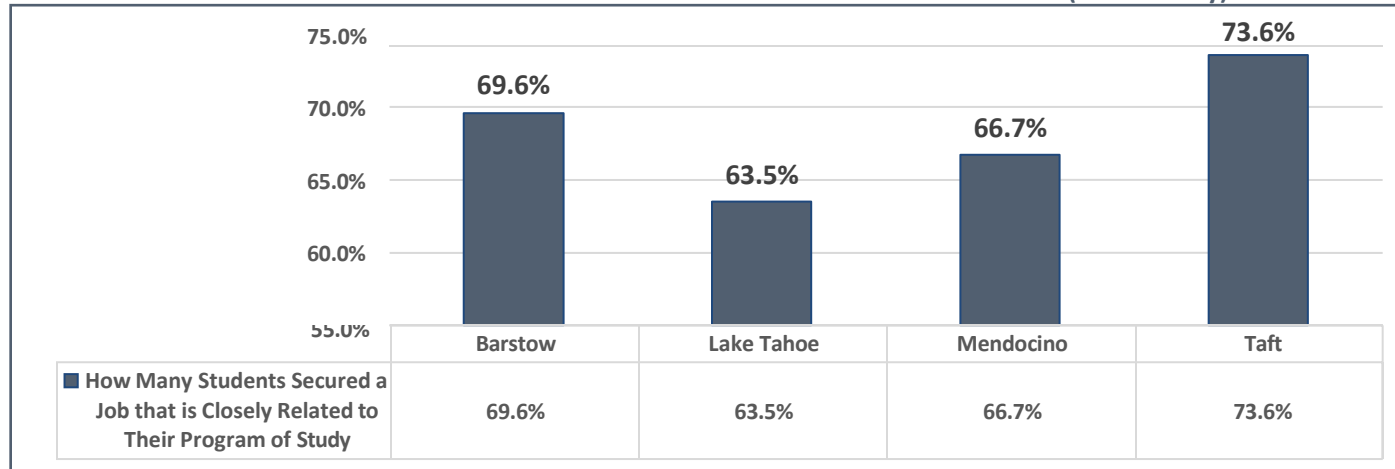
Source: http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf

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

INCREASE FROM 73.6% IN 2017 TO 75% IN 2023

It is difficult to ensure that all graduates can obtain a job in their field. Industries can change at a rapid pace, both in terms of required skill sets as well as hiring projections. Compared to our peers, Taft College has the highest job placement rate. The three colleges in the peer group have placement rates below 70%. Due to the impact of COVID, the College set a more realistic target to increase the job placement rate to 75%, which mirrors the CCCCO goal (the average among the quintile of colleges showing the strongest performance on this measure).

HOWMANYSTUDENTSSECUREDAJOBTHATISCLOSELYRELATEDTOTHEIRPROGRAMOFSTUDY (2019 Survey)?

	Barstow	Lake Tahoe	Mendocino	Taft
How Many Students Secured a Job that is Closely Related to Their Program of Study	69.6%	63.5%	66.7%	73.6%

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

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

Source: http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf

6. INSTITUTIONAL STUDENT LEARNING OUTCOMES PROFICIENCY RATE

INCREASE ALL ISLO'S TO 84.5% IN 2023-2024

In addition to ensuring that more students complete their programs of study, Taft College must ensure that students are learning. As stated on page 31 of the CCCCO Vision for Success, "ensuring that students are learning is at the core of the community college mission, the accreditation process, and one of the pillars of the Guided Pathways framework." Unfortunately, peer data are not available for ISLOs. However, the College can strive to close the performance gaps between ISLOs. For example, there is a 3.0 percentage point difference between the Community/Global Consciousness and Responsibility ISLO and Critical Thinking ISLO. Furthermore, while peer data are not available, SLO rates are closely correlated to course success rates. Since course success rates do have peer data available, we can tie the ISLO goal to the course success rate goal (see leading indicator one above). Therefore, the College has set a goal of increasing the highest performing ISLO by 3.6 percentage points (mirroring the success rate goal) and closing the gaps between the highest performing ISLO and all other ISLOs. This would require increasing each ISLO proficiency rate to 84.5%.

% MEETS OR EXCEEDS EXPECTATION OR MASTERY
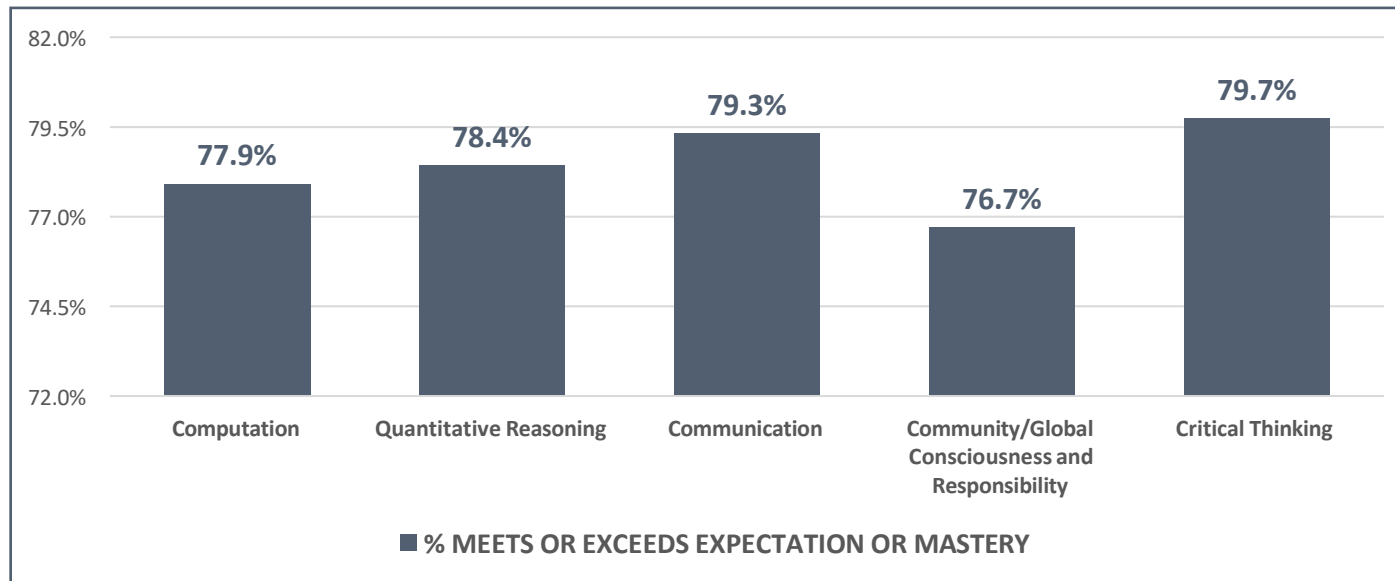
Source: eLumen data pulled 03/14/2021

7. EQUITY GAPS FOR UNDERREPRESENTED GROUPS FOR THE ABOVE MEASURES
DECREASE BY 10% FOR EACH MEASURE BY 2023-2024

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

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

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

Source: http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf

APPENDIX B: DATA DEFINITION AND DATA SOURCE

- **Degree:**

  - **Definition:** Number of associate degrees awarded by the College in an academic year (duplicated). If a student earns more than one associate degree in an academic year, all degrees are included for this indicator.

  - **Data Source:** CCCCO's Office Data Mart

- **Certificate:**

  - **Definition:** Number of certificates awarded by the College in an academic year (duplicated). If a student earns more than one associate degree in an academic year, all degrees are included for this indicator.

  - **Data Source:** CCCCO's Office Data Mart

- **Course Success**

  - **Definition:** Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP divided by total number of enrollment including EW grade

  - **Data Source:** CCCCO's Office Data Mart

- **First Time Credit Students Fall to Spring Persistence Rate**

  - **Definition:** Retained Fall to Spring at the Same College. Among first-time students who enrolled in at least one credit course in the fall of the selected year who did not transfer or who did not earn an award in the selected year, the percentage who enrolled in at least one credit course in any TOP code in a subsequent primary term at the selected school.

  - **Data Source:** CCCCO's LaunchBoard – Guided Pathway

- **Full-time Equivalent Students (FTES)**

    o **Definition:** The FTES figure includes both credit and noncredit students (including enhanced noncredit funding for Career Development and College Preparation) and comes from the 320 Report produced by CCCCO Fiscal Services.

    FTES is determined by hours of attendance and 525 hours of attendance is considered one FTES. The 525 hour value is based on the assumptions that a full-time student attends 15 hours of classes in a week, there are 17.5 weeks in a semester, and there are 2 semesters in an academic year so 15 X 17.5 X 2 = 525 hours = 1 FTES.

    o **Data Source: CCCCO Datamart**

.

TAFTCOLLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT