Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

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

to

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

June 2021

Certification

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

From: Dr. Debra S. Daniels
        Taft College
        West Kern Community College District
        29 Cougar Ct.
        Taft, CA 93268

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Debra Daniels	May 13, 2021
Dr. Debra Daniels, Chief Executive Officer	Date:
Dawn Cole	May 17, 2021
Dawn Cole, Board of Trustees President	Date:
Sharyn Eveland	May 12, 2021
Dr. Sharyn Eveland, Academic Senate President	Date:
Greg Hawkins	May 5, 2021
Greg Hawkins, CSEA President	Date:
Xiaohong Li	May 4, 2021
Xiaohong Li, Executive Director of Institutional Research & Planning/ALO	Date:
Josh Vasquez	May 6, 2021
Josh Vasquez, Associated Student Organization Representative	Date:

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A. Introduction

Situated in a major petroleum and natural gas production region in central California, the City of Taft is home to Taft College, a single college district known as West Kern Community College District. For nearly 100 years, Taft College has been providing higher education opportunities to western Kern County residents. At first, the College served primarily the families of the petroleum industry. Over time, the area became more diversified with other industries such as agriculture, mining, and chemical production. The broadening of the base economy led to the diversification of the residents and the students, resulting in Taft College's designation as a Hispanic Serving Institution (INT.A_1).

Today, standing on the eve of Taft College's centennial anniversary in 2022, the College proudly serves the students, families, and community of the district and beyond.

College History

Nearly a century ago on August 30, 1922, Taft Junior College, as it was called then, was formed as part of the Taft Union High School District and first held classes on the high school campus. The West Kern Community College District (WKCCD) was created in an election on June 19, 1962.

WKCCD is a single-college district under the leadership of a five-member Board of Trustees who are elected at-large. The chief executive officer of the District is the Superintendent/President. The District contains 767 square miles of service area and is composed of Taft Union High School District, Maricopa Unified School District, and the elementary school districts of Taft City, Midway, McKittrick, and Elk Hills. The population of the WKCCD was about 29,813 people as of the 2020 U.S. Census. One of the oldest of 72 Districts in California, WKCCD enrolled 2,636 unduplicated (7,635 duplicated) headcounts with 59% identified as Latinx in the 2019-20 academic year, maintaining the College's designation as a Hispanic-Serving Institution since 2003-04.

In 1995, Taft College opened the Transition to Independent Living Program for students with developmental/intellectual disabilities. The internationally renowned program provides post-secondary life and work skills education in a higher education atmosphere for 50 residential attendees.

Additionally, in 1982 Taft College opened Westside Energy Services Training and Education Center or more commonly known to us as WESTEC. WESTEC offers short and long-term training programs in a wide variety of subject areas. WESTEC partners with local community colleges to fund programs and provide students with college credit upon completion of courses when appropriate.

In 2004, voters in the WKCCD passed Measure A, a $39.8 million general obligation bond for construction and renovation of Taft College facilities. These funds have been applied to nine projects, the last of which was completed in 2021. The completed projects include: a remodel of the Administration/Student Services Building, Science Building, dorms, and Technical Arts Building. Additionally, it included the following new construction: Child Development Center, Facilities, Maintenance, and Operations Buildings, and Student Center as well as technology services upgrade.

The culminating project was the Student Center building that finished earlier this year. The 21,000-square foot building provides direct access to the campus courtyard and existing dormitories, as well as street access. Providing expanded amenities for college students and the Community of Taft alike, the facility integrates a large kitchen, dining facility, student commons, bookstore, and print shop under one roof. Extensive site work was completed adjacent to the new building to connect it to the campus courtyard to the west, dormitories to the south, and street front to the east. Outdoor dining and lounge areas create an open foot traffic flow between interior and exterior spaces and provide expanded square footage for student use.

Just as the College has expanded its physical facilities, so too has it expanded its human and academic resources. In pursuit of one or more of 41 Associate Degree programs (27 AA/AS Degrees and 14 Associate Degrees for Transfer), 16 Certificates of Achievement, and 16 Local Certificates, students enrolled in 422 class sections taught by 59 full-time faculty and 76 part-time faculty during the Fall 2020 semester. The College also employed 120 classified professionals and 10 confidential staff, as well as 27 administrators.

Student Enrollment Data

This section presents Taft College's student enrollment information since the College's last accreditation site visit. The variables include unduplicated headcount, full-time equivalent students (FTES), part-time/full-time status, and distance education.

Figure 1: Unduplicated Headcount and Full-time Equivalent Students
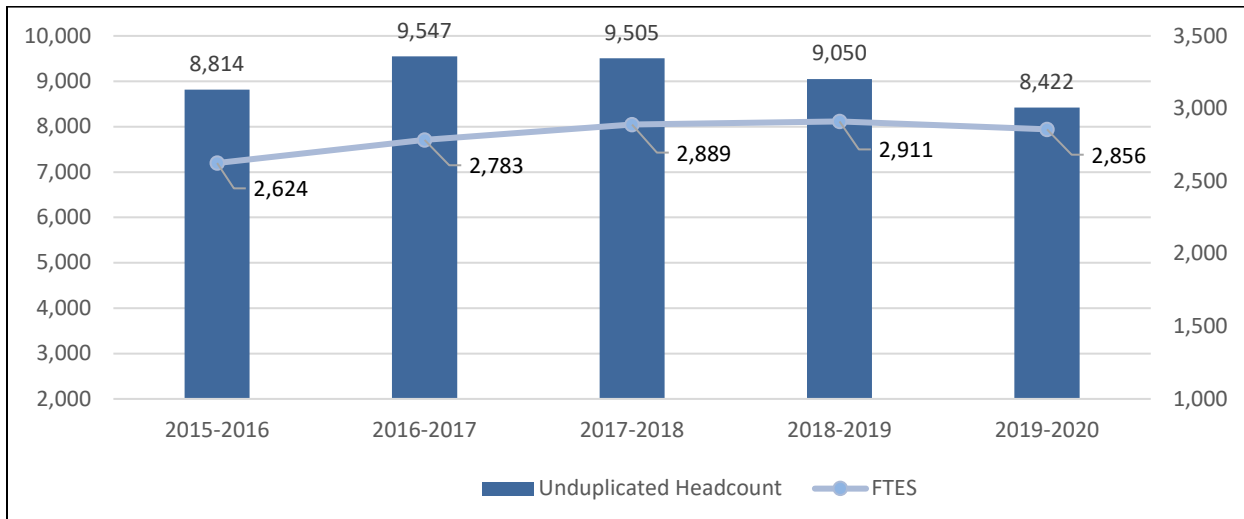
Data source: CCCCO's DataMart

Taft College enrolled 8,422 unique students during the 2019-2020 academic year. Considering the enrollment and FTES (Full Time Equivalent Students) trends since the last accreditation cycle, in 2015-2016, both enrollment and FTES have been fairly stable. Enrollment and FTES typically rise and fall consistent with the national trend relative to the economy. That is, a poor economy forces many adult learners into the classroom to retrain or refresh their skills. Conversely, when the economy improves, enrollments usually decline as adult learners return to the workforce. However, due to the impact of the global COVID-19 pandemic, college enrollment across the nation declined sharply in academic years 2019-2020 and 2020-2021 despite higher than normal job loss rates (INT.A_3). By Spring 2021, nearly a year into the pandemic, the decline in FTES reached 14% below that of Spring 2020, which began just before the start of the pandemic. In academic year 2020-2021, both FTES and credit enrollment numbers are at their lowest point of the past five years.

Figure 2: First-time Freshmen Unduplicated Headcount
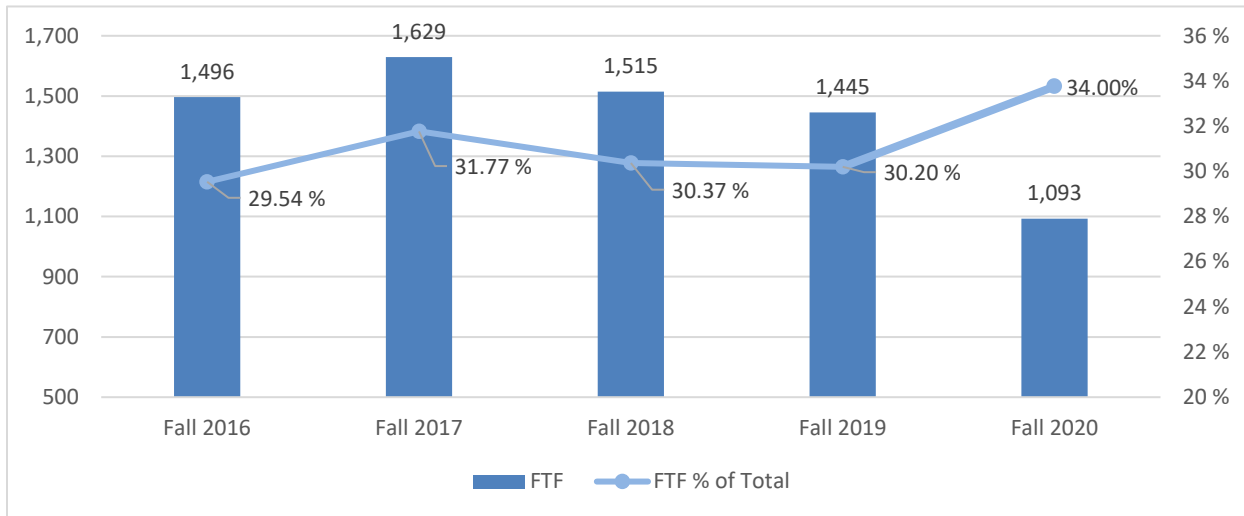
Data source: CCCCO's DataMart

Similar to enrollment and FTES, the same trend shows on FTF (First Time Freshman) enrollment. For Fall 2020, in response to the COVID-19 pandemic, the College enrollment fell from a year ago which aligned with the national trend per the National Student Clearinghouse's final fall report (INT.A_3). However, the percentage points for FTF in total enrollment increased which may be due to the effort of the College's collaboration with the local high school. The activities and supports the College provided to the local high school for helping their students' transition to the College include offering free counseling services and partnering with the high school to streamline educational efforts for maximum student success (INT.A_5) (INT.A_6).

Figure 3: Distance Education Full-time Equivalent Students
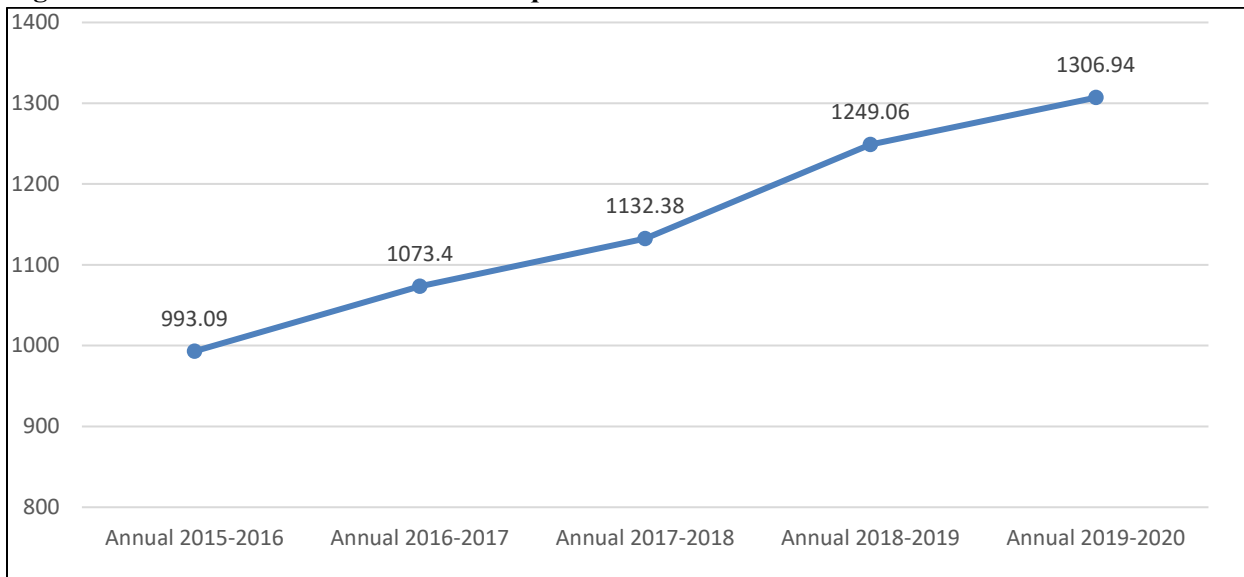
Data source: CCCCO's DataMart

A notable statistic in the relatively stable total headcount and total FTES is the increase in Distance Education enrollment. Since the 2015-16 academic year, the number of FTES specific to Distance Education enrollment has increased by 31.6%. While Taft College has typically scheduled a robust set of online course offerings over the past several years, the transition to online offerings in response to the pandemic significantly increased the number of offerings in all areas of instruction. Classes known as hard-to-convert (e.g., Welding, Dental Hygiene Clinic) paused their delivery until they could meet safety requirements. All other courses, including science lab classes, were able to transition to partly or fully online delivery.

Figure 4: Fall 2020 Full-time vs. Part-time Students
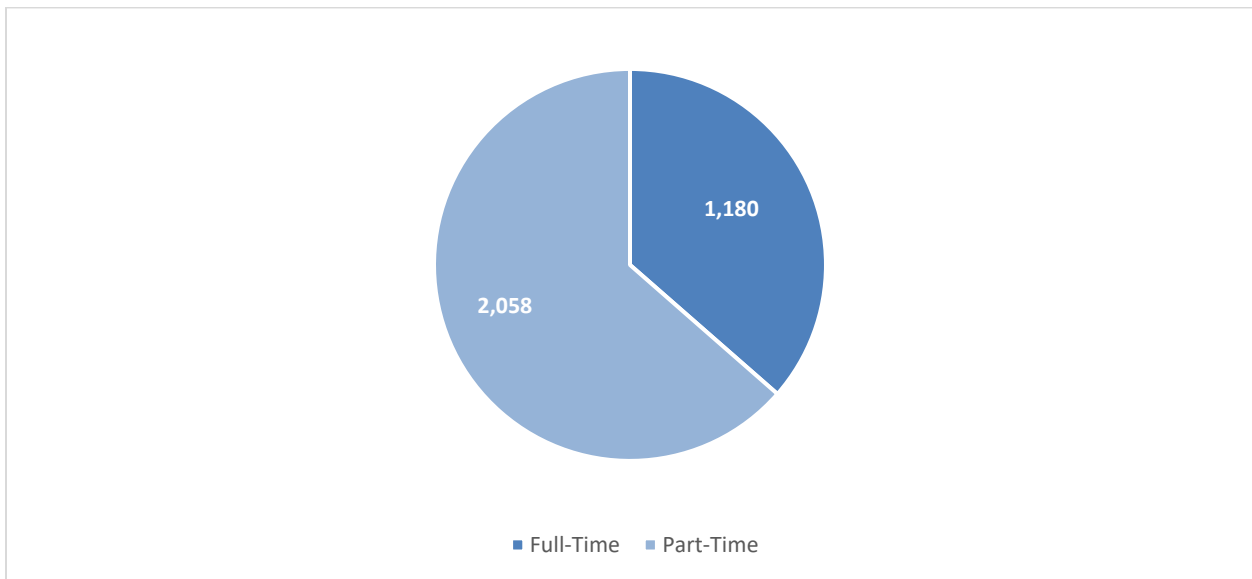
Data source: CCCCO's DataMart

Figure 5: Full-time Headcount and Percentage of Full-time in Total Headcount
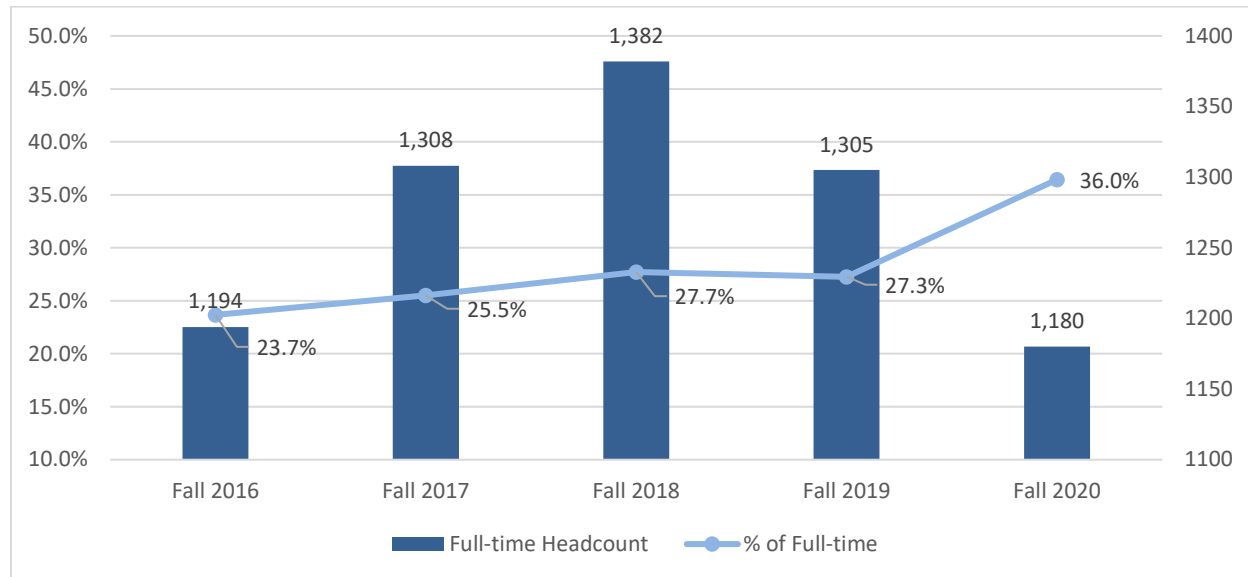
Data source: CCCCO's DataMart

Other notable trends include an increase in full-time enrollment and its associated uptick in percentage of total headcount. In fall 2020, 1,180 students registered for 12 or more units, accounting for 36% of total enrollment, compared with 2,058 part-time students enrolling for fewer than 12 units. The total full-time headcount increased by 9.3% from Fall 2016 to Fall 2019 even though the total headcount decreased during the same period. Due to the COVID-19, the fall 2020 full-time headcount did not keep growing but kept relatively the same compared to Fall 2016, although the percentage of full-time headcount over total enrollment increased from 23.7% to 36.4%.

Labor Market Data

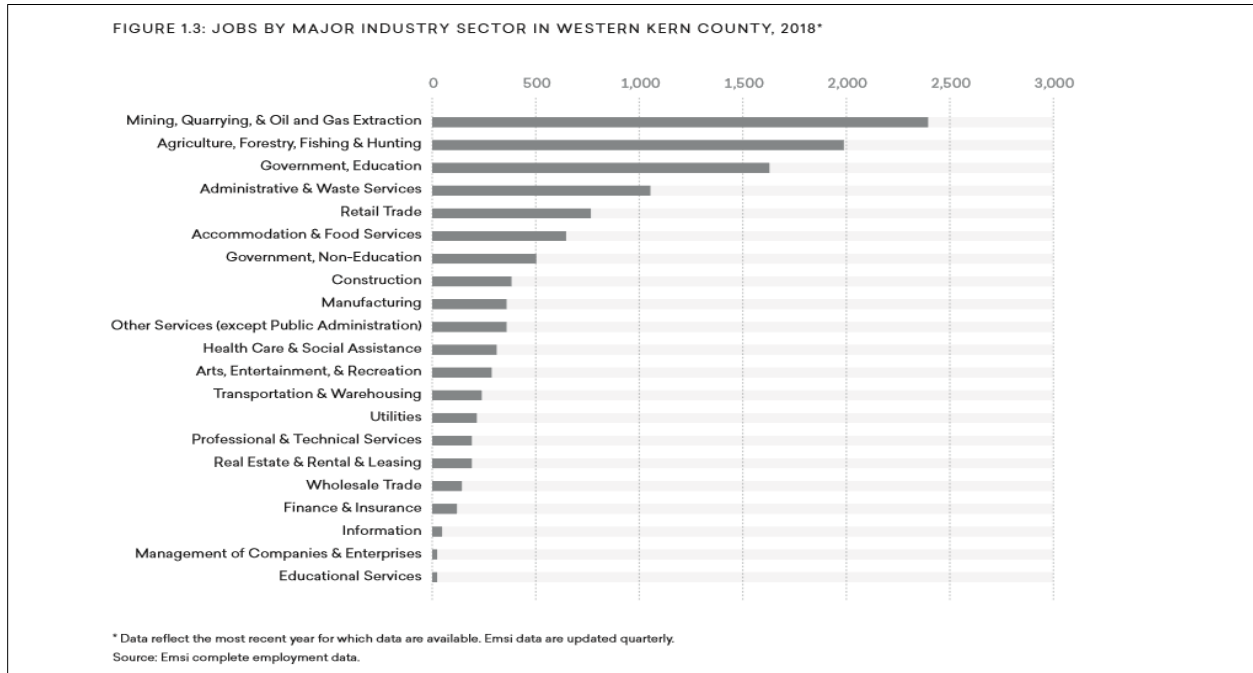Taft College monitors the labor market and uses the data to help improve student success. In 2019, an Economic Impact Study (EIS) was conducted on behalf of Taft College by EMSI (Economic Modeling Specialists International). Based on the EIS report, top regional employment segments were identified with the highest employment opportunities, including mining, quarrying, and oil and gas extraction; agriculture, forestry, fishing and hunting; government education; administrative and waste service; and retail trade. The mining, quarrying, and oil and gas extraction sector is the largest employer in the area, supporting 2,402 jobs or 20% of total employment in the region. The second largest employment segment is the agriculture, forestry, fishing and hunting sector, supporting 1,984 jobs or 16.5% of the region's total employment. Altogether, the region supports 12,002 jobs. As described in the EIS report, Taft College serves a region referred to as western Kern County in California. Since the College was first established, it has been serving western Kern County by enhancing the workforce,

providing the local residents with easy access to higher education opportunities, and preparing students for highly skilled and technical professions. The figure below shows jobs by major industry sector in western Kern County.

Figure 6: Jobs by Major Industry Sector in Western Kern County, 2018

FIGURE 1.3: JOBS BY MAJOR INDUSTRY SECTOR IN WESTERN KERN COUNTY, 2018*

* Data reflect the most recent year for which data are available. Emsi data are updated quarterly.
Source: Emsi complete employment data.

Data source: 2019 EIS study provided by EMSI

In addition, an analysis of labor market data downloaded from the Labor Market Information Division on the California Employment Development Department website was conducted to project and determine future employment opportunities. The top six projected occupational groups and top six of the fastest growing occupational employment sectors were identified. Taft College is examining the extent to which its current programs help to prepare students for these careers and will continue to consider the feasibility and viability of any new and expanded programs to fulfill any projected employment gaps.

Table 1: Top - Six Fastest Occupational Employment Projections for 2026 in Kern County

Occupational Title	Employment		Percent Change 2016-2026	Total Job Openings	Median Hourly Wage	Median Annual Wage
	Estimated 2016	Projected 2026				
Wind Turbine Service Technicians	130	350	169.2	450	$ 24.82	$ 51,619.00
Floral Designers	90	170	88.9	200	$ 11.90	$ 24,757.00
Helpers— Brick/Block/ Stone masons, & Tile/Marble Setters	50	90	80	140	$ 13.47	$ 28,011.00
Operations Research Analysts	240	380	58.3	320	$ 43.14	$ 89,727.00
Home Health Aides	240	380	58.3	490	$ 12.46	$ 25,911.00
Physician Assistants	70	110	57.1	90	$ 59.02	$ 122,750.00

Data Source: California EDD, Projected Employment Statistics, Kern County, January 2021

Demographic Data

Taft College is geographically located in a rural area with changing demographics. It is about 30 miles away from Bakersfield, and about 120 miles north of downtown Los Angeles. The population of Taft College's service area is expected to grow slowly in the next twenty years, with the most significant increase predicted to occur among the Latinx population of the District. College students are predominantly local, coming primarily from the Taft Union High School District and school districts in or near Bakersfield. During the 2019-2020 academic year, approximately 68% of Taft College students had a goal of earning an associate degree and/or transferring to a four-year college, a 32 percentage point increase from five years ago. See Table 2 below.

Table 2: Taft College Unduplicated Headcount by Student Goal Indicated

Goal	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Degree/Transfer Goal	39%	43%	64%	67%	71%
Short Term of CTE Goal	29%	31%	24%	22%	14%
Adult Ed/ESL Goal	3%	2%	2%	2%	2%
Undecided/Other Goal	28%	24%	10%	8%	13%

Data Source: CCCCO's LaunchBoard and Internal database -Taft College Office of Institutional Research and Planning

Student information included here presents student demographic profiles of all students enrolled between fall 2015 (Taft College's last accreditation site visit) and fall 2019. Student demographic variables include student age, race and ethnicity, gender, and student financial aid awarded.

Student Age

Figure 7: Students by Age Groups

Taft College Students by Age Groups

Age Group	Fall 2015	Fall 2020
19 or Less	21%	24%
20 to 24	31%	29%
25 to 29	15%	16%
30 to 34	10%	10%
35 to 39	6%	7%
40 to 49	10%	7%
50 +	6%	6%
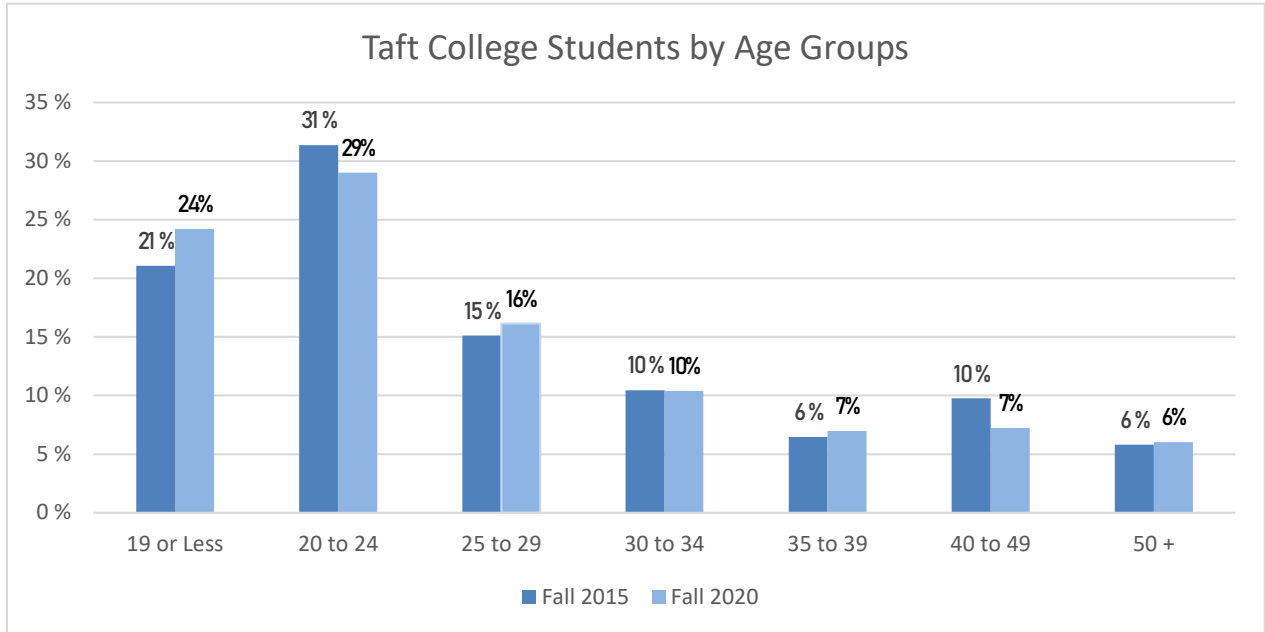
Data Source: CCCCO's DataMart

About 50% of Taft College students are under the age of 25, accounting for 50% of the total Taft College student population in fall 2020. Another 33% of students were in the 25-39 age range, and just over 13% of students were 40 and older. The highest increase from Fall 2015 to Fall 2020 was sourced from the under 20 age group, a trend in alignment with the College's headcount in recent years. This increase was a result of the boost in First Time Freshman attending the College trough recruitment efforts with the local high school and the Guided Pathway program.

Student Race and Ethnicity

Table 3: Taft College Students by Race & Ethnicity

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%
WKCCD Total	5,065	100%	5,128	100%	4,989	100%	4,785	100%	3,238	100%
Latinx	2,802	55%	2,954	58%	2,896	58%	2,883	60%	1,964	61%
White Non-Latinx	1,588	31%	1,528	30%	1,491	30%	1,297	27%	878	27%
African American	287	6%	283	6%	249	5%	258	5%	132	4%
Multi-Ethnicity	139	3%	154	3%	137	3%	121	3%	117	4%
Asian	77	2%	77	2%	97	2%	96	2%	61	2%
Other	172	3%	132	3%	119	2%	130	3%	86	3%

Data Source: CCCCO's DataMart

Latinx student enrollment has steadily increased from fall 2016 (55%) to fall 2020 (61%). During the same time frame, White student enrollment percentages decreased from 31% to 27 %. Other groups identified by race and ethnicity remained relatively constant as a percentage of the whole student population.

Student Gender

Table 4: Students by Gender

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%
Female	2,131	42%	2,305	45%	2,420	49%	2,326	49%	1,887	58%
Male	2,895	57%	2,781	54%	2,509	50%	2,414	50%	1,323	41%
Unknown	39	0.77 %	42	0.82 %	60	1.20 %	45	0.94 %	28	1%
WKCCD Total	5,065	100 %	5,128	100 %	4,989	100 %	4,785	100 %	3,238	100 %

Data Source: CCCCO's DataMart

Taft College's student population changed from male dominated to female dominated since the last Accreditation cycle of 2014-2015. Comparing Fall 2016 to Fall 2020, male students have decreased in enrollment steadily from 57% to 41% and female students have increased from 42% to 58%.

Financial Aid Award

Table 5: Financial Aid Award Comparison by Academic Year 2015-2016 to 2019-2020

|	Annual 2015-2016			Annual 2019-2020		
	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
California College Promise Grant Total	2,931	5,140	$2,188,711	3,202	5,827	$2,427,088
Grants Total	1,275	3,689	$4,860,191	1,729	5,645	$8,161,747
Scholarship Total	286	406	$153,500	419	574	$199,906
Work Study Total	246	413	$661,227	232	446	$730,992
West Kern CCD Total	3,041	9,648	$7,863,629	3,406	12,492	$11,519,733

Data Source: Internal database -Taft College Office of Institutional Research and Planning

Compared to the academic year 2015-2016, Taft College students who received financial aid increased in terms of student count, student award count, and financial aid amount. In the most recent academic year, most notably the grants awarded increased.

Socio-economic Data

The WKCCD is a single-college district encompassing 767 square miles of district service area in western Kern County. The service area of Taft College has a base population of 29,813 people as of the 2019 U.S. Census. Only 11.8% of the population received a Bachelor's degree or higher and the 27.2% poverty rate is quite high.

Figure 8: Western Kern County Area Map
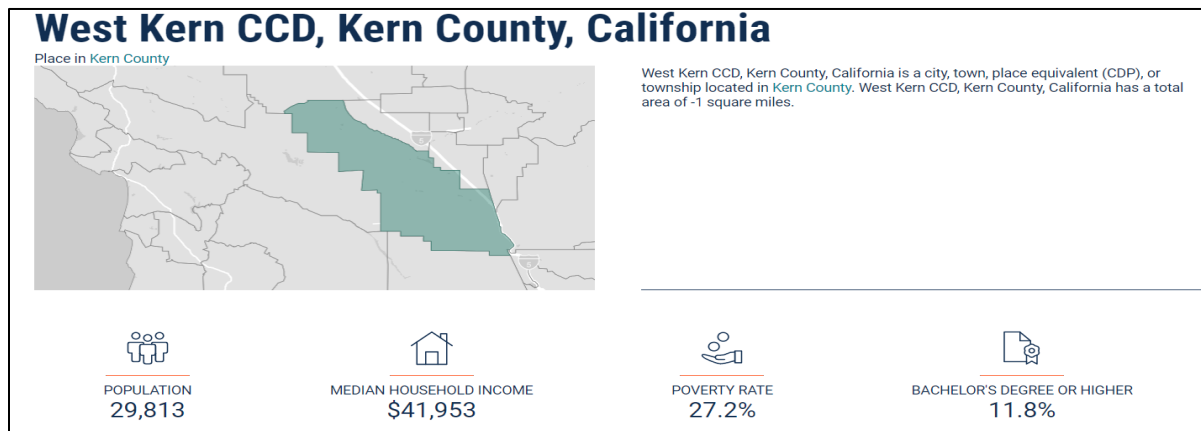
Data source: U.S. Census Bureau. 2010, 2013. American Community Survey Educational Attainment Tables. Available: http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

Taft College serves a community with low to very low levels of educational attainment, as shown in the table below. Residents of the WKCCD service area have lower levels of educational attainment than those in the county as a whole, the state of California, and the nation. Kern County's largest city was among the 10 most uneducated cities in the United States based on the data published on the US. Census Bureau's website. As shown in the table below, overall, approximately 42.9% of the adult population in California has completed some postsecondary education, compared to 18.8% of the adult population in WKCCD and 24% of the adult population in Kern County. National studies indicated that low-socioeconomic status (SES) students were less likely to attend and complete their college education (INT.A_4). Considering that education and poverty are inversely related, these educational gaps are challenges for Taft College to recruit potential new students and maintain the current students to achieve their academic dream. In fact, Taft College has an older student body than the California Community Colleges' overall average.

Table 6: Educational Attainment in the West Kern Community College District

Community/Area	High School or equivalent Degree	Some College, No Degree	Associate's Degree	Bachelor's Degree and Above
West Kern CCD	34.7%	21.3%	7.0%	11.8%
Kern County	27.8%	22.3%	7.6%	16.4%
California	20.6%	20.6%	7.9%	35.0%
USA	26.9%	20.0%	8.6%	33.1%

Data source: U.S. Census Bureau. 2010, 2013. American Community Survey Educational Attainment Tables. Available: https://data.census.gov/cedsci/profile?g=0600000US0602993635

In addition to the large educational gap, the District also has a large population of low-income students. In 2019, the median family income was $41,953, which is lower than Kern County's median family income of $53,350, California's median family income of $80,440, and the nation's median family income of $65,712. Furthermore, in 2019, 27.2% of all households in WKCCD fell below the federal poverty line, as compared to 21.0% of all Kern County families. Both WKCCD and Kern County have higher poverty rates than does the State of California of 11.8%. As shown in the table below, Taft College serves a region with the highest rates of poverty and lowest median family income compared to the averages of the county, the state, and the nation as a whole.

Table 7: Poverty Rates and Median Family Income Comparison

Community/Area	Poverty Rate	Median Family Income
West Kern CCD	27.2%	$41,953
Kern County	21.0%	$53,350
California	11.8%	$80,440
USA	12.3%	$65,712

Data source: U.S. Census Bureau. https://data.census.gov/cedsci/profile?g=0600000US0602993635

Campus Sites

In addition to the main campus located in the city of Taft, the Westside Energy Services Training and Education Center (WESTEC) offers TC classes. WESTEC is located in an off-campus site in Shafter, California. WESTEC was founded in 1982 in response to a need for vocational training specific to petroleum and its related industries and provides educational classes to Taft College students through an Instructional Services Agreement (ISA). Geographically, it is located in the Kern Community College District (KCCD), at 5801 E. Lerdo Highway, Shafter, California. WESTEC offers classes for WKCCD's Taft College as well as for KCCD's Bakersfield College. The most popular TC classes are "Passport" classes – typically, one day courses focusing on mandated safety procedures for oilfield workers. These short-term classes include, for example, forklift safety, defensive driving, medic first aid /CPR, basic safety, and the California commercial driver's license permit preparation. Along with "Passport" classes, WESTEC offers court reporting skills training classes for TC students preparing to take the state licensure exam. In a typical year WESTEC students may account for 300-400 FTES, but very few WESTEC classes have been scheduled in academic year 2020-2021. This is due to the hard-to-convert to online nature of most of their classes during the pandemic, and the loss of students seeking training in the hard-hit economy with regional job losses.

Until the end of Spring 2021, Taft College offered a limited selection of general education courses for the local student inmate population at Taft Modified Community Correctional Facility (MCCF), located at 330 Commerce Way, Taft, California; and until 2020, a limited number of courses at Taft Correctional Institute (TCI), located at 1500 Cadet Road, Taft, California. Together both programs accounted for fewer than 100 FTES per year. As of the end of Spring term, 2021, both programs had closed with no plans to re-open.

Specialized or Programmatic Accreditation

The Dental Hygiene program is accredited through the Commission on Dental Accreditation (CODA) with its most recent accreditation process, resulting in approval without reporting requirements, completed in 2016. The next site visit is planned for 2023 (INT.A_2).

B. Presentation of Student Achievement Data and Institution-Set Standards

The Strategic Planning Committee developed a set of seven Institution-Set Standards that have been approved by the Governance Council. The Institution-Set Standards have been updated annually on the ACCJC Annual Report. Taft College has set both floor and stretch goals for each measure of Institution-Set Standards and has reported these goals on the ACCJC Annual Report.

Table 8: Taft College Institution Set Standards

ISS 1 – Successful Course Completion Rates			
Year	2017/18	2018/19	2019/20
Institution Set Standard	66%	66%	69%
Stretch Goal (aspirational)	70%	70%	70%
Actual	72%	70%	71%
ISS 2 – Counts of Degrees			
Year	2017/18	2018/19	2019/20
Institution Set Standard	323	323	340
Stretch Goal (aspirational)	357	357	453
Actual	470	521	552
ISS 3 – Counts of Certificates			
Year	2017/18	2018/19	2019/20
Institution Set Standard	30	30	31
Stretch Goal (aspirational)	33	33	35
Actual	31	31	34
ISS 4 - Counts of Students Who Transfer			
Year	2017/18	2018/19	2019/20
Institution Set Standard	157	157	218
Stretch Goal (aspirational)	185	185	231
Actual	218	231	253

ISS 5 - Examination Pass Rates for Programs (Licensure)						
Program	Exam: state, national, or other	Institution Set Standard	Stretch Goal (%)	2017/18 Pass Rate	2018/19 Pass Rate	2019/20 Pass Rate
Dental Hygiene	State	69%	100%	100%	95%	95%

Table 8: Taft College Institution-Set Standards (continued)

ISS 6 - Job Placement Rates for Certificate and CTE Degrees					
Program	Institution Set Standard	Stretch Goal (%)	2017/18 Placement Rate	2018/19 Placement Rate	2019/20 Placement Rate
Early Care Ed & Family Studies	75%	78%	91%	83%	77%
Dental Hygiene	82%	85%	83%	96%	100%
Liberal Arts Allied Health	67%	72%	71%	74%	78%
Admin of Justice	81%	83%	85%	91%	88%

Data Source: CCCCO MIS CTE Core IV Summary Report

Student Achievement Data

In 2016-2017, the College developed a new Strategic Action plan (SAP) for 2017-2018 through 2020-2021 (INT.B_7). The SAP goals are aligned with the California Community College Chancellor's Vision for Success, the goals set on the Student Equity Plan, and ACCJC's Institution-Set Standards. The SAP was shared widely across the College for collective reflection and input before being presented to and approved by the Governance Council, the Academic Senate, and the Board of Trustees. With the data updated annually, the SAP is used as a tool to monitor student success and the College's operational effectiveness.

In addition to the SAP, student achievement data is provided to the campus community via three primary vehicles: (1) annual program review (APR) (INT.B_3), (2) Student Success Committee (INT.B_4), and (3) ad hoc requests from Division Chairs, program leads, grant coordinators, or faculty and administrators (INT.B_5). Each of these vehicles systematically analyzes the unique type of data to improve and support student achievement.

The College's annual program review provides student achievement outcomes data to all instructional programs at the beginning of each academic year in the fall. A complete list of non-instructional and instructional programs is shown in the evidence: List of Taft College Programs 2020-2021 (INT.B_6).

The student achievement data provided to the instructional programs include:

- Enrollment counts
- Discipline success rates
- Course success rates
- Section success rates
- Withdrawal rates
- English, ESL, and math progress rates
- Declared major counts
- Award counts
- FTES

The key metrics of student achievement data are described below:

Success Rate and Course Completion

Figure 9: Success Rate and Course Completion
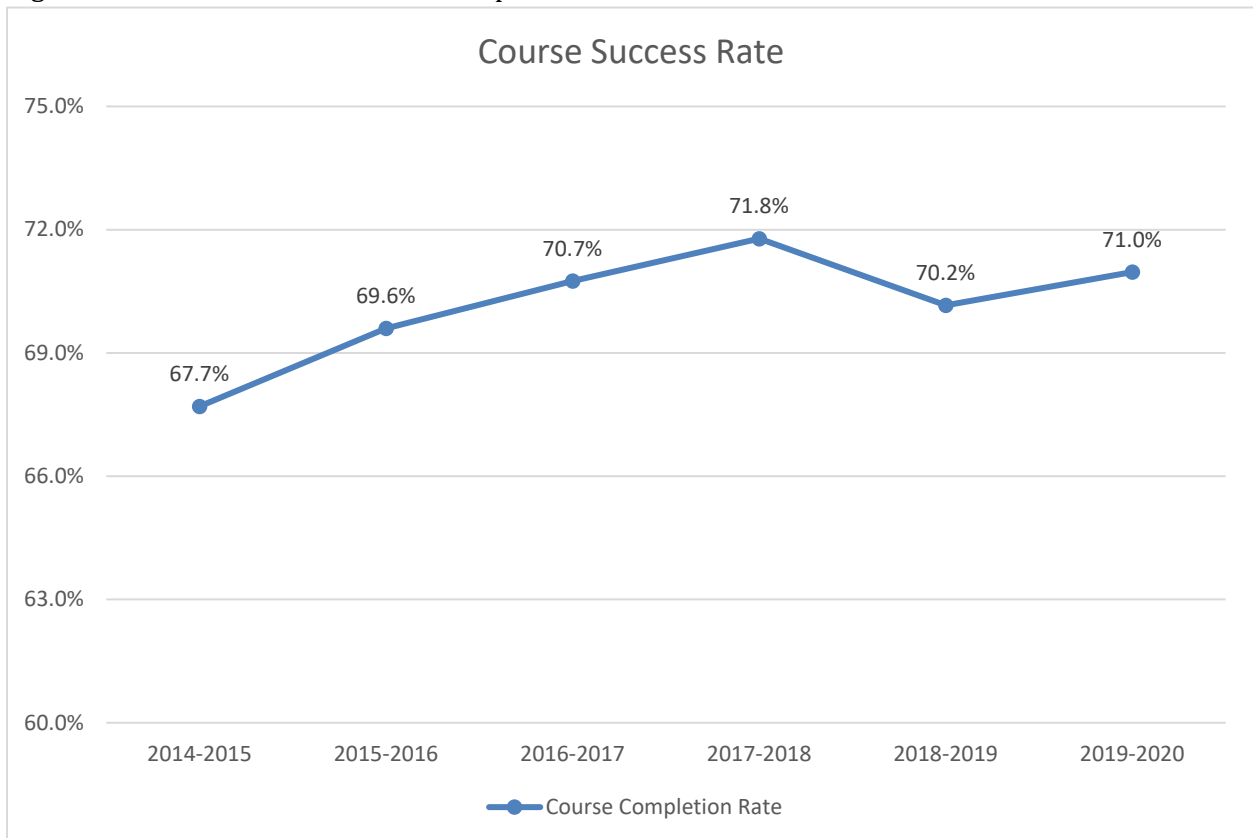
Data Source: CCCCO's DataMart

Taft College students have shown gradual but generally steady increases in course success rates over the past several years. Although female students have higher unique counts compared with male students, male students have taken more classes and shown higher retention and course success rates. The details of an individual course and its success rates can be found on the IR website under Annual Program Review (INT.B_3).

Table 11: Taft College Retention and Course Success by Gender – Fall 2014 vs Fall 2019

Fall 2014					
	Enrollment #	Retention #	Retention Rate	Success #	Success Rate
Female	6,037	5,523	91%	4,176	69%
Male	7,597	7,227	95%	6,312	83%
Unknown	56	51	91%	35	63%
Total	13,690	12,801	94%	10,523	77%

Data Source: CCCCO's DataMart

Fall 2019					
	Enrollment #	Retention #	Retention Rate	Success #	Success Rate
Female	7,142	6,588	92%	5,073	71%
Male	7,758	7,343	95%	6,486	84%
Unknown	152	140	92%	113	74%
Total	15,052	14,071	93%	11,672	78%

Data Source: CCCCO's DataMart

Fall 2020					
	Enrollment #	Retention #	Retention Rate	Success #	Success Rate
Female	5,697	5,145	90%	3,759	66%
Male	3,794	3,514	93%	2,921	77%
Unknown	93	84	90%	75	81%
Total	9,584	8,743	91%	6,755	70%

Data Source: CCCCO's DataMart

As described in the previous section, the College's course success rates gradually and steadily increased from the last accreditation year to the academic year 2019-20. Due to the COVID-19 pandemic impact, the College's fall 2020 course enrollment decreased, and the large course enrollment had a decline caused by the sharp decline in enrollment for the vocational one-day 'Passport' classes that were sponsored by employers for mandated safety procedures training for oilfield workers. However, regardless of course enrollment increase or decrease, male students

had higher retention and success rates than female students consistently. See above table fall 2014, fall 2019, and fall 2020 enrollment by gender.

Employment

**Table 12: Employment Rate for CTE Graduates**

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Employment Rate for CTE**	Early Care Ed & Family Studies	65.0%	69%	91.3%	83.3%	77.3%
	Dental Hygiene	84.9%	69%	83.3%	95.7%	100.0%
	Liberal Arts Allied Health	77.8%	69%	70.8%	74.3%	76.7%
	Admin of Justice	75.0%	77%	85.0%	90.5%	88%

Data Source: CCCCO MIS CTE Core IV Summary Report

Among CTE graduates, students completing the Dental Hygiene Program from 2014-2019 were highly likely to be employed after completion (83.3%-100%). Students completing identified CTE programs in Early Childcare, Allied Health, Administration of Justice, and Management during that timeframe were employed at rates of 65% to 100%.

Degrees and Certificates Awarded and Student Transfer Volume

Figure 10: Associate Degrees & Certificates Awarded
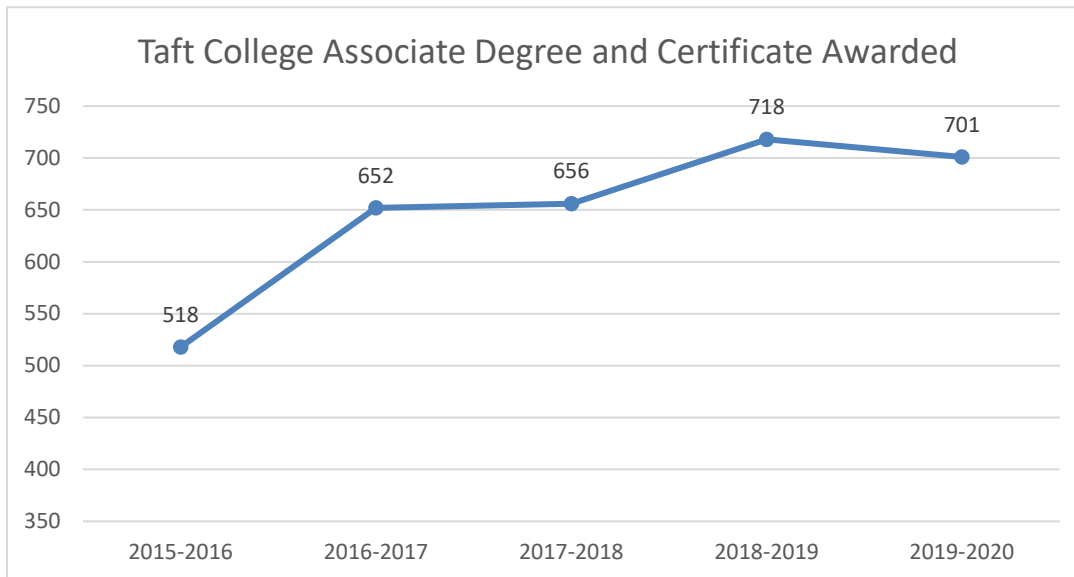
Data Source: Internal database-Taft College Office of Institutional Research and Planning

Table 13: Taft College Transfer

	2015-2016	2016-2017	2017-2018	2018-2019	2019-20
In-State-Private (ISP)	17	14	13	15	8
Out-of-State (OOS)	52	60	40	39	55
CSU	150	179	155	173	178
UC	4	7	10	4	12
Total	223	260	218	231	253

Data Source: CCCCO's DataMart

With students' effort and help from all faculty and staff, the College's Associate degree and Certificate awards have steadily increased over the past five years from 518 in the academic year of 2015-2016 to 701 in the academic year of 2019-2020, which reflects a 35% increase, although there was a slight decrease from 2018-19 to 2019-20 due to the impact of COVID-19. The figure above shows counts of students who received associate degrees and certificates. In addition, the numbers of students who transferred to 4-year universities were up and down without dramatic changes.

C. Organization of the Self-Evaluation Process

The College planning for the self-evaluation began in spring 2019 with the establishment of an Accreditation Steering Taskforce (ASTF) and subcommittees. The Timeline and Process table below summarizes the major steps taken to develop and create this Institutional Self-Evaluation Report (ISER).

Table 14: Timeline and Process for 2021 ACCJC Institutional Self-Evaluation Report (ISER)

Task	2019			2020			2021		
	SPR	SUM	FALL	SPR	SUM	FALL	SPR	SUM	FALL
SPC/ASTF members attend 1st ACCJC ISER Training	■								
SPC developed timeline and process	■								
Timeline and process communicated to the Campus Community	■								
ASTF Chairs select and form Subcommittees (TC training)			■						
Subcommittees review their standard sections			■						
Subcommittees review and collect appropriate data and other evidence			■						
Subcommittees continue to collect evidence and begin writing sections			■						
ASTF members attend 2nd ACCJC ISER Training				■					
Subcommittees continue writing sections				■					
Subcommittees submit sections to ASTF by August 30, 2020					■				

Table 14: Timeline and Process for 2021 Accreditation Institutional Self-Evaluation Report (ISER) (continued)

Task	2019			2020			2021		
	SPR	SUM	FALL	SPR	SUM	FALL	SPR	SUM	FALL
ASTF reviews submitted sections						▓			
Select Subcommittees finish writing and editing sections – November 30, 2020						▓			
ASTF completes final report draft – March, 2021							▓		
College Community reviews final report draft							▓		
ASTF finalizes final report content							▓		
Academic Senate Council							▓		
Academic Senate of the Whole Approval – May							▓		
Governance Council Approval – May							▓		
Board Approval of final report by June 15, 2021								▓	
IR&P finalizes evidence repository by June 30, 2021								▓	
IR&P submits final ISER to ACCJC and Site Visit Team by July 26, 2021								▓	
Site Visit September 27 – 30, 2021									▓

The Accreditation Steering Task Force (ASTF) is co-chaired by the Superintendent/President of the College and the Accreditation Liaison Officer. Participants consist of all the members of Strategic Planning Committee (SPC) and members identified as the experts/specialists from each area across the campus. Each subcommittee, as well as the ASTF, was designed to include at least one faculty member, a classified staff member, and a student representative where possible. The ASTF divided the self-evaluation report responsibilities among the subcommittees, and each subcommittee addressed a portion of an accreditation standard. Calls for volunteers were made via the Superintendent News email announcements to recruit a wide variety of participation to assist in the self -evaluation process and employees were encouraged to participate on one or more subcommittees (INT.B_l).

Table 15: Accreditation Steering Task Force Membership

Strategic Planning Committee Members
Vice President of Information and Institutional Effectiveness & ALO-Xiaohong Li (Co-Chair) Vice President Student Services-Dr. Damon Bell (interim) Vice President Instruction-Leslie Minor Vice President Academic Senate-Vicki Jacobi Student Learning Outcomes Coordinator- Joe'll Chaidez Dean of Student Success-Windy Martinez Academic Senate Representatives-Sharyn Eveland; Amar Abbott; Paul Blake Classified Representative-Rafael Andrade Executive Director Fiscal Services-Amanda Bauer Student Members-Fall 2019 whisper Lynn Null and Spring 2020 Sierra Pilgrim Secretary-Brandy Young
Additional Members
Superintendent/President- Debra Daniels (Co-chair) Executive Vice President Administrative Services-Brock McMurray Vice President Human Resources- Heather del Rosario Research and Instruction Librarian-Terri Smith Dean of Instruction and Career Technical Education-Jessica Grimes Director of Distance Education-Marianne Bishop CSEA President- Greg Hawkins

The Accreditation kick-off meeting was held in spring 2019, followed by ACCJC training, with the first training held on January 25, 2019. On September 7, 2019, the ASTF held an Institutional Self Evaluation subcommittee chair training. The training gave the subcommittee chairs overviews of institutional self-evaluation and ISER preparation processes as well as instructions

on how and where to find and collect evidence to support ISER report claims. In early fall 2019, new administration members joined the President's Cabinet, and copies of the ISER manual were distributed during a Cabinet meeting. The Superintendent/President led a discussion to help new members understand the accreditation standards and the process of preparing the ISER. During Fall 2019 and Spring 2020, each subcommittee started to review documents and collected evidence in preparation for drafting their Standard. The commission evaluation report and the midterm accreditation report were sent to the subcommittee chairs. After reviewing these materials, the subcommittees began writing their sections of the report and met as needed.

The ASTF met monthly to review the progress of the self-evaluation report. The ASTF co-chair updated the Governance Council on the status of the ISER preparation. Due to the impact of COVID -19, all meetings have been held virtually since late March 2020. A first draft of the self-evaluation was completed in early fall 2020, as planned. The draft report was stored in a shared accreditation drive structured with a subfolder for each Standard. As discussed by the ASTF, the first round of review and editing the draft was scheduled for subcommittee members to review and edit each of the other subcommittee's Standards. Based on a table created by the co-chair of ASTF, the subcommittee was assigned a Standard to review with timelines. Each member of each subcommittee then returned the edited Standard to the co-chair by the deadline (INT.B_2).

Comments and suggestions from other subcommittees were integrated into the report during the "swap" review. In December 2020, an editing team was created to review and finalize the draft. Final editing was finished in February 2021. The final report has been sent to the Taft College community to review before it was approved by the Board of Trustees and other representatives in May 2021. The final report will be submitted to the Accrediting Commission and visiting team members in July 2021.

Accreditation Steering Taskforce Sub-Committees

Table 16: ACCJC ISER 2021 Sub-Committee Roster

Standard	Committees	Chair	Sub-committee
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	A. Mission	Severo Balason/ VP Student Services	Mike Jiles/Faculty
	B. Assuring Academic Quality and Institutional Effectiveness		Mike Jiles/Faculty
			Michelle Oja/Faculty
	C. Institutional Integrity		Mike Jiles/Faculty
			Michelle Oja/Faculty
Standard II: Student Learning Programs and Support Services	A. Instructional Programs	Leslie Minor/ VP Instruction	Jessica Grimes/ Administration
			Jennifer Altenhofel/Faculty
			Adam Bledsoe/Faculty & Marianne Bishop/Administration
			Norberto Lopez/Classified
	B. Library and Learning Support Services		Lori Travis/Faculty
			Terri Smith/Faculty
			Miranda Tofte/Classified
			Lori Sundgren/Faculty
	C. Student Support Services	Windy Martinez/ Dean Student Success	Aaron Markovits/Administration
			Jessica White/Classified
			Kelly Kulzer-Reyes/Faculty
Standard III: Resources	A. Human Resources	Heather del Rosario/ VP Human Resources	Ruby Payne/Faculty
			Makayla Payne/Confidential
			Leovi Valencia/Confidential
			Alex Haver/Confidential
			Tiffany Rowden/Confidential
	B. Physical Resources	Brock McMurray/ Executive VP Administrative Services	Richard Treece/Management
			Julian Martinez/Faculty
			Amanda Bauer/Administration
			Geoff Dunham/Administration
			Darcy Bogle/Faculty
	C. Technology Resources	Xiaohong Li/Interim Executive Director IT	Aaron Markovits/Administration
			Darcy Bogle/Faculty
			David Reynolds/Faculty
			Gustavo Gonzalez/Classified
	D. Financial Planning	Brock McMurray/Executive VP Administrative Services	Brandy Young/Confidential
			Chris Flachmann/Faculty
			Bill Norris/Administration
			Bill Devine/Faculty
			Curt Belcher/Administration
			Kevin Kasper/Classified

Standard	Committees	Chair	Sub-committee
			Amanda Bauer/Administration
Standard IV: Leadership and Governance	A. Decision-Making Roles and Processes	Debra Daniels/ Superintendent/ President	Sarah Criss/ Confidential
			Amar Abbott/Faculty
			Susan Groveman/Administration
			Chase Brown/Classified
	B. Chief Executive Officer		Sarah Criss/ Confidential
			Amar Abbott/Faculty
			Susan Groveman/Administration
			Chase Brown/Classified
	C. Governing Board		Sarah Criss/ Confidential
			Amar Abbott/Faculty
			Susan Groveman/Administration
			Chase Brown/Classified

Accreditation Self Evaluation Editing/Revising Committee

Dr. Debra Daniels, Superintendent/President

Xiaohong Li, Executive Director of Institutional Research & Planning/ALO

Dr. Sharyn Eveland, Social Sciences Professor/Academic Senate President

Dr. Jessica Grimes, Dean of Instruction & CTE

Dr. Leslie Minor, Vice President of Instruction

Sarah Criss, Executive Administrative Assistant to the Office of the Superintendent/President

D. Organizational Information

Below is the organizational chart of the office of the Superintendent/President. All organization charts are available on the Taft College website as indicated on the evidence list (INT.D_1).

WKCCD – Superintendent/President

TAFTCOLLEGE

Superintendent/President (A)
Dr. Debra Daniels

Executive VP Administrative Services (A)
Brock McMurray

Interim VP Student Services (A)
Dr. Damon Bell

VP Instruction (A)
Dr. Leslie Minor

VP Human Resources (A)
Heather del Rosario

Exec. Director of Foundation/Advancement (A)
Sheri Horn-Bunk

Vice President of Information and Institutional Effectiveness (A)
Xiaohong Li

Development Associate (CF)
Liesl Maui

Executive Director, Marketing & Communications (A)
Susan Groveman

Dir. Child Development Ctr. (A)
Meghan Hall-Silviera

Director Transition to Independent Living (A)
Aaron Markovits

Executive Administrative Assistant (CF)
Sarah Criss

Administrative Specialist (CF)
Diana Duran

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

> **The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.**

Taft College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement regarding accreditation is included (INT.E_1). The College is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education (INT.E_2, INT.E_3), operates under the California Community Colleges Chancellor's Office (CCCCO) (INT.E_4), and is authorized by the State of California.

Eligibility Requirement 2: Operational Status

> **The institution is operational, with students actively pursuing its degree programs.**

Taft College has operated continuously since 1922. In the 2019-2020 academic year, the College served almost 10,000 students through various courses and programs offered. Despite the total enrollment decrease in 2019-2020, the number of degrees awarded has increased sharply since the last accreditation cycle. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive range of associate degrees, transfer degrees, certificates, basic skills courses, and career and technical programs to meet the needs of both students and the community it serves (INT.E_5, INT.E_16, INT.E_17).

Eligibility Requirement 3: Degrees

> **A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.**

Degree and certificate options at Taft College are designed to meet students' diverse goals. The College offers 41degree programs, of which 14 are California State University (CSU) Transfer Degrees, including the Associate of Arts-Transfer Degree (AA-T) and the Associate of Science-Transfer Degree (AS-T), as well as 16 certificates of achievement and 22 locally approved certificates. All degree programs are two academic years in length. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion (INT.E_6).

Eligibility Requirement 4: Chief Executive Officer

> **The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

Dr. Debra S. Daniels, Superintendent/President of the WKCCD, oversees Taft College's broad strategic directions and executive responsibilities for administering Board of Trustee (BOT) policies and procedures. Dr. Daniels is responsible to the BOT for the effective leadership of the District and the administration of board policy. Board Policy 2430 states that the Superintendent/President is responsible for establishing and documenting the organizational structure (INT.E_18). The organizational chart of Taft College is subject to review by the BOT. In addition, Dr. Daniels' duties include developing, implementing, and conducting the evaluation of all College programs as well as evaluating the administration and operation of the College. As outlined in Board Policy 2010, the CEO cannot serve as chair of the governing board because the CEO is an employee and employees cannot serve as board members (INT.E_19). The roll of the CEO is discussed in depth in Standard IV.B.

Eligibility Requirement 5: Financial Accountability

> **The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.**

The District undergoes an annual external financial audit of all funds, including auxiliary services, under District control. The audit is conducted by an independent, contracted certified public accountant, in accordance with the standards contained in the Government Auditing Standards and Board Policy 6400 (INT.E_7). The Board of Trustees reviews these audit reports on an annual basis. Audit reports are presented to the Board of Trustees by the independent contracted certified public accountants, during regularly scheduled board meetings. During the December 9, 2020 regular board meeting, the firm Cossolias Wilson Dominguez Leavitt, Certified Public Accountants presented the FY 2019-20 District Annual Financial Audit report to the BOT (INT.E_8, INT.E_12) prior to the BOT voting to approve the report (INT.E_9).The Financial Aid program review/audit is done annually during the external audit. The audit report (INT.E_15, INT.E_14) page 76 depicts that the "Student Financial Aid Cluster" was audited and received no findings. The College began offering student loans within the FY 2019-20, and awarded only one student at that time, which would not result in a default rate for the institution. Fiscal management is established according to Board Policy 6300 (INT.E_10), outlining procedures needed to be established to assure that the District's fiscal management is in accordance with the principles for sound fiscal management to promote an environment for

growth, productivity, self-actualization, and progress. WKCCD annual audits demonstrate the integrity of appropriate and effective financial management practices. As noted on page 76-79, the external auditing firm identified no financial statement, no internal control, and no state and federal compliance findings for the fiscal year 2019-20 (INT.E_11).

F. Certification of Continued Institutional Compliance with Commission Policies

Taft College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b).

Taft College has made appropriate and timely efforts to solicit third-party comments through a variety of meetings ranging from Academic Senate, Governance Council, Associated Student Organization, Board of Trustees, and college-wide meetings (INT.F_26, INT.F_27, INT.F_28, INT.F_29, INT.F_30) The College held a series of meetings that addressed the accreditation process and included an opportunity for community members to provide feedback (INT.F_1 , INT.F_32). Taft College also hosted a link for public comments on its publicly accessible website (INT.F_31).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Student achievement standards are set via the College Institution-Set Standards (ISS) (INT.F_2). These standards include minimum acceptable or "floor" goals and aspirational or "stretch" goals for student achievement. The ISS goals are set by the Strategic Planning Committee after full committee review and discussion of historical and current data. Integrated planning toward the College Strategic Action Plan is informed by the ISS and aligns with the Student Equity plan, with review by the Governance Council and the Academic Senate, prior to approval by the Board of Trustees. Student academic performance also is documented through the Annual Program Review process conducted by academic and support programs, and data are compiled regularly by the Office of Institutional Research and Planning and on request from divisions and

committees for their use in planning. The Dental Hygiene program, which requires an external accreditation, maintains annual student performance metrics in terms of licensure examination passage rates for program completers (INT.F_2, INT.F_3, INT.F_4). Further discussions are presented in the Introduction Section, Standard I.A.2, Standard I.B.3, Standard.I.B.4, and Standard.I.B.9.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit hours awarded for courses and programs are standardized to comply with Title 5 regulations, federal guidelines, and higher education practices. Degrees are designed to keep within a 60-semester credit hour limit for completion of an associate degree. The College refers to the California Community College Chancellor's Office Program and Course Approval Handbook (CCCCO PCAH) for procedures on determining appropriate credit hours for courses and programs (INT.F_6). The faculty-led Curriculum and General Education Committee reviews all courses and programs, including credit hours and program length, for recommendation to the Board of Trustees for final approval. Administrative Procedure 4020 (INT.F_5) describes this process. Tuition is determined by the California legislature and is standardized across courses and programs by unit count, charged per semester. Tuition and fee amounts are published on the College website (INT.F_7).

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer information is detailed in the College catalog and is provided to students by academic counselors. The catalog lists courses required for transfer for each degree offered. The catalog also provides information on Advanced Placement units, credit for prior learning, and other processes for acceptance of transfer units. Transfer counselors help students understand their educational options, transferability of coursework, and selection of majors. Transfer services include, for example, academic counseling, guidance in selecting a transfer institution, workshops, information on UC/CSU transfer agreements, transfer fairs, and informational websites. External resources (e.g., Assist.org, and Petersons.com) are also provided to students. Administrative Procedure 4050 (INT.F_8) explains the College procedures for articulation, including transfer agreements. Faculty members ensure courses meet transfer requirements through the Curriculum and General Education Committee process (INT.F_11), and the Articulation Officer ensures agreements with other institutions are current and accurate. Courses articulate with other institutions according to the Common Course Numbering System (C-ID) (INT.F_9, INT.F_10).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance Education (DE) provides instructional technology and design support to faculty, staff and students. DE has sets of instructions called toolboxes (INT.F_16, INT.F_17, INT.F_18, INT.F_19) developed by DE staff and provided to faculty, staff and students on how to use instructional technology tools. Training sessions are held for the Canvas learning management system and LTIs (Learning Tools Interoperability). In addition to its dedicated staff, DE offers Canvas phone support for both faculty and students through Instructure (an external service provider) weeknights and weekends. Additionally, DE has a centralized in-house system for incoming support issues from faculty, staff and students. Instructors must be trained in Canvas use before being able to teach online or hybrid courses.

A distance education course can be either fully online, hybrid (combination of online and on-campus delivery) or offline (either as a correspondence course or an on-site course in a prison location for incarcerated students). Before a distance education course is offered in either of these modalities, it undergoes three stages of approval. First, a faculty member submits the Distance Learning Approval Form together with the Course Outline of Record (COR) for approval by the Distance Learning and Education Committee (INT.F_20) composed of faculty, administrators and staff to be eligible to be offered in any distance modality. Second, the course is approved by the Curriculum and General Education Committee composed of division chairs, administrators and staff. Finally, the course is approved by the WKCCD Board of Trustees. Approval is also based on whether the course will be offered during an emergency (e.g., due to Covid-19 restrictions) or regular semester (traditional). The Distance Learning approval includes compliance with Title V, Title V Section 55204 (INT.F_13), AP 4105 (INT.F_14) and AP 5145 (INT.F_15).

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College has clear policies and procedures for handling student complaints. Board Policy and Administrative Procedure 5530 are available online (INT.F_21) (INT.F 33). Student rights and responsibilities are published online in the digital Student Handbook (INT.F_22), the companion document to the catalog (INT.F_23). Student complaint files for the previous six years are housed in the Office of the Vice President of Student Services. Accreditation information is posted on the College's Institutional Research and Planning website with instructions on how to file complaints with accrediting agencies (INT.F_25).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii); 668.6.

Taft College provides accurate, current, and thoroughly detailed information to students, prospective students, and the general public about the College's program offerings, locations, and policies through a strategic combination of traditional and digital communications channels. The Taft College Website and online College Catalog are the primary communications channels through which critical information is maintained and regularly updated. The online College Catalog contains all required information as specified in the Accreditation Standards, including current course and academic program details, as well as regulatory and enrollment information related to current academic programs offered. The catalog is regularly maintained and updated by a committee of faculty and staff from Student Services and Instruction. The College website is maintained and continuously updated by Information Technology Services as programs and services change, while each group of departmental landing pages is maintained and continuously updated by respective divisions and departments.

Recruitment advertising includes placement in local and regional print publications, as well as broadcast spots on local television and radio stations. Print collateral materials include direct marketing postcards, academic program flyers and tri-fold brochures, and commencement programs. Digital communications channels include NEWS posts on the College website homepage and recruitment and programmatic informational posts on the College's Facebook, Twitter, Instagram, and LinkedIn social media channels, as well as recruitment and graduation video posts on the College's YouTube channel.

Taft College's accreditation status is readily available on the College website, as is information about programmatic accreditation (INT.F_12). Taft College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. In addition, Taft College provides required information concerning its accredited status as described above in the section on Student Complaints. This Commission policy is addressed in Standard I.C.4, Standard I.C.6, Standard I.C.7, and Standard I.C.8.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Taft College provides evidence of compliance with USDE Title IV regulation in the College's self-evaluation of Standards III.D.10 and III.D.15 (III.D.15_4). The College has standard practices with regard to financial responsibility requirements, program record keeping, and accountability. The District reports audit results annually and presents at meetings of the WKCCD Board of Trustees regularly (INT.E_8, INT.E_15). The institutional student loan

default rate is within the USDE acceptable range(INT.E_14). The College provides evidence in Eligibility Requirement 5 and Standard III.D.10 for all contractual relationships regarding student support services, library, tutoring, and other areas.

Evidence List

INT.A_1	2020_Eligibility_letter_00130900
INT.A_2	CODA Accreditation Letter 2016
INT.A_3	National Student Clearinghouse Fall 2020
INT.A_4	College Completion Gap Among Low-Income Students
INT.A_5	BGPAP Tri-Fold Flyer
INT.A_6	GC Minutes_ CAPP
INT.B_1	ATSF Call for Volunteer
INT.B_2	Accreditation standard review and editing schedule
INT.B_3	APR Student Achievement Data 2020-21
INT.B_4	Student Success Committee Charter
INT.B_5	Ad hoc SAO Data Requests
INT.B_6	APR List of Taft College Programs 2020-2021
INT.B_7	Strategic Action Plan
INT.D_1	WKCCD Organization Chart
INT.E_1	Action-Letter_Jan_25_2019
INT.E_2	Taft College _ Council for Higher Education Accreditation
INT.E_3	US Department of Education
INT.E_4	CCCCO
INT.E_5	Catalog 2020-2021
INT.E_6	Degree & Cert
INT.E_7	BP6400-Financial-Audits
INT.E_8	12.9.20 Board Agenda - audit presentation
INT.E_9	Board Item - Approving FY 2019-20 District Audit
INT.E_10	BP6300-Fiscal-Management
INT.E_11	FY 2019-20 Audit Finding Section
INT.E_12	11.19 Board Agenda - audit presentation
INT.E_14	Summary of Audit Findings and Questioned Cost
INT.E_15	West Kern CCD Audit Report June 30, 2019 - FINAL Electronic
INT.E_16	Five-year Enrollment Report
INT.E_17	Spring 2021 Class-Schedule
INT.E.18	BP 2430 Delegation of Authority
INT.E.19	BP 2010 Board Membership
INT.F_1	Accreditation Newsletter - April 2020_Final
INT.F_2	Institution Set Standards
INT.F_3	Annual Program Review 2020-2021
INT.F_4	Student Achievement Data

G. Institutional Analysis
Standard 1: Mission, Academic Quality, Institutional Effectiveness, and Integrity

Taft College demonstrates a strong commitment to creating an equitable learning environment for all students by providing top quality academic and career technical education programs, high-touch student support services and programs, and a safe learning environment to promote student learning and achievement.

Taft College demonstrates a strong commitment to the mission specified in the California Education code and acts on this commitment by upholding the stated values of the College. The College uses analysis of quantitative and qualitative data to continuously and systematically evaluate, plan, implement, and improve the quality of the offered educational programs and services. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of all duties.

A.   Mission
1.   The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6).

Evidence of Meeting the Standard

Taft College's mission is legislated by the California Education Code. Central to this mission is the offering of academic and vocational instruction at the lower division level. TC's mission, vision, and core values are central to the College's work (I.A.1_1, I.A.1_2). The mission of Taft College is exemplified through the broad educational purposes and career goals by offering career technical education, transfer programs, and foundational programs to all students. For students to achieve their educational goals, the College offers a variety of support services, including an onboarding process, one-on-one virtual or face-to-face counseling services, and guidance in developing individual comprehensive education plans to assist in student evaluation of seven meta-majors. Taft College offers the following meta-majors that students can select to pursue their academic and career goals: Early Childhood and Elementary Education; Business and Finance; Science, Technology, Engineering and Math (STEM); Arts, Humanities and Communications; Health, Sciences and Kinesiology; Energy and Industrial Technology; and Social Sciences, Law Enforcement, Public Service and Court Reporting (I.A.1_3). These meta-majors align with the high school pathways, allowing high school students a seamless transfer into an appropriate major. The degrees and certificates vary from transfer-ready to local completion to meet the needs of students wishing to further their educational goals or to enrich their career-readiness (I.A.1_4).

TC serves a diverse population and is accessible to those who might not otherwise be able to participate in higher education (e.g. low-income, first-generation college students, disabled students, students with full-time jobs and/or families). The College offers a variety of student support programs to address specific populations to help ensure students achieve their educational goals as described in its mission (I.A.1_5).

Analysis and Evaluation

Taft College demonstrates its mission of meeting students' broad educational and career goals through career technical education, transfer programs, and foundational courses. The College supports its mission by providing opportunities for success in such programs by utilizing a variety of support services to reach and serve a diverse student population.

2.   The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Taft College (TC) is committed to data-driven decision-making, planning, and evaluation of programs and services. Success of a program is based on analysis of data collected and stored locally via the Office of Institutional Research and Planning, and by the state via the student success metrics compiled by the California Community College Chancellor's Office. This information is shared across campus for Annual Program Reviews and is utilized in integrated planning documents (I.A.2_1, I.A.2_2, I.A.2_3, I.A.2_4). As an essential component of the College's integrated planning model (I.A.2_12), the SAP's goals flow directly from the Educational Master Plan (EMP), which is based on the College's vision, mission, and values. Through the Annual Program Review (APR) process, the collective efforts of programs to achieve APR goals each year will result in the College achieving the goals of the Strategic Action Plan (SAP) due to the alignment of the SAP goals and the APR goals (I.A.2_13), which ensure the College effectively accomplishes its mission. Student engagement is measured and analyzed quantitatively through persistence and completion rates (I.A.2_5, I.A.2_6). Student input from the Community College Survey of Student Engagement (CCSSE) is also used to analyze the needs of students to meet the mission and values (I.A.2_7). The use of resources is prioritized by data to meet Strategic Action Plan goals that reflect the tenets of the mission through a thorough Annual Program Review process (I.A.2_8).

The College, led by the Board of Trustees, makes data-driven decisions. Reports to the Board show program analysis, economic health/status, and College demographics in support of informing the trustees based on careful review of important data and information to direct institutional priorities (I.A.2_9, I.A.2_10, I.A.2_11).

Analysis and Evaluation

Taft College utilizes quantitative and qualitative data to measure its progress in meeting the College's mission through the Educational Master Plan, Strategic Action Plan, Annual Program Reviews, and decision-making.

3.   **The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

Evidence of Meeting the Standard

Taft College demonstrates that programs and services are aligned with the mission by using the mission to drive all institutional planning (I.A.3_1, I.A.3_2). To ensure that the mission guides institutional planning and decision-making, the Annual Program Review (APR) embeds decision-making, planning, and resource allocation into the process.

The first part of the Annual Program Review process involves reviewing the program mission as it pertains to fulfilling the College mission, which centers on supporting student learning and achievement. The development of program mission statements exemplifies how the College aligns its programs and planning to the mission. Writing a mission statement for programs is a requirement established in the Strategic Action Plan, in which staff are directed to develop a program mission statement "consistent with the College's mission statement" (SAP INT.B_7 and APR Report Form I.B.4_5). Secondly, after reviewing the program mission statement, the APR requires a thorough analysis of the previous year's outcomes related to data that the Office of Institutional Research and Planning generates. This data, called Student Achievement Outcome (SAO) data, includes information on section withdraw rates and counts, section success rates, major counts, enrollment, course withdraw rates, course success rates, and awards count. In addition to SAO data, the Office of Institutional Research and Planning provides data stored in eLumen a database that houses Student Learning Outcome (SLO) assessment data.

For instructional programs, faculty review SAO data and SLO data from the immediate past year going back to five years prior to analyze where gaps in learning and achievement might be occurring. If there are gaps in student learning, for instance, then a department will work collaboratively to plan and decide what type of intervention or support needs to take place. Similarly, for non-academic programs, other data inform planning efforts, such as usage data for tutoring, the Writing and Language Lab, and the Math Lab (both housed in the library). For student services, the Community College Survey of Student Engagement (CCSSE) helps to inform decisions related to students achieving their educational goals.

If, during the APR process, a division or department identifies an intervention or support that requires funding in order to meet the College and program missions, then the division or department will together decide on a plan to address this gap using the APR Goal form, and a resource request, as was the case with the English and Language Arts (ELA) department. Following the passage of AB 705, the English faculty noticed a drop in success rates. This discussion led to that division submitting an APR Goal form to increase more tutoring in the Writing and Language Lab in order to increase student success in completing collegiate-level English, specifically English 1500.

The APR Goal form illustrates another layer of the institutional decision-making and planning process in that it requires notation as to how the request aligns with measurable goals that have been established from the College mission (I.A.3_3). Those goals are tied to integrated planning

outlined in the Strategic Action Plan (SAP) and include alignment with leading and lagging indicators from the SAP. Previous APR Goal forms have included aligning resource requests with institutional level plans. The APR process includes review by multiple bodies in a participatory governance structure known as the Governance Council that is co-chaired by the Superintendent/President and the Academic Senate President (I.A.3_4, I.A.3_5).

Programs and resources are reviewed and recommended from Governance Council to administration (I.A.3_6, I.A.3_7). Academic programs are reviewed to ensure they serve the College mission in "leading to students' achievement of their educational goals" and are then recommended to the Board of Trustees from the Academic Senate and the Curriculum and General Education Committee following the approved processes (I.A.3_8, I.A.3_9, I.A.3_10, I.A.3_11, I.A.3_12).

Analysis and Evaluation

Taft College utilizes the mission statement to guide actions in a collegial manner through discussion and data analysis to support programs and services for student achievement. Decision-making bodies of the College use the mission as the initiator of all planning documents and processes.

4.   **The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

Evidence of Meeting the Standard

The mission statement is reviewed once in an accreditation cycle by staff, faculty, and students to assess the validity of the mission to the current academic environment (I.A.4_1, I.A.4_2). The information is shared with the Governance Council to determine whether the mission statement needs changing or if a recommendation to reaffirm the mission statement is appropriate (I.A.4_3). The recommendation is forwarded to the Superintendent/President, who then prepares the final recommendation to the Board of Trustees (I.A.4_4, I.A.4_5). The tiered process ensures that a collaborative review of the mission's alignment and application to decision-making and implementation in programs and services occurs.

The mission statement is distributed widely across the campus in the College catalog, through campus-wide posting, throughout institutional plans, and the College website (I.A.4_6, I.A.4_7, I.A.4_8, I.A.4_10). The formal documentation of the mission is found in Board Policy 1200 that is posted under Board Policies on the Taft College website (I.A.4_9).

Analysis and Evaluation

The mission is regularly reviewed and/or edited to assure validity to current academic needs before going to the Board of Trustees for consideration and adoption. The mission is displayed in numerous physical and online locations for both students and staff to reference.

Conclusion for Standard 1A

Taft College has an appropriate mission and uses data to determine if it is effectively accomplishing its mission as it meets the educational needs of its students. The College's programs and services are aligned with its mission which guides decision-making and planning. The mission is widely publicized and is periodically reviewed and updated as necessary.

Evidence List

I.A.1_1	Ed Code 660010.4
I.A.1_2	TC Mission, Vision and Value Statements
I.A.1_3	Five-Year Trend of Student Applications by Meta Major
I.A.1_4	Meta Majors 2020 2021
I.A.1_5	Student Support Services
I.A.2_1	Guided Pathways Dashboard
I.A.2_2	SAP Board Meeting August 2020
I.A.2_3	2018 Scorecard Presentation 12-12-2018
I.A.3_1	Planning Guide
I.A.3_2	Technology Master Plan
I.A.3_3	2020 APR Goal Form
I.A.3_4	Governance Council Charter
I.A.3_5	Taft College Governance Guide
I.A.3_6	Governance Council Minutes 2-28-20
I.A.3_7	Taft College Governance Guide
I.A.3_8	TC Mission, Vision and Value Statements
I.A.3_9	BP2510 Participation in Local Decision Making
I.A.3_10	AP2510 Participation in Local Decisions
I.A.3_11	BP4020 Program, Curriculum, and Course Development
I.A.3_12	AP4020 Program and Curriculum Development
I.A.4_1	Governance Council Minutes 11-1-19
I.A.4_2	Taft College Students Evaluation of the Mission
I.A.4_3	Planning Guide Mission Review
I.A.4_4	Board Policy 1200 District Mission and Vision
I.A.4_5	WKCCD Board Minutes 9-9-20
I.A.4_6	Student Catalog Mission
I.A.4_7	TC Institutional Plans Website
I.A.4_8	Technology Master Plan – Mission
I.A.4_9	Board Policy Website
I.A.4_10	Mission Posting Sample

B.   Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1.   **The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

Taft College engages in sustained, substantive, and collegial dialog that takes place in various committees and in the Governance Council with representation from all constituent groups (I.B.1_1, I.B.1_2, I.B.1_3). Cross-campus dialog also occurs via the Professional Development Committee and training, through task and work groups, and through formal and informal information sharing (I.B.1_4., I.B.1_5, I.B.1_6).

Committee work is shared among various groups and discussed with the variety of foci held by each group for a deep analysis and discussion. For example, the Student Learning Outcomes Assessment Steering Committee (SLOASC), a sub-committee of the Academic Senate, is primarily responsible for organizing SLO assessment support, training, and policies at the College and has monthly meetings to dialog about the needs of faculty and the needs of the College (I.B.1_7). The SLOASC provides recommendations to the Curriculum Committee and its sub-committee, the Technical Review Committee, to help develop resources for faculty to develop and revise SLOs (I.B.1_8).

Student services and other departments also assess student outcomes. The Guided Pathways Oversight Taskforce, a cross-functional group, engages in dialog based on the Guided Pathways Dashboard and other information related to increasing student access and success to College programs (I.B.1_9). The College shares information across various committees and groups to support continuous improvement of student learning and achievement in the development of institutional plans, such as the Student Equity Plan that communicate goals, steps, quantitative data objectives, and the organizational roles responsible for the implementation of the Plan (I.B.1_10).

Both instructional and non-instructional departments (e.g., Student Services) use data from the Community College Survey of Student Engagement (I.B.1_11), and other sources, such as the Strategic Action Plan (SAP) to evaluate the progress of student outcomes, equity, institutional effectiveness, and student achievement. This process includes widespread dialog about progress made in order to determine future goals and where best to allocate resources in support of the mission (I.B.1_12, I.B.1_13).

Programs that relate to student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement are reviewed each year by faculty and administrators during the Annual Program Review (APR) process. The

Office of Institutional Research and Planning (IR&P) provides student achievement data, enrollment data, and student learning outcome (SLO) data (I.B.1_14), which are then reviewed and discussed by faculty by discipline (I.B.1_15). The data are used to decide on the future goals of the discipline, which are included in the APR. Any goals that require additional financial resources are included on additional forms and ranked by the Governance Council (I.B.1_16) using a rubric (I.B.1_17, I.B.1_20) as well as reviewed by the Budget Committee (BC) to determine whether there are available funding sources. This continuous improvement cycle repeats each year. In addition to reviewing programs annually, through the feedback collected on the APR form regarding the evaluation of program review and program planning process, specifically the question of "In this cycle of program review, what aspects of the program review and program planning process would you change and why?" the program review process itself has been revised several times for continuous improvement so that it meaningfully ensures academic quality, student learning, and achievement.

Academic quality is also ensured by the Curriculum and General Education Committee, a sub-committee of the Academic Senate. This committee substantively discusses curriculum and the curriculum process (I.B.1_18) as well as reviews and recommends new and revised courses and programs that are then sent to the Board of Trustees for approval (I.B.1_19).

Analysis and Evaluation

The College works through a well-established and continually improving participatory governance structure that supports substantive, sustained, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The governance structure encourages a flow of information and dialog through various committees, activities, professional development, training, and other avenues to ensure College wide participation.

2. **The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

Evidence of Meeting the Standard

The Student Learning Outcomes Assessment Steering Committee (SLOASC) is the primary vehicle to guide the SLO process at the College. As a subcommittee of the Academic Senate, the role of SLOASC is to act as the central body for articulating policies and training on SLOs. The committee provides support and resources for assessment activities to increase student performance competencies to improve delivery and success rates for Taft College's courses, programs, and degrees (I.B.2_1). The committee is prepared to help faculty in all steps of SLO development, from creation through assessment. Chaired by a faculty member, SLOASC has a diverse faculty membership representing various academic disciplines from each of the academic divisions, including Math and Science; English and Language Arts; Behavioral and Social Science; Allied Health and Applied Technologies; Business, Arts, and Humanities; and Learning Support; as well as the SLO Coordinator and the Vice President of Instruction (I.B.2_2).

The SLO Coordinator and the Institutional Research and Planning (IR&P) office work together to assist faculty and staff in the development of authentic assessment of student learning outcomes. The IR&P office maintains eLumen, the software repository for SLO data for the College. eLumen reports can be generated by faculty leads, division chairs, administrators, and the IR&P office. These reports provide data utilized for a wide variety of institutional questions, ranging from student data (I.B.2_3, I.B.2_4) through program (PSLOs) and institutional (ISLOs) student learning outcomes (I.B.2_20, I.B.2_21). The course, program, and institutional SLOs are accessible on the SLO website (I.B.2_22). Institutional, Program, and General Education SLOs are also embedded in the College Catalog under General Information and Requirements for Associate Degrees and Certificates, (I.B.2_5). Additionally, the website provides informational videos, templates, and guides for faculty on topics related to SLOs, including creating and assessing SLOs, developing authentic assessments, and teaching for mastery (I.B.2_6).

Other training resources include the "SLO Day" workshops held during fall and spring faculty in-service sessions. These sessions encourage cross-discipline dialog on all aspects of SLOs (as one example, equity in assessment); provide training on SLO data entry in eLumen and analysis; help faculty and staff define and use CSLOs, GESLOs, PSLOs, and ISLOs; and demonstrate the use of SLO data reports by various stakeholders, including faculty, program leads, and student services staff (I.B.2_7). All courses and programs have SLOs as well as SLOs for General Education that are reviewed in the curriculum approval process (I.B.2_8, I.B.2_23).

Institutional SLOs for instructional programs and learning support services are assessed and discussed on a cycle each fall and spring semester, with updated SLOs for each current semester published on the SLO resources page (I.B.2_9). Specifically, in the SLO cycle, each SLO per course in a program is assessed at least once during a two-year cycle, in fall or spring, depending on when the course is taught. Program Student Learning Outcomes (PSLOs) are also assessed at least once every two years. Institutional Student Learning Outcome (ISLO) are reviewed every four years, in the fall or spring. In any given year, depending on the course and program cycle, the College may be engaged with ISLOs at different phases of its continuous improvement cycle. Course level SLOs align with program and institutional SLOs (PSLO and ISLOs). General Education Student Learning Outcomes (GESLOs) align with course SLOs and are assessed at the same time that course SLOs are assessed, for those courses meeting general education requirements (I.B.2_24). SLO assessment results are included in the Annual Program Review process, and the results are used to help determine in what areas programs should provide resources (I.B.2_25).

To further improve how the institution defines and assesses student learning outcomes, the College utilized an Institutional Effectiveness Partnership Initiative Innovation (IEPI) team in 2016 to evaluate and provide guidance in compliance with the Accreditation Standards. Gaps were identified; an IEPI Plan was developed (I.B.2_10); and the plan was implemented by Fall 2017. Committee work and College processes were amended, and in some cases created, to meet IEPI recommendations (I.B.2_26). Some activities included:

1. Assessment Guidebook-completed and approved by Academic Senate (I.B.2_11)
2. Student Learning Outcomes Board Policy-completed and implemented BP4024 (I.B.2_12)

3. Student Learning Outcomes Administrative Procedure-completed and implemented AP 4024 (I.B.2_13)
4. Mapping Course SLOs to Program SLOs (I.B.2_14)
5. SLO Day institutionalized (I.B.2_15)
6. On-going training of faculty in the SLO process and data utilization for improvements (I.B.2_27)
7. Assessment cycle and discussion of ISLOs (I.B.2_16)
8. Review Annual Program Reviews (APRs) for improvement (I.B.2_28)
9. Quantitative data used to make program and course improvements (I.B.2_17)
10. Qualitative data used to make program and course improvements (I.B.2_29, (I.B.2_18)

With the initial recommendations of the IEPI team and discussions among College faculty and staff, the College has moved toward processes that foster consistent assessment, analysis, and evaluation of student learning in a continuous improvement cycle. Discussions among academic and student support divisions, IR&P, Curriculum and General Education Committee (C&GE), Strategic Planning Committee (SPC), and other faculty and staff groups continue to take place to refine and improve these processes.

Analysis and Evaluation

Taft College defines and assesses student learning outcomes for all instructional programs and student and learning support services in a systemic cycle that encompasses all areas of the College. Through the APR process, SLO assessment results are reviewed and used to develop goals for improvement.

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

Evidence of Meeting the Standard

The Strategic Planning Committee (SPC) is charged with the task of documenting the institution-set standards (ISS) for student achievement that are within the Strategic Action Plan (SAP) (I.B.3_1, I.B.3_2). The College publishes the ISS on the Institutional Research and Planning website (INT.F_2). Once established by the SPC, these plans are discussed in Governance Council (GC) (I.B.3_3). The SPC and IR&P Office together prepare the Annual Report to the ACCJC that states the minimum standard, the aspirational goal, and the student success rate. This information is published annually on the College's Accreditation webpage (I.B.3_4) and is discussed in SPC, GC, and in Academic Senate subcommittees, as noted in published meeting minutes (I.B.3_9, I.B.3_5, I.B.3_8). The mission statement guides the SAP, and the plan is written to ensure that the College is achieving its standards while pursuing continuous improvement. Assessment direction for the ISS is in the SAP and measurements of indicators are examined to determine where there are leading or lagging indicators for each identified standard (I.B.3_2,I.B.3_6, I.B.3_7).

Analysis and Evaluation

Institution-set standards have been developed through a process of dialog and evaluation among college committees. These are published on the College website (INT.F_2) and updated annually.

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

Evidence of Meeting the Standard

Assessment results are used in the Annual Program Review (APR) process to identify needs and request resources to support student learning and student achievement. The Annual Program Review (APR) process requires all instructional programs to evaluate their effectiveness based on student achievement, enrollment, and Student Learning Outcome (SLO) data (I.B.4_1, I.B.4_5). The IR&P Office provides a variety of student achievement and enrollment data (I.B.4_2, I.B.4_2_6, I.B.4_7, I.B.4_8) as well as SLO data housed in eLumen (I.B.4_9). Using this information, the APR is written collaboratively by discipline faculty members to identify the program's strengths and challenges and to evaluate the achievement of the prior year's goals. Divisions can use the APR institutional process to request resources to improve curriculum, outcomes, and improved assessment methodologies where the evidence suggests there is a need (e.g., iPad purchases for student computations to assess SLOs in psychology statistics classes). Resource requests are ranked by the Governance Council (GC) on a rubric based on alignment with the Strategic Action Plan (SAP) (I.B.4_3, I.B.4_10) and the Educational Master Plan (EMP) or plans from specific areas (e.g., Technology Master Plan, Facilities Master Plan, or Student Equity and Achievement Plan). Where new personnel requests include a request for new faculty, the Academic Senate discusses and prioritizes these requests for final decision by the Superintendent/President (I.B.4_11). A similar process is used for new classified staff personnel requests that are prioritized by CSEA and then the recommendation is submitted to the Superintendent/President. The APR process itself is evaluated annually by the Governance Council and through the APR process evaluation on the bottom of the APR form section IV (I.B.4_5) to ensure it remains effective in evaluating student learning and student achievement (I.B.4_4).

Analysis and Evaluation

Taft College uses student learning and student achievement assessment results through the institutional annual program review process. This is the primary process the College utilizes to provide additional support to programs while improving student learning outcomes and student achievement.

Institutional Effectiveness

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

Evidence of Meeting the Standard

Taft College faculty assess Student Learning Outcomes (SLOs) using eLumen, an online application. Faculty have the option to assess course, program or institutional level SLOs directly. If they do not wish to assess directly, all course level SLOs are aligned/mapped to PSLOs and ISLOs using a matrix that eLumen has designed. This alignment allows for aggregated reporting at all SLO levels. Once assessment data have been entered, faculty are prompted to answer a reflection question in the Section Innovation Plan (SIP). Section Innovation Plans were designed using the same theme used in the Annual Program Review (APR) report form. The "I Wonder….." format should prompt faculty to think of activities to support improvements, or innovation, in raising SLO scores. Section Innovations Plans provide faculty an opportunity to analyze their data and reflect on it. Once the SIPs have been written they are saved in a report that is housed in eLumen. Fall and Spring Section Innovation Reports are shared online, included with SLO data used for APR. Program Review author's use the SIP resource requests in setting their APR goals (I.B.5_13). Once APR goals are funded they are evaluated by the Governance Council for impact (I.B.5_14). Faculty share their methods of assessment and Section Innovation Plan logic during SLO Day presentations (I.B.5_15).

Student Learning Outcomes data analyses are widely discussed starting at the course level up to the Institutional level as demonstrated by the Section Innovation Plan reports and the Evaluation of Funded Items. Student Learning Outcomes data and Section Innovation Plan resource requests are used to improve student success reflected in SLO scores. Faculty have the ability to compare their SIP reflections each term or annually to ensure the activities they have implemented are indeed facilitating continuous improvement.

The program review process has called for annual assessments of accomplishments related to the College's mission, which includes providing "…an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals."   The APR process requires all programs, including both instructional programs and non-instructional support programs, (I.B.5_1) to evaluate their effectiveness. Each program conducts a self-evaluation utilizing quantitative data provided by IR&P and additional quantitative or qualitative data provided by the program. Quantitative data provided by the IR&P Office include disaggregated student achievement data by program type and mode of delivery (I.B.5_2, I.B.5_9), as well as SLO data housed in eLumen by gender, race, and age (I.B.5_3, I.B.5_11). Qualitative data provided by the division or program adds explanations and details to the quantitative data presentation (I.B.5_10).

Using this information, the APR is written to report on each program's strengths and challenges, as well as to evaluate the achievement of prior goals and update or modify goals where

appropriate. To support accomplishment of the College's mission, resource requests (resources to work toward goals) are ranked by the Governance Council based on alignment with the Strategic Action Plan (SAP) and the Educational Master Plan (EMP) or plans from specific areas (e.g., Technology Master Plan, Facilities Master Plan, Student Equity and Achievement Plan) (I.B.5_4). The Board of Trustees also establishes annual goals in alignment with the mission, and evaluates those goals at the completion of the year based on data and reports from all areas of the College (I.B.5_5, I.B.5_6, I.B.5_12).

Additionally, the College assesses accomplishment of its mission through evaluation of goals and objectives. The APR goals and objectives align with the SAP indicators, and the mission statement guides the SAP. To ensure that the College is achieving its standards while pursuing continuous improvement, the annually updated SAP dashboard with its goals' status demonstrates the progress of the institutional goals (I.B.5_7, I.B.5_8).

Analysis and Evaluation

Taft College uses a robust APR process to evaluate goals and objectives set by programs with a wide variety of disaggregated data utilized to develop new goals that support student achievement.

6.   The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The Taft College annual program review process includes disaggregated data to analyze learning outcomes and achievements for subpopulations of students (I.B.6_1). The IR&P Office provides disaggregated success rate data by section and by mode of instruction, as well as success rates based on an 80% rule, a standard metric to identify adverse impacts (I.B.6_2, I.B.6_4, I.B.6_3). SLO results are disaggregated by subpopulations of students in eLumen (I.B.6_2, I.B.6_5). In-depth discussions among faculty and administrators interpreting this disaggregated data inform future goals, policies, and strategies to mitigate any identified achievement gaps (I.B.6_13). The APR process requires goals be established in alignment with the EMP and/or SAP. Additionally, all non-personnel resource requests resulting from the APR process are ranked by the Governance Council while potential funding sources are identified through the Budget Committee process and the Office of the Superintendent/President. If funding sources can be identified, then human or fiscal resources are allocated toward strategies to mitigate those gaps. In closing the loop, during the next APR cycle, all implemented goals are evaluated to determine their effectiveness (I.B.6_2) by giving a summary of the outcomes from the last cycle of program review on APR form section IIA (I.B.6_10). Additionally, reports on the use of approved goal funds are provided to Governance Council and Board of Trustees to ensure transparency and awareness for decision-making purposes (I.B.6_11, I.B.6_12).

Student support programs, including CalWORKs, DSPS, EOPS/CARE, and veterans services, offer specialized resources and support to certain subpopulations of students in need. These programs provide annual evaluations to show that their services help mitigate the gaps in outcomes and achievement for specific student groups (I.B.6_6). In addition, the Guided Pathways Oversight Taskforce developed a dashboard to identify where it could provide further support to increase the throughput of students, particularly among disproportionately impacted groups (I.B.6_7). Data from student athletes are also reviewed after disaggregation to help develop plans to better serve them academically while they are engaged with extracurricular competition (I.B.6_9).

Analysis and Evaluation

The College provides achievement and outcome data that are disaggregated by student subpopulation (I.B.6_4, I.B.6_5) and used to determine strategies to reduce any gaps that are found throughout the data.

7. **The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

Regular evaluation occurs at several levels throughout Taft College. First, the Annual Program Review (APR) process requires all programs (instruction, student and learning support services, and administrative areas including budget and human resources offices) to evaluate their effectiveness with qualitative and quantitative data to determine whether they are meeting their goals in supporting academic quality and the College's mission (I.B.7_1). Using this information, the Annual Program Review is written to identify the program's strengths and challenges as well as to evaluate the achievement of prior goals. Finally, the program can request resources to make improvements in areas that the evidence suggests need support (I.B.7_3). Each resource request (to meet a stated goal) of each program is then ranked by the Governance Council while the Budget Committee determines what fiscal resources might be available (I.B.7_2, I.B.7_6, I.B.7_7). The ranking is based on alignment with the Strategic Action Plan (SAP) and the Educational Master Plan (EMP) or plans from specific areas (e.g., Technology Master Plan, Facilities Master Plan). The APR process is also evaluated within the APR itself via the last questions in the report form (I.B.7_3). The Governance Council reviews the current and prior resource requests, and comments on the process itself to include evaluation of the program review process as a part of the planning cycle (I.B.7_8). In summary, the program review process illustrates regular annual evaluation of the policies and practices of the College's integrated planning model.

During the APR process, a division or department may identify a gap in meeting College and program missions. In planning to close the gap, interventions or support strategies are identified that may require College funding. If this occurs, the division or department will collaborate on planning and will submit a resource request using the APR Goal Form. As an example of this process, the English and Language Arts Division noted a drop in success rates following the

implementation of AB705. That led to the division submitting a resource request to increase tutoring availability in the Writing and Language Lab to improve student success rates in ENGL 1500, Composition and Reading, a transfer level course.

In addition to the evaluation of programs and the APR process itself, the Governance Council and all committees have evaluation processes written in the Governance Guide or their own charters, which are reviewed and updated annually (I.B.7_9). The sub-committees of the Academic Senate also have annual evaluation processes written into their charters. These committee self-evaluations provide support of each committee's effectiveness in supporting academic quality and accomplishing the mission of the College. For example, the 2019-20 evaluation of the Strategic Planning Committee indicated that the tracking software identified to track committee goals was not an appropriate software system for the task, and the committee decided on another approach that would be more effective (I.B.7_10).

The Board of Trustees, Administration, and when appropriate, the Governance Council, and the Academic Senate also review the Board Policies and Administrative Procedures regularly to ensure the accuracy and currency of these foundational policies. The College participates in the Community College League of California's Policy and Procedure Service to align policies and procedures with legal review and analysis. The process to review these policies and procedures is tracked and documented (I.B.7_4). All policies and procedures are available online and reflect the most recent date of review/revision (I.B.7_5).

Analysis and Evaluation

The College evaluates its policies and practices through the Annual Program Review process, committee self-evaluation, and regular review of Board Policies and Administrative Procedures to assure their effectiveness in supporting academic quality and accomplishment of mission.

8.   The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Taft College uses a variety of avenues to communicate the results of all its assessment and evaluation activities. One avenue utilizes the College website to communicate assessment and evaluation activities. Achievement and service data are available on the IR&P APR website (I.B.8_1, I.B.8_5), which provides all stakeholders the opportunity to review any program's data, and the program's self-evaluation via their APR. Additionally, the College's plans are also on the IR&P Planning webpage (I.B.8_2). Together, these plans and evaluations identify areas that are highly successful, and areas that are working to reduce gaps. Throughout the APR process, APR goals that support the College's planning (APR rubric) can be matched with available funds (I.B.8_3) so that divisions and administrators can allocate resources to appropriate priorities (I.B.8_11). Additionally, assessments are shared with the Board of Trustees during regular meetings, the community during community update meetings, and the faculty and staff during convocation (I.B.8_6, I.B.8_7, I.B.8_8).

Detailed analyses of data from assessment occur within committees and divisions. For example, the Student Learning Outcomes Assessment Steering Committee (SLOASC) assesses effectiveness and implementation of the Student Learning Outcomes (SLO) processes for courses and programs. SLOASC meets monthly to evaluate procedures, plan for faculty SLO training events, and develop faculty resources to improve assessment data collection (I.B.8_4). The minutes of the meetings are available on the website for campus use (I.B.8_9). Additionally, through division meetings ISLOs and PSLOs are discussed and assessed (1.B.8_10).

Analysis and Evaluation

The College communicates broadly, using a variety of avenues and methods, leading to discussions using the data within committees and divisions. In this process, results of evaluations inform planning, allowing for changes that improve efficiency and informs funding decisions.

9.   The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

In the APR process, programs begin with an assessment of their outcomes and an evaluation of their prior goals to help them determine future goals and request resources for improvement. The resource requests are then ranked by the Governance Council (I.B.9_2), and the Budget Committee determines what fiscal resources might be available (I.B.9_3). The ranking is based on short-term College needs as described in the Strategic Action Plan (SAP) and plans from specific areas (e.g., Technology Master Plan, Facilities Master Plan, Student Equity Action Plan), as well as long-term needs described in the Educational Master Plan (I.B.9_4). All areas of the College conduct their own program review (I.B.9_5). The program review process illustrates the College's strong commitment to institutional effectiveness based on collegial, self-reflective dialog and the centrality of student learning. Demonstrating the systematic evaluation of planning, questions in the APR form (I.B.9_15) ask for evaluation of the process, and a separate process evaluation by the Governance Council after completion of the ranking process (I.B.9_7, I.B.9_17).

The Strategic Action Plan (SAP) is an essential component of the College's integrated planning model. 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 Program Review (APR) process, departments create goals that are directly mapped to the SAP goals. The collective efforts of programs to achieve APR 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.

The SAP is developed every three years to determine short-term needs. The current SAP was developed to have annual updates of Leading Indicators and Lagging Indicators to evaluate the College's progress in meeting the identified Indicators (I.B.9_8). The SAP demonstrates a comprehensive process as it is developed by the Strategic Planning Council in cooperation with the Office of Institutional Research and Planning, is discussed and accepted by the Governance Council (GC), and is then used as the foundation for APR goal justification (I.B.9_16). The SAP is integral to the rubric (I.B.9_18) used by the GC to rank resource requests. The current SAP's three-year cycle is ending in 2021, so the GC and SPC are working to develop the new plan for the next three years (I.B.9_19) (I.B.9_9). The three-year cycle allows for evaluation of the plan and its regular use.

For long-term needs, the Educational Master Plan (EMP) is a planning document designed to make recommendations and set goals over a ten-year period of time, with the current plan written in 2014 (see p. 66 for goals) (I.B.9_10). The EMP determines long-term needs as a framework for short-term planning such as the SAP. The current EMP is on track to be completed in 2024 (I.B.9_11). The development of the current EMP was led by a steering committee representative of all constituent groups and informed by data about Taft College students, programs, and the needs of the community (I.B.9_12). The EMP has a broad focus to cover all areas of the College, including Instruction, Administrative Services, and Student Services. Other institutional master plans (e.g., Technology Master Plan, Facilities Master Plan) are the connecting fibers between the EMP and the SAP (I.B.9_13, I.B.9_14). The master plans can all be used to support goals in the APR.

Analysis and Evaluation

Taft College engages in broad, systematic evaluation and planning processes. Through such process, the College evaluates its effectiveness and academic quality, and it develops strategic directions and priorities. This includes a robust resource allocation process, wherein short-term and long-term needs are established in relation to College goals.

Conclusion for Standard 1B

Taft College established institution-set standards for student achievement, uses data to support student learning, and uses evaluation to make improvements in the process in order to better serve the mission.

Evidence List

I.B.1_1	Governance Council Retreat 5/16/19
I.B.1_2	SLOASC Minutes 4/17/19
I.B.1_3	Governance Council Minutes 4-26-19
I.B.1_4.	IEPI Governance Council Retreat 2-26-16
I.B.1_5	Student Services Board Updates 9-12-20
I.B.1_6	Fall Faculty Inservice 2020
I.B.1_7	SLOASC Charter
I.B.1_8	SLO Assessment Steering Committee Agenda

C. Institutional Integrity

1.   The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Taft College ensures that the clarity, accuracy, and integrity of information is embedded in its processes. Divisions, departments, and committees review information before it is disseminated College-wide and published on the website.

Information is provided to students, personnel, and the public primarily via two modes: the catalog and the website. The catalog (I.C.1_1), is coordinated through the Office of the Vice President of Student Services with much of the information coming from staff and faculty in Student Services, Instruction, Counseling, and the Curriculum and General Education Committee (I.C.1_15). The Student Handbook, coordinated through the Office of the Vice President of Student Services, is posted online adjacent to the catalog as well as separately on its own page (I.C.1_28). The Office of Information Technology Services is responsible for the overall website, while programs and departments are responsible for updating their own informational webpages (I.C.1_2).

To keep students updated on course offerings and general academic information, the Office of Instruction works with division faculty and counselors twice a year to create course schedules, which are published on the website with a link from the home page (I.C.1_16, I.C.1_17). Counselors use the catalog and the course schedule to advise students and help them create educational plans. When new or revised Board Policies (BP) and Administrative Procedures (AP) are passed by the Board of Trustees, the appropriate Vice President informs the catalog work group of any relevant BP or AP that may need to be included in the catalog.

The catalog is updated annually to update courses and programs, including changes, additions, and deletions. New academic and student services policies, as well as relevant BP and AP changes, are updated as well. The update process begins in the spring for a new catalog publication in the fall. Mid-year course, program, and policy changes are published in an updated catalog each fall (typically in November) for changes that will take effect in the subsequent spring semester (I.C.1_18, I.C.1_19).

The mission statement is reviewed every accreditation period by the College through the Governance Council before it is submitted to the Board of Trustees for further review and approval (I.C.1_3). The process for reviewing the mission statement has been incorporated in the updated 2020 Planning Guide, pg. 5 (I.C.1_4, I.C.1_20). When the mission is changed, the new mission is updated in the catalog and on the website. The Office of the Vice President of Student Services and Office of Information Technology Services are responsible for posting the mission statement on the website and in the catalog (I.C.1_5).

Course, Program, Institutional, and General Education Student Learning Outcomes (SLOs) are posted on the SLO website (I.C.1_6). Program Learning Outcomes are posted in the catalog along with program descriptions (I.C.1_21). Course SLOs are also included on the syllabus for each course, and the syllabi are collected and reviewed by the Office of Instruction, and archived in eLumen, the SLO storage and analysis software (I.C.1_22, I.C.1_23). Program faculty and managers are responsible for ensuring that the course and/or program SLOs are accurate. The SLO Coordinator is responsible for assuring the accuracy of Institutional and General Education SLOs on the SLO website (I.C.1_7).

Information on educational programs is included in the catalog (I.C.1_8). Members of the catalog work group request this information be reviewed by division chairs, managers, and faculty annually. Information from the catalog is also included on the website for each program (I.C.1_9). These program webpages are updated by the program faculty, division chair, catalog work group member, or website coordinator as changes occur or errors are found so that shared information is accurate.

Information on academic support provided by the Learning Center is conveyed via the Learning Center website (I.C.1_10) and is updated as needed by the Learning Center Coordinator (I.C.1_24). On the Learning Center website, students, personnel, and the community can find information on accessing a tutor, a Supplemental Instruction Assistant or their notes, the Math Lab, and the Writing and Language Lab. This webpage also provides general resources for academic support. The Taft College Library also informs students of available resources for academic support, updates, and services on its website (I.C.1_25). Students are informed of available holdings and check-out processes. On the College library site, students can find the following information: instructions on conducting research through Library Guides; information about the one-unit research class, Information Competency; and the use of the College's extensive databases. During the pandemic, students have had the opportunity for curbside checkout of materials, including laptops, mobile hotspots, and calculators (I.C.1_26). The library building houses study areas, printers, and an open computer lab for use during library open times. The Distance Education (DE) department provides academic support in the form of student informational guides and a staffed helpdesk for students navigating online learning. Information on their services for students is provided on the DE homepage (I.C.1_27).

Information for current and prospective students, personnel, and the public related to counseling and other student support services is provided on the Support Program Services webpage (I.C.1_11). Managers over each program assure that these websites are clear and accurate. The programs covered include:

- CalWORKs
- Career Center
- Counseling Center
- DSPS & the High Tech Center
- EOPS/CARE
- Financial Aid & Student Employment

- Probation/MAPP
- Student Equity
- Transfer Center
- Veterans

All information regarding Taft College's accreditation status is posted on websites maintained by the Office of Institutional Research and Planning (IR&P). As the College migrates to a new IR&P web presence, past documents, reports, and evidence will be posted there (I.C.1_12), along with a website for the current accreditation cycle (I.C.1_13). The Vice President of Information and Institutional Effectiveness is the Accreditation Liaison Officer and ensures that these websites are updated. The Dental Hygiene program maintains accreditation through the Commission on Dental Accreditation. This information is found on their home page (I.C.1_14).

Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information provided to students, personnel, and the public through the catalog and website. These information sources are developed and updated in collaboration and dialog amongst faculty, staff, and administrators across the campus. The College maintains an accreditation webpage with accurate information about accreditation status.

2. **The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)**

Evidence of Meeting the Standard

Taft College's online catalog is a collection of precise, accurate, and current information (I.C.2_1). The catalog is annually reviewed to ensure that the Accrediting Commission for Community and Junior Colleges (ACCJC) catalog requirements are met as defined (I.C.2_3). The annual review of the catalog is led by Student Services with various departments represented in the catalog work group participating in the review and editing of the information for clarity and correction. Edited materials are reviewed by faculty and staff before publication to ensure material is consistent and clear (I.C.2_2). An updated catalog (labeled Catalog with Addendum) is published in late fall with updated information on new or modified courses and programs (I.C.2_3).

Analysis and Evaluation

The College annually publishes a clear, orderly, thorough online catalog that includes accurate information that meets the ACCJC Eligibility Requirement for College catalogs. This collaborative effort involves staff and faculty across the College. A link to a printable catalog is provided on the College website.

3. **The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

The documentation of student learning is assessed after each semester and raw data and results of assessments are housed in the eLumen data management system (I.C.3.1). Learning outcome and student achievement assessment results are then used in the Annual Program Review (APR) process to guide program goals. The student achievement data are posted publicly on the APR website for review by current and prospective students or the public (I.C.3_2). SLO results are provided by the Office of Institutional Research and Planning (IR&P) and posted on the APR website for academic programs to complete the evaluation of student achievement and academic quality in their APRs (I.C.3_3).

Student achievement and student learning data are also tracked through the Guided Pathways dashboard, the Institution Set Standards summary, and the Strategic Action Plan, accessible publicly on the College website (I.C.3_4, I.C.3_7, I.C.3_8). In addition, presentations to public groups inform interested community members about student achievement (I.C.3_9). Staff and faculty discuss data findings in relevant committee meetings (I.C.3_10). Staff are also educated on data from student learning outcomes and encouraged to hold discussions on the information during in-service workshops (I.C.3_5, I.C.3_6).

Analysis and Evaluation

The College conducts a thorough Annual Program Review process, as detailed in the APR sections of the IR&P website. Further use of data from multiple sources and in-service training also provide a venue to share student learning assessment information to staff, students, prospective students, and the public.

4. **The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

Evidence of Meeting the Standard

Taft College describes its certificate and degree programs in the catalog (I.C.4_1, I.C.4_3). Descriptions include the purpose, content, course requirements, and expected program learning outcomes. The catalog is annually reviewed to ensure descriptions are accurate. While the catalog is the collective document for certificate and degree program descriptions, further information can be found on the College website in pages maintained by individual departments and programs (I.C.4_2).

Analysis and Evaluation

The College maintains a catalog, available online or printable PDF, that details relevant information on all current certificates and degrees and is updated through a timely and accurate process.

5.   The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The mission guides institutional policies, procedures, and publications. The mission is regularly reviewed within each accreditation cycle in a manner that includes review and feedback from constituent groups (I.C.5_3). If there are changes to the mission, the Office of Marketing and Community Relations is responsible for updating the mission statement in all publications and displays across campus, online and social media platforms.

Taft College regularly reviews policies, procedures, and publications to ensure accurate information and alignment with the College mission. The Planning Guide details how the Educational Master Plan, Strategic Action Plan, and institutional area plans are updated on approved timelines (I.C.5_6). Additionally, the catalog, which describes many policies and procedures, is provided for all students and the public. It is reviewed and updated each academic year with an updated catalog (labeled catalog with addendum) published in between annual revisions. The catalog work group reviews the catalog annually and is responsible for assuring that the catalog is accurate across all media platforms.

The Board of Trustees policies and procedures are regularly reviewed to ensure that the policies are applicable and accurate (I.C.5_4, I.C.5_5). Policies are reviewed within each accreditation cycle, and as deemed necessary, by legislative or local reviews. The College subscribes to the California Community College League's Policy and Procedure service, which assists in reviewing policies and procedures regularly. Once reviewed or revised, the policies and procedures are updated on the Taft College website's Board of Trustees page immediately following Board approval, as a responsibility of the Office of the Superintendent/President.

Analysis and Evaluation

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services.

6.   The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Taft College provides accurate information to current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses in the catalog (I.C.6_1). Similar information is available on each class schedule and is accessible in Cougar Tracks, the College Banner enterprise management system (I.C.6_7). The cost of textbooks and course supplies can be found on the Taft College Bookstore website (I.C.6_2). Zero Textbook Cost (ZTC) sections are indicated in the class schedule and the ZTC webpage updated by the Taft College Bookstore (I.C.6_3). Costs associated with the Dental Hygiene program are detailed in their general information packet posted on their web page (I.C.6_8). Information about the types of financial support available is located on the Financial Aid webpage (I.C.6_4). Board Policy 5030 and Administrative Procedure 5030 on fees outline the applicable student fees. The College regularly reviews and updates the policy and procedure on fees for local need as well as state compliance (I.C.6_5, I.C.6_6).

Analysis and Evaluation

The College accurately informs current and prospective students of the education costs through the catalog, class schedule, various College websites, and in policy and procedure.

7.   In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Taft College Board Policy 4030 (I.C.7_1) on Academic Freedom makes clear the College's commitment to the free pursuit and dissemination of knowledge, as well as its support for an atmosphere in which intellectual freedom exists for faculty. This policy and the procedure information are disseminated to students in the College catalog. The College catalog describes academic freedom for students, including "open, thoughtful examination of differing points of view in pursuit of knowledge within general and specific fields of study." Students are also allowed to "take reasoned exception" to content, as well as to be responsible for learning course content (I.C.7_3).

Expectations of employee behavior are further detailed in BP 3050, Institutional Code of Ethics, which remind employees of the responsibilities of professional behavior that must accompany free expression (I.C.7_4). This board policy is included in the faculty handbook in addition to being posted online. The Student Handbook further details expectations of appropriate student behavior and the responsibilities of students (I.C.7_5).

Analysis and Evaluation

The College clarifies institutional and academic integrity, freedom, and responsibility via Board Policy 4030 and Administrative Procedure 4030, Board Policy 3050, and the Student Handbook, and in the College catalog, all posted on the College website.

8.   **The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

All College employees are expected to abide by BP3050, Institutional Code of Ethics. The policy requires honesty and integrity, accountability, and respect, with a dedication to enabling students to make progress toward their academic goals (I.C.8_8).

Taft College has also established and published clear policies and procedure related to student behavior and academic honesty in the Student Handbook (I.C.8_1). The Student Handbook also details the consequences of dishonesty that may be enforced by the College (I.C.8_9, I.C.8_10).

Board Policy and Administrative Procedure 4220,Standards of Scholarship, define definitions and roles in relation to academic integrity for students and staff (I.C.8_2, I.C.8_3). Further procedures provide more detailed definitions and roles in relation to academic honesty, integrity, and student behavior (I.C.8_4, I.C.8_5, I.C.8_6, I.C.8_7).

Analysis and Evaluation

Taft College establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity.

9.   **Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Evidence of Meeting the Standard

Taft College carefully evaluates all adjunct, tenure-track (contract), and tenured faculty, and these evaluations include consideration of faculty presentation of data and information. Faculty observation forms used for the evaluation process begin with a measure of relevance of subject matter presented to the course objectives (I.C.9_3). Regular observations of faculty ensure that each faculty member presents information fairly and objectively, following professionally accepted views in a discipline. The evaluation process is detailed in the Faculty Evaluation Forms for each faculty group (teaching/non-teaching adjunct, contract, and tenured) on the Human Resources website (I.C.9_1). All aspects of presenting course material in a professional manner are noted in the observation form that is used by administrators and peer observers

([I.C.9_2](#)). This evaluation process is established through the collective bargaining process by the Faculty Association and administration before being approved by the Board of Trustees.

Analysis and Evaluation

The College ensures that faculty teaching aligns with the expectations of presenting data fairly and objectively, distinguishing between personal conviction and professionally accepted views in a discipline. Evaluation processes ask peers and the supervising administrator to observe faculty integrity through a well-defined evaluation process that is reviewed and updated as agreed upon in the bargaining process.

10. **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

Evidence of Meeting the Standard

Taft College does not require specific beliefs or world views but does have Board Policies and Administrative Procedures that require compliance with general ethical standards and nondiscrimination practices ([I.C.10_1](#), [I.C.10_2](#), [I.C.10_3](#), [I.C.10_4](#), [I.C.10_5](#), [I.C.10_9](#)).

The students are also required to comply with the provisions of the Student Code of Conduct in the Student Handbook ([I.C.10_6](#)). The Faculty Handbook is made available online in a Canvas shell and reviewed with each new faculty member in person or by web conference, with each faculty member provided a copy. The Faculty Handbook details expectations of faculty, including professionalism and compliance with the signed and approved collective bargaining agreement. ([I.C.10_7](#), [I.C.10_8](#)).

Analysis and Evaluation

The College maintains Board policies and procedures published on the College website to detail ethical and professional standards. Expectations for standards of behavior are outlined in the Student Handbook and the Faculty Handbook.

11. **Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

Evidence of Meeting the Standard

Taft College does not operate in foreign locations.

12.   The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College complies with all requirements, standards, policies, guidelines, timelines, and disclosures directed by the Commission, and made public through the Taft College accreditation website (I.C.12_1, I.C.12_5). The accreditation webpage is available within one click of the College homepage. Public disclosure of annual reports (I.C.12_2) and substantive change reports (I.C.12_3) are also publicly available through the Taft College accreditation website. The 2015 Self Evaluation website (I.C.12_4) and the current institutional self-evaluation report demonstrate disclosure of information required by the commission to carry out its accrediting responsibilities. The 2015 Self Evaluation website also discloses the College's timely responses to requests from the Commission, including a letter and addendum to a Commission request within 30 days, a follow-up report less than two years after of the most recent site visit, and the midterm report.

Analysis and Evaluation

The College discloses information through the Taft College accreditation website and maintains timely communication with the commission.

13.   The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Taft College demonstrates honesty and integrity in both its relationships with external agencies and its communications regarding accreditation. The College communicates any changes to its accreditation status by the Accrediting Commission for Community and Junior Colleges to its students and the public via its website (I.C.13_1). Taft College also publishes an electronic Accreditation Newsletter to clearly communicate with the campus on the status and related information to current accreditation review (I.C.13_2).

The College also demonstrates continuous compliance with the requirements of external regulatory agencies, including those external auditors described in III.D.5 and III.D.7. As stated in 1.C.12, Taft College complies with all ACCJC Standards and requirements. In addition, the College complies with federal mandates, such as the US Department of Education publication notifications (I.C.13_6, I.C.13_7). Additionally, the Dental Hygiene program is in good standing

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with its external accrediting agency, the Commission on Dental Accreditation (CODA). The next accreditation visit is scheduled for 2023 (I.C.13_3, I.C.13_4, I.C.13_5).

Analysis and Evaluation

The College provides honest and accurate information to accrediting agencies and external agencies, then responding to requests from these agencies, while publicly acknowledging the accreditation status of the College, and the status of specific programs. The addition of the Accreditation Newsletter assists in reaching the campus in a timely manner regarding accreditation status.

14.   **The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Evidence of Meeting the Standard

As noted in the College's mission, Taft College is committed to an "equitable learning environment … leading to students' achievement of their educational goals" as a foundational priority (I.C.14_1). As discussed in Standard I.A., the mission is regularly reviewed by various constituents to ensure it is the guide to College planning and resource allocation decisions. This commitment to an equitable learning environment is also demonstrated in policies and procedures concerning conflict of interest (I.C.14_2, I.C.14_3).

Analysis and Evaluation

The College is a public educational institution that does not generate returns for investors, parent organizations, or external interests and is committed to students in providing them a high-quality education.

Conclusion for Standard 1C

Taft College is committed to providing accurate, current and clear information to students and the public about its accreditation status, learning outcomes, educational programs, student services, and all other areas related to the mission. Additionally, the College has clear policies and procedures that promote honesty, responsibility and academic integrity.

Evidence List

I.C.1_1	2020-2021 Catalog Home Page
I.C.1_2	Student Support Services
I.C.1_3	WKCCD Board Minutes 9-9-20
I.C.1_4	Governance Council Minutes 10-13-20
I.C.1_5	Mission Statement on Website
I.C.1_6	Student Learning Outcomes Data

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1.   All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The mission of Taft College includes a commitment to Career Technical Education (CTE), transfer programs, and foundational programs. Programs offered at the College are consistent with this mission and are appropriate to higher education. The College catalog illustrates requirements for associate degrees and certificates including their fit with employment preparation and transfer options (II.A.1_1, II.A.1_2, II.A.1_3).

Taft College uses an iterative process to ensure that its instructional programs result in students achieving stated learning objectives and outcomes, including Student Learning Outcomes (SLO), certificates, degrees, employment preparation, and transfer preparation. Through a Board-approved process outlined in Administrative Procedure 4020 (AP 4020), the Curriculum and General Education Committee (C&GE) reviews instructional programs and evaluates them on a standard review cycle to meet the appropriate level of academic rigor in accordance with the College mission as well as Education Code and accreditation standards. Programs with an external accrediting body also meet their accreditation standards (e.g., Dental Hygiene is accredited through 2023 by the Commission on Dental Accreditation) (II.A.1_4, II.A.1_5, II.A.1_6).

The Student Learning Outcomes Assessment Steering Committee (SLOASC) assists faculty with SLO development and resources to improve assessment processes. Additionally, through the annual program review process, instructional programs across the curriculum inclusive of all modalities undergo a process of analysis for continuous improvement of achieving learning outcomes and educational outcomes, such as degrees, certificates, transfer preparation, and/or improved foundational skills. Program descriptions, provided online and in the College catalog,

detail program-level students outcomes for each program. Institutional level student learning outcomes (ISLO) are linked to program level outcomes (II.A.1_7, II.A.1_8, II.A.1_9, II.A.1_10).

Taft College offers courses and programs through traditional instruction on site as well as through online delivery and hybrid modality. Through the end of Spring 2021, the college also offered a mixed modality of in-person and correspondence course delivery (known as "offline") to student inmates at two facilities, the Taft Modified Community Correctional Facility (MCCF), and Taft Correctional Institute (TCI). Both facilities are now closed.

All courses, regardless of modality, are approved through the C&GE Committee using the same review standards. Those courses offered in distance delivery (online, hybrid, or "offline") pass through an additional Distance Learning and Education Committee (DLE) approval process. These distance delivery courses must demonstrate that regular and effective contact occurs between instructors and students, and among students, just as with classes taught in person. Administrative Procedure 4105 details the College procedures and requirements for courses delivered via distance learning (II.A.1_11, II.A.1_12, II.A.1_13, II.A.1_14, II.A.1_15, II.A.1_16).

The Distance Education Department houses its own information pages linked through the College web pages. The information includes instructions for students on the use of Canvas to access courses as well as training modules for instructors using Canvas. The Distance Education web pages describe course offerings as "just like traditional on-campus classes" with the "same university-transferable, community college courses taught onsite at Taft College." These statements verify for students that courses offered in distance modalities are appropriate for higher education. The College mission of "creating a community of learners" is met through traditional, hybrid, online, and correspondence learning modalities (II.A.1_17).

Analysis and Evaluation

Instructional programs are consistent with the College mission and appropriate to higher education, regardless of the modality and result in student attainment.

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

Taft College ensures that the content and methods of instruction meet accepted professional standards and expectations through curriculum review, peer evaluation, annual program review, and continuous professional development opportunities. The cross-functional members of the

Curriculum and General Education Committee discuss and recommend updates, revisions, and additions to the curriculum. Career Technical Education (CTE) course reviews occur on a two-year cycle, and courses outside of CTE occur on a five-year cycle, led by faculty. The Board of Trustees holds the final approval of curricular recommendations (II.A.2_1, II.A.2_2, II.A.2_3).

Faculty evaluation ensures that the curriculum and standards meet collegiate-level and professional standards outlined in Administrative Procedure 4020 (AP 4020) and the Chancellor's Office approved Course Outline of Record (COR). Moreover, through the annual review process, discipline faculty review Student Learning Outcomes data and Student Achievement Outcome data to write a plan for improvement, as needed. New and modified curriculum begin with faculty in the division and are brought to the C&GE Committee through their divisions, with input from advisory committees for CTE courses (II.A.2_4).

All faculty, whether full time or part time, must complete training prior to teaching online. Faculty members typically complete training through scheduled sessions offered at the College through the Distance Education department. Training at the College is held during in-service days, First Fridays (special topics training held on Fridays), or posted self-paced modules; or outside the College through @One courses, or in for-credit college programs elsewhere. Additional training is provided for faculty teaching "offline" (correspondence and hybrid delivery to student inmates). Courses themselves are reviewed as appropriate for distance delivery through the Distance Learning and Education (DLE) Committee, made up primarily of faculty and then sent to the C&GE committee for final recommendations to the Board of Trustees (II.A.2_5, II.A.2_6, II.A.2_7).

Analysis and Evaluation

Faculty design and review course development and regularly examine curriculum for improvements to meet professional standards and enhance student success efforts.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline**.

Evidence of Meeting the Standard

The Taft College Student Learning Outcome and Assessment Steering Committee (SLOASC) oversees learning assessment design and student learning outcomes for Taft College. The committee follows the campus Administrative Procedure 4024 to conduct planning days for the assessment and analysis of learning outcomes. Additionally, professional development and resources are available as needed by faculty on the development and assessment of student learning outcomes (II.A.3_1, II.A.3_2).

Approval of Student Learning Outcomes occurs through a vetting process that includes discipline faculty, the SLOASC Chair, the division chair, and the C&GE committee. Moreover, all course

syllabi feature content from the approved Course Outline of Record (COR) and from the approved Student Learning Outcomes (SLO). New full-time and part-time faculty undergo an orientation (live or online) during which they are provided applied training on creating and assessing Student Learning Outcomes. All faculty submit syllabi for courses taught each semester, and these are stored in the Office of Instruction. Program-level outcomes are also approved by C&GE and appear in the catalog. A syllabus template is provided online to faculty and includes SLO as an element of the syllabus (II.A.3_3, II.A.3_4, II.A.3_5, II.A.3_6, II.A.3_7, II.A.3_8).

Faculty regularly assess approved Course Student Learning Outcomes (CSLOs) posted on the College website, and when determined by divisions, Program Learning and Institutional Learning Outcomes (II.A.3_9).

Analysis and Evaluation

Faculty regularly review learning outcomes for their courses, programs, certificates, and degrees. The institutional review process includes discipline faculty, department chairs, SLOASC, and the Curriculum and General Education Committee. Student learning outcomes and course outlines of record are posted and viewable online. Syllabi are provided for all courses that include the approved student learning outcomes.

4. **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum**.

Evidence of Meeting the Standard

Pre-Collegiate Courses

Pre-collegiate courses are offered in Writing (ENGL 1000, Interactive Writing and Grammar, which is one level below college composition) and in Math (MATH 1050, Elementary Algebra; and MATH 1060, Intermediate Algebra). We also offer MATH 0240, LRSK courses for students with disabilities, and STSU courses to further assist students in their academic goals. Students in these courses have access to online or in person peer tutoring, faculty-led Writing Lab and Math Lab assistance, Net Tutor online, and embedded tutors within their classes upon instructor request (II.A.4_1, II.A.4_2, II.A.4_3).

Faculty from content areas develop curriculum for these courses based on established standards to help students transition into collegiate level courses. As articulated in Administrative Procedure 4260, faculty ensure that pre-collegiate curricula follow the prerequisites for the collegiate-level curriculum. Student Learning Outcome assessments are used to evaluate the knowledge and skills attained and inform updates in curriculum to improve outcomes. Through the collective efforts of the C&GE committee, members review and approve two levels of curriculum as outlined in the Course Outline of Record (COR) to ensure the pre-collegiate curriculum prepares students for collegiate-level curriculum (II.A.4_4).

Pre-collegiate MATH 1050 and 1060 are offered for students, who can then make a successful transition to college-level STAT 1510, Elementary Statistics, after completing MATH 1060. ENGL 1000, pre-collegiate level, prepares students for collegiate work in their transfer to the standard three-unit ENGL 1500 course.

A new course, ENGL 1501 (Enhanced Composition and Reading), has been developed and is currently in the approval process. This collegiate-level course offers a smooth transition to collegiate level work with a fourth hour of instruction per week to help students develop skills necessary for academic success (II.A.4_5, II.A.4_6). With the passage of AB 705 in 2017 going into effect in 2018, this course is planned to meet the needs of students who would benefit from added time in their writing classes to meet their academic goals.

Analysis and Evaluation

Pre-collegiate English and Math courses help students progress to college level courses. Student support is available as students progress through these levels, in the form of tutors and instructor-led labs, both online and in person. Curriculum is reviewed regularly to ensure appropriate content to meet student needs as they progress from pre-collegiate to collegiate courses.

5.   The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Taft College adheres to the legal mandates in California Education Code, Title 5, and federal regulations. Additionally, the College practices the guidelines of curriculum development from the California Community College Chancellor's Office *Program Course Approval Handbook*, 7th ed. (PCAH). Specific information for students on number of semester credit hours required for the associate level degree are detailed in the College catalog. Associate degrees require completion of a general education pattern. Students can select from a local Taft College general education pattern, CSU GE Breadth, or the Intersegmental General Education Transfer Curriculum (IGETC) (II.A.5_1, II.A.5_2, II.A.5_3, II.A.5_4).

All new and updated curriculum is processed through the Curriculum and General Education committee, a subcommittee of the Academic Senate. Under faculty purview, faculty content experts assure the content, quality, and rigor of new and updated courses and work in concert with other faculty members to sequence materials in accordance with policies and procedures. Resource members of the committee (e.g., the articulation officer, an administrator) provide policy and procedural expertise. After approval, counselors work directly with students to inform them of curricular requirements. Students can also access these documents through the College website and the catalog. All Course Outlines of Record and Student Learning Outcomes use

standardized templates and are housed on the College website and in the Office of Instruction (II.A.5_5, II.A.5_6, II.A.5_7, II.A.5_8).

Analysis and Evaluation

Taft College follows state and federal regulations to offer programs and degrees that are appropriate to higher education. Curriculum development follows state standards. The college catalog and college websites include information on credit hours and program requirements. Curriculum is reviewed by a committee of faculty members, administrators, and resource experts.

6. **The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

Evidence of Meeting the Standard

Taft College sequences courses and course offerings for certificates and degree programs to allow full-time and part-time students the requisite time to complete programs. Short-term and late start classes, along with distance delivery modalities, provide options for students completing programs outside of traditional schedules and modes of delivery. Students attending full time who do not require to repeat or to take pre-collegiate courses are typically able to complete an associate degree within two years. Most courses are offered on a semester or an annual basis. Counselors build education plans with students to help guide them in managing their schedules in completion of programs that conform with established expectations (II.A.6_1).

The Access Committee, a committee of Governance Council, meets regularly to work on identified elements of a strategic enrollment management plan. A part of this planning includes assessment of educational pathways to help with decisions regarding offering classes that are consistent with established expectations of the College. The Office of Instruction, which manages the course schedule, consults counseling faculty to include data for students near completion to help inform course offerings, especially for students at or near the completion of their academic programs (II.A.6_2, II.A.6_3).

The Strategic Action Plan calls for data interpretation leading to a number of strategies to increase student success. One of these measures is the average number of units completed for students seeking an associate degree, which decreased from 81.3 in 2016-2017 to 79 by 2019-2020 (II.A.6_4). These improvements align with the College's Guided Pathways plan in which the College will create structures to allow students to explore majors and careers earlier in their academic experience, improve basic skills with the implementation of AB705, and clarify the course sequences for students' programs of study (II.A.6_5).

Analysis and Evaluation

Courses needed for program and degree requirements are scheduled in a manner that allows students to complete them within a time frame that meets higher education expectations. Varied

modalities, as well as shortened or late start semester dates, provide options for students. Counselors meet with students to plan their course schedules. Counselors and the Office of Instruction work together to ensure courses most in need for students' program completion are scheduled effectively.

7.   The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Taft College offers courses through a variety of modalities, including face-to-face, online, hybrid, and "offline" (mainly correspondence courses with some in-person and hybrid modality offerings for student inmates), in accordance with the College mission, which prioritizes the needs of students. In support of its mission, the College has established ongoing professional development opportunities for faculty on various aspects of working with college students, including distance education, as well as diversity, equity, and inclusion issues. In-service and flex activities center around professional development and include training through the Distance Education department and faculty experts in distance delivery to provide opportunities for faculty and staff to remain current in meeting students' changing needs. In addition, the College provides information to students to help them succeed in their online classes through the use of instructional flyers, video toolbox presentations, direct phone support during open office hours, and a posted Canvas Instructure help line for phone support after hours (II.A.7_1, II.A.7_2, II.A.7_3, II.A.7_4, II.A.7_5).

Courses developed for distance delivery are thoroughly evaluated to ensure they have met all curriculum and distance learning metrics for appropriate and effective delivery. This process requires courses to be approved by both the Distance Learning and Education (DLE) Committee and the Curriculum and General Education (CG&E) Committee. Several courses have been developed, or are in the process of being developed, as part of the state's movement to increase access to high-quality, online course offerings via the California Virtual Campus – Online Education Initiative (CVC-OEI). At Taft College, the focus has been across the disciplines but especially in CTE areas (II.A.7_6, II.A.7_7, II.A.7_8, II.A.7_9, II.A.7_10, II.A.7_11, II.A.7_12).

Addressing equity in access to technology, the Learning Center's Math Lab and Writing Lab include both faculty and student tutors for face-to-face and online students. For those without access to technology, the College library offers laptops for the duration of a semester. This laptop program has been positively received by students and faculty alike. The College addressed the digital divide brought on by the rapid transition to being mostly online, owing to the pandemic, by providing portable MiFi hotspot modems in the Fall 2020. During the Fall of 2020, the College provided calculators for students in math classes for the duration of a semester (II.A.7_13, II.A.7_14, II.A.7_15).

Students with disabilities receive equitable learning and testing opportunities according to their individual needs as identified through the Disabled Student Programs and Services (DSPS)

program. Faculty and staff professional development opportunities, provided by DSPS faculty members, also address the needs of students with disabilities (II.A.7_16, II.A.7_17).

In the larger institutional view, Taft College has prepared a Student Equity Plan and a Guided Pathways framework for staff and faculty to reference while building an equitable experience for student learning. In addition to training and professional development opportunities, the College relies on data identifying disproportionately impacted students on which to focus educational efforts. As an example, White Males and Hispanic/Latino Males were identified as disproportionately impacted and less likely to complete degrees or certificates. Many of these students are full time employees in the region's oil and petroleum industry and have attended classes as "refreshers" to update skills or for short term new skills training. They often complete these courses through contracted education partner, WESTEC (Westside Energy Services Training and Education Center). While their educational goals typically do not include a certificate or degree, the College has assigned a faculty counselor to the WESTEC facility to meet with students to provide outreach in order to acquaint them with the educational opportunities and career growth that can come with obtaining a certificate or degree. For these students, the "Why Not You?" and "You Belong Here" campaigns provide information on potential certificate or degree programs these students may find of interest (II.A.7_18, II.A.7_19, II.A.7_20, II.A.7_21, II.A.7_22).

Analysis and Evaluation

Taft College continues to seek ways to serve a diverse student body and provide equitable outcomes. Ongoing professional development, the Learning Center, outreach, and the many supportive programs and services offered by Distance Education and Student Services provide the basis for this continuing work.

8. **The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

Taft College does not use department-wide course or program exams for entry, but a few programs do link student pass rates to licensure examination after program completion. For example, Dental Hygiene students must pass all courses in the program with a 75% or higher in order to qualify to take their licensure test with the California Dental Hygiene Board. EMT (emergency medical technician) students must have an 80% in order to sit for their National Registry of Emergency Medical Technicians licensure exams. The student pass rates for the Dental Hygiene Board exams speak to the Taft College program effectiveness in preparing dental hygiene students (II.A.8_1).

Assessment and credit for prior learning is addressed in the Credit for Prior Learning policy and procedures (Board Policy 4235 and Administrative Procedure 4235). College Level Examination Programs (CLEP) are offered at the College for those who have attained prior knowledge in a

college course subject through advanced high school courses, independent study and reading, online courseware or textbooks, noncredit courses, military experience, or on-the-job training. Students who challenge a course and successfully obtain credit by exam will have a grade and grade points entered onto their permanent record with a notation of the credit earned through the Credit by Examination processes. The maximum units earnable is 12, and students may not challenge a course in which they are enrolled or have previously received a grade (II.A.8_2, II.A.8_3, II.A.8_4).

Analysis and Evaluation

Taft College addresses credit for prior learning in Board policies and administrative procedures. Students may challenge a course for credit where the student has gained requisite knowledge through a variety of experiences. Taft College prepares Dental Hygiene and EMT students for national standardized licensure exams.

9. **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

Credits are awarded consistent with institutional policies and are based on a standard Carnegie unit. In order to have attained credit toward classes and completion of degrees and certificates, students need to demonstrate they have met learning outcomes. Learning outcomes are included on syllabi and each Course Outline of Record (COR). Grading policies and awards of certificates and degrees explain and support the attainment of student learning outcomes within courses and programs (II.A.9_1, II.A.9_2, II.A.9_6).

In addition to Taft College transfer and Career Technical Education courses and programs, the College has a partnership with the Westside Energy Services and Training Center (WESTEC), located in Shafter, California, in a dedicated facility. WESTEC is a training facility that offers short-term contracted skills training and offers for-credit courses through Taft College and another regional community college outside of the district. These course offerings include (for example) Train for Success, a three-week program leading to certification in nine separate areas (e.g., forklift safety, first aid/CPR, defensive driving, and others), and court reporting. The court reporting program prepares students to take state licensure exams to become court reporters. Taft College also offers work experience credit for students who must complete hours of work-related credit and demonstrate skills leading to success on a job (II.A.9_3, II.A.9_4, II.A.9_5).

Taft College does not offer clock hour courses or programs that require conversion to federal standards.

Analysis and Evaluation

The College meets the standard and Eligibility Requirement 10. Degrees and certificates are based on attainment of student learning outcomes, and units of credit are consistent with higher education norms.

10. **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

Evidence of Meeting the Standard

Taft College transfer programs conform to the Board of Trustees' approved policies and procedures as described in Board Policy and Administrative Procedure 5120 Transfer Center. The Taft College catalog delineates the transfer student policy as well as the articulation policy. Exceptions are noted for those with different requirements (e.g., veterans meeting health education requirements). Counselors track student progress in the DegreeWorks software system where transfer requirements are tracked in the student's Comprehensive Education Plan. When individual student documentation is unclear as to transferability, division chairs with input from discipline faculty are asked to review the documentation to ensure the transfer of credit is appropriate (II.A.10_1, II.A.10_2, II.A.10_3, II.A.10_4).

Taft College participates in the statewide C-ID (Course Identification Numbering System) designation program to simplify transfer of credit between institutions. Course outlines are approved to align with statewide templates. Transfer degrees are based on templates developed by the CSU (California State University) system and community college faculty, following the language of SB 1440 addressing student transfer. SB 1440, the Student Transfer Reform Act of 2010, created collaborative partnerships between community colleges and the CSU system to allow community college students priority admissions into a CSU, while it standardized transfer unit limits.

The institution maintains the College's standards for transfer through the Curriculum and General Education (C&GE) committee whose co-chairs are the Academic Senate Vice President and the Vice President of Instruction. The College Articulation Officer, a member of C&GE committee, maintains current articulation agreements for seamless transfer to baccalaureate institutions. Learning outcomes for college courses are evaluated for comparability with transferred courses. The evaluator in Admissions and Records certifies the requirements as outlined by the institution and communicates with the Articulation Officer. Articulation agreements are approved and maintained to stay current. The College actively participates in the C-ID program, allowing the greatest acceptance of courses to other institutions (II.A.10_5, II.A.10_6, II.A.10_7).

Analysis and Evaluation

Transfer of credit policies follow board policies and administrative procedures and are explained in the college catalog. Articulation agreements, maintained by the Articulation Officer and reviewed by the C&GE Committee, are established with transfer institutions. Individual student records are evaluated as needed by Admissions and Records staff.

11. **The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of Meeting the Standard

Taft College Institutional Student Learning Outcomes (ISLO) include these elements:

- Quantitative Reasoning: Students shall demonstrate the abilities to reason quantitatively, use computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems.
- Communication: Graduates should be able to deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions; demonstrate active reading skills and thorough comprehension; and write clearly and effectively.
- Community/Global Consciousness and Responsibility: Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.
- Critical Thinking: Graduates should be able to analyze, interpret, explain and evaluate texts, ideas, works of art, and scientific and mathematical problems (II.A.11_1)

The College's program and institutional learning outcomes are posted online on the College website, included in the catalog, and discussed with students in their programs. Student Learning Outcomes for individual courses reflect Program Student Learning Outcomes (PSLO), and the PSLOs, in turn, interpret Institutional Student Learning Outcomes (ISLO) appropriate to the various program areas.

In addition to Student Learning Outcomes reflecting PSLO requirements, PSLO elements "wrap up" into ISLO elements. General Education Student Learning Outcomes by division area have been identified and summarized, and include the following elements:

- Natural Science: Develop an understanding of the relationship between science and other human behaviors. Students should be able to demonstrate the scientific method.
- Communication and Analytical Thinking: Students demonstrate the ability to communicate knowledge, information, ideas, feelings, and enhance their ability to evaluate, problem solve, and make decisions.

- <u>English Composition</u>: Students write clearly and effectively at an associate degree (Freshman English) level upon graduation.
- <u>Humanities</u>: Students develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations. Students demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values. Students describe how the arts, literature, philosophy, foreign language, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.
- <u>Social and Behavioral Science</u>: Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts. Explain the methodologies employed in social scientific inquiry. Explain the principles, concepts, models, value systems, and ethics employed in social scientific inquiry (II.A.11_2).

Analysis and Evaluation

Program learning outcomes include the identified elements: communication, information, and quantitative competency; inquiry skills; ethical reasoning; and ability to take diverse perspectives.

12. **The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

Evidence of Meeting the Standard

The Taft College catalog, in the General Education Philosophy section, outlines the requirements of the associate degree, including general education, in reference to Title 5, Section 55061. Moreover, under the heading "General Education Student Learning Outcomes (GE SLOs)," the major subject areas are listed as Natural Science, Language and Rationality, Communication and Analytical Thinking, English Composition, Humanities, Social and Behavioral Science, and Ethnic Studies. These General Education (GE) Student Learning Outcomes correspond to the same subject areas covered in the California State University (CSU) GE Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) (II.A.12_1).

Curriculum development resources are provided to faculty online through the Curriculum Resources web page housed within the Office of Instruction pages. Resources here include links to the C-ID website, course data elements, general education requirements, course development

timeline, curriculum submission checklist, taxonomy of programs list (TOP codes), and additional relevant documents. Current editions of the CCCCO *Program and Course Approval Handbook* are linked here, as well as Curriculum and General Education committee meeting dates for the current academic year. An additional page for curriculum walks faculty through the developmental process for creating degrees and certificates. The *Faculty Handbook*, updated annually, summarizes faculty responsibilities in bringing forward curriculum through the approval process. These resources, together, provide information to faculty on defining and developing appropriate general education curriculum applicable to the degree level ([II.A.12_2](#), [II.A.12_3](#), [II.A.12_4](#), [II.A.12_5](#)).

Students can access general education requirements for the associate degree online, through their DegreeWorks portal, and in the catalog. Counselors working with students make use of the general education checklist for students with different worksheets used for the local, CSU Breadth, or IGETC patterns. While the requirements differ by pattern type, all contain requirements that lead to becoming members of a civil society; lifelong learning and applying this learning; and comprehension of knowledge in the arts and humanities, sciences and math, and social sciences. All patterns align with Taft College Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education ([II.A.12_6](#), [II.A.12_7](#), [II.A.12._8](#)).

Analysis and Evaluation

The College meets the standard and Eligibility Requirement 12. The College has a General Education Philosophy and reviews each new or revised course to determine its fit in the general education curriculum in support of the General Education Student Learning Outcomes.

13. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study**.

Evidence of Meeting the Standard

Programs of study are listed in the Taft College catalog. Associate degrees for transfer are based on the California Community College Chancellor's Office, California State University, and University of California requirements, and conform to the Transfer Model Curriculum as applicable. programs of study at the College include:

- 14 Associate Degrees for Transfer
- 28 Associate Degrees
- 14 Certificates of Achievement (more than 16 units of study)
- 11 Local Certificates (fewer than 16 units of study)

All degree programs focus on an area of inquiry or an established interdisciplinary core. Each identified program of study includes courses requiring mastery of student learning outcomes and competencies relevant to the discipline. Key theories and practices within the field are generally

identified within the student learning outcomes for courses, and these "wrap up" into program learning outcomes (II.A.13_1, II.A.13_2).

Analysis and Evaluation

Programs of study focus on specific disciplines and are based on appropriate level of mastery of key theories in the field.

14. **Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

Evidence of Meeting the Standard

Taft College offers a combined 42 associate degrees and certificates in Career Technical Education (CTE), along with seven locally approved certificates. The CTE programs are vetted by faculty experts and industry advisory committees to ensure they adhere to the highest professional standards and correspond to professional competencies. Regular advisory meetings are held with faculty, the CTE Dean, and industry partner representatives to discuss curriculum, updates, industry needs, and other matters related to student employment preparation. Changes to occupations in the region and the state, as well as newly developed occupations, are tracked to remain abreast of potential new programs or modifications to existing programs (II.A.14_1, II.A.14_2).

CTE curriculum within programs is reviewed on a two-year cycle through the Curriculum and General Education Committee (C&GE), and is updated on applicable standards, including requirements for external licensure and certification. Programs, such as Court Reporting and Dental Hygiene, provide examples of a definitive path from education to licensing examinations to eventual employment. The College provides relevant and rigorous instruction to students in preparation for new careers as well as in skill builder courses to increase occupational competencies. Employment data with a local outlook for specific occupations is obtained from LaunchBoard, the CTE Occupational Survey, Bureau of Labor Statistics, and in collaboration with the Central Mother Lode Regional Consortium (II.A.14_3, II.A.14_4, II.A.14_5, II.A.14_6).

Analysis and Evaluation

Career Technical Education provides relevant preparation for career readiness and advancement.

15. **When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Evidence of Meeting the Standard

The Annual Program Review process analyzes student achievement indicators and may be used to identify programs in need of revision, including revitalization or discontinuance.

Administrative Procedure 4021, Program Discontinuation, defines the process by which programs are identified for discontinuation and procedures carried out to end a program or to begin revitalization efforts based on specific key performance indicators. Student catalog rights are maintained for discontinued programs with a plan approved to allow students to complete the program on the timeline schedule created for the program's discontinuation. Counselors work with individual students to ensure they can complete their programs. In some cases, this may require course substitutions or credit for prior learning. The Curriculum and General Education Committee, the Vice President of Instruction, Division Chairs, the Academic Senate President, the Governance Council, the Strategic Planning Committee, and the Superintendent-President all play a role in program discontinuation (II.A.15_1). As an example of program discontinuance, the AA in Recreation was discontinued in 2018 through the process outlined in AP 4021 (II.A.15_2, II.A.15_3, II.A.15_4).

Analysis and Evaluation

The Annual Program Review process identifies any program changes that may be needed. Program discontinuation or revitalization processes are described in administrative procedure. Key performance indicators identify programs in need of discontinuation or modification. Student catalog rights are maintained for programs that have been discontinued or modified. Counselors work with individual students to create a plan for program completion.

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

Evidence of Meeting the Standard

Student Learning Outcomes (SLO), Program Learning Outcomes, and Institutional Learning Outcomes are regularly assessed to improve and update program offerings. Enrollment and achievement data add more information used in planning program improvements. Programs and divisions rely on the data provided by the Office of Institutional Research and Planning to track student achievement and to maintain institutional planning documents for the purpose of improving learning outcomes for students. Data on student achievement include (e.g.) withdrawal rates and counts, by section and by course; success rates and counts, by section and course; count by majors; enrollments at census; and degrees and certificates awarded. Analyses are used to guide modifications toward improvements to courses and programs (II.A.16_1, II.A.16_2, II.A.16_3).

Student Learning Outcomes provide the most widely collected information for instructors to use in working toward improving student success. The College maintains an active Student Learning Outcomes Assessment Steering Committee to regularly provide regularly scheduled in-service SLO days, to train new faculty on SLO design and assessment, and to oversee assessment data collection. Faculty enter assessment data into an eLumen system maintained by the Institutional

Research and Planning Office. Training in eLumen is provided regularly as are drop-in and scheduled hours for faculty assistance in SLO assessment and tracking SLO data on eLumen. Assessment training also includes access to video modules and webinars available online at any time. A template to help faculty map SLO to PLSO to ISLO is also available to faculty as is a template matrix to design authentic assessment for SLO assessment. SLO assessment data is made available online through the Institutional Research and Planning Office (II.A.16_4, II.A.16_5).

All programs, both instructional and non-instructional, participate in an annual program review process. Pre-collegiate English and Math courses are reviewed within their respective division processes. Transfer and local associate degree programs are reviewed regularly every five years. Career Technical Education programs undergo a standard program review every two years and participate in frequent informal discussions on improvement with advisory committee members who provide feedback on programs (II.A.16_6).

Analysis and Evaluation

Annual program reviews are completed for all programs to identify strengths and challenges, to assess learning outcomes, and to allow programs to set goals and, where relevant, to request funding to address those goals.

Conclusions on Standard II.A. Instructional Programs

Taft College has created effective procedures to design and deliver appropriate and relevant higher education to students. The development of courses, and their regular review, are organized and monitored processes, led by faculty experts. Regardless of the mode of delivery (online, face to face, hybrid, correspondence), evaluation processes are thorough and thoughtful. Student success and learning outcomes lead the College's educational philosophy.

Evidence List

II.A.1_1	Types of Courses within Associate Degrees
II.A.1_2	TC Catalog Types of Courses
II.A.1_3	Certificates and Degrees
II.A.1_4	Dental Hygiene AS
II.A.1_5	AP 4020
II.A.1_6	Dental Hygiene Accreditation
II.A.1_7	Program and Institutional Learning Outcomes
II.A.1_8	Spring 2020 CSLO Presentation
II.A.1.9	SLOASC Charter
II.A.1.10	SLOASC Meeting Minutes Sept 2020
II.A.1_11	DE courses
II.A.1_12	Distance Ed courses
II.A.1_13	AP 4105
II.A.1_14	TC Regular and Effective Contact Procedure
II.A.1_15	G&GE Meeting Minutes

B. Library and Learning Support Services

1. **The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

Taft College Library

The Taft College Library (the Opal Smith and Harry Wilson Library) houses both the Library and the Learning Center. Specific to library services, the 15,000+ usable square foot building houses a general collection, an instructional classroom, small group and quiet study areas, an open computer lab, a technical processing room, and faculty and staff offices. Staffing includes a full-time faculty member as the head librarian, two library technicians, and (most semesters) student workers who, together, provide services to students, faculty, staff, and public patrons. The College follows the Standards of Practice for California Community College Library Faculty and Programs to gauge effectiveness metrics (II.B.1_1).

The library currently holds more than 15,000 print titles and more than 130,000 eBooks, available through the library catalog. Current subscriptions to 40 print periodicals, including newspapers, allow patrons to follow publications related to their interests, including local and national news via the Bakersfield Californian, the *Taft Midway Driller*, and the *Wall Street Journal*. A large DVD collection, audiobooks, and streaming videos add to the library's offerings. The library serves as an important research resource center for students and faculty with 76 databases available 24 hours a day from all devices (II.B.1_2, II.B.1_3).

The library provides ongoing instruction for use of its services—for students as well as for faculty and staff. Instructional library guides, or LibGuides, provide instruction on how to conduct library research, how to cite sources in various formats, and how best to utilize research journals as well as information on specific topics of interest and instructor-specific information documents detailing library research requirements for students. These guides serve both as instructional resources for students and faculty and are an important resource for students learning to conduct research. The College also offers a one-unit course taught by librarians to teach students how to conduct library research (IIB.1_4, II.B.1_5, II.B.1_6, II.B.1_7, II.B.1_8).

Taft College provides a valuable service to students in providing a two-hour reserve period for all textbooks in current use each semester, except for time periods when the library and the College are closed. The textbook collection is cataloged and searchable. This service provides access to students unable to meet the purchase price for textbooks who can then complete assignments and study while on campus. Incarcerated students who are unable to access the

library directly have the use of loaned textbooks for their courses during the entire semester, and materials can be moved from the library to the prison and back to the library (II.B.1_9).

With the Spring 2020 closure of in-person library services due to the pandemic, the library began a process of loaning students laptops and portable hotspots through regular library loans. Beginning in Spring 2021 the library added kits for engineering classes and calculators for math classes to their loan inventory. The library also offers books by request through library loans, although most research materials remain available digitally. All are accessed through their curbside service process, requested in advance to students who come to the library during advertised open hours (II.B.1_27). Library curbside services are announced on the library's home page and through global announcements in Canvas (II.B.1_28).

The Learning Center

The Learning Center is where Taft College offers tutoring and supplemental instruction. It includes three group tutoring rooms, with separate rooms dedicated to Math and to English, a Calculus Lab, a front desk area, and staff offices. When the College is fully open, tutoring is provided in person and online. In the Fall of 2020, the Learning Center began offering tutoring in the evenings and on weekends to increase its availability to students (II.B.1_10, II.B.1_11).

The Learning Center employs one full-time faculty member as the center director; two classified staff members for supplemental instruction; a half-time clerk; classified staff tutors, making up 2.5 positions; and a variable number of peer tutors (typically 15-20, when funding is fully available). Peer tutors are students who are recommended by faculty members after successful completion of their classes. Faculty members also work directly with students in the Writing Lab and the Math Lab, up to 21 hours per week, for each lab. Online tutoring is also available through Net Tutor, a contract service outside of the College (II.B.1_12, II.B.1_13, II.B.1_14, II.B.1_15, II.B.1_16).

The Learning Center currently serves more than 50 classes with embedded tutoring and supplemental instruction, including twenty AB 705 impacted courses (transfer level math and English). In addition, individual tutoring is (typically) available 50+ hours per week. TutorTrac is used to track appointments and to provide usage data to best serve students with reporting capabilities used for funding and staffing purposes. Tutor Lingo tutor training meets the standards for California Reading and Learning Association Level I tutor training, and the College is working toward certification in this area (II.B.1_17, II.B.1_18, II.B.1_14, II.B.1_15).

Students are informed of general Learning Center services, including supplemental instruction for specific courses directly from their instructors, through print schedule information, social media marketing (Facebook, Instagram, and Twitter), Canvas announcements, the College Learning Center home page, and flyers posted on campus and online. Students are able to call, e-mail, or text the Learning Center for an appointment or to get information on drop-in hours (II.B.1_19, II.B.1_20, II.B.1_21).

Learning Technology

Computers as learning technology are available to students at the library on reserve for a two-hour duration. In addition, access to online catalog searches and wider Internet resources are available when the library is open. While the computers available in the library serve as the main computer lab on campus, 19 classrooms of 28 general classrooms in total also have computers installed for student use during classes. Laptops, calculators, and other learning aids are available for use in the Learning Center labs. Printers are available in the library for student use under a copier lease agreement (II.B.1_22, II.B.1_23).

Students who did not have reliable access to technology checked out a laptop for home use during the Spring 2020. Beginning in the Fall of 2020, laptops and print books were made available for curbside checkout on student library accounts. Also, a grant for rural community colleges from Calbright College allowed for technology to be loaned in response to the pandemic, and 150 MiFi portable hotspot modems (MiFi) and Chromebooks were made available to students in need of technology assistance and for students in need (II.B.1_24, II.B.1_25).

Regarding access to learning technology, incarcerated students do not have access to the Internet but may take classes that require computer access (e.g., Microsoft Office suite classes including Word, Excel, PowerPoint, and Access). For these students, proctored computer labs are available on location so that they can complete their work. Computer labs are open when safety and health conditions allow (II.B.1_26).

Analysis and Evaluation

The library provides high quality online research resources, instructional materials, and learning technology. Library assistance is easily available online and by phone. Orientations are available in classes by the head librarian on request of individual instructors. LibGuides posted online provide instructions on library use, research strategies, research paper formatting, and other research-related topics. The Learning Center provides tutoring in person and online, with peer tutors, faculty, and supplemental instruction staff. Daytime, evening, and weekend tutoring is available. Students may drop in for tutoring or make appointments. Tutoring is available for multiple academic subjects.

2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard

The Taft College Library faculty and staff members review database subscriptions annually to determine their effectiveness in meeting student needs and supporting Student Learning Outcomes. As more courses are taught online, new databases are selected to enhance online learning of information literacy skills and critical thinking skills as well as course content that

meets curriculum goals and outcomes (II.B.2_3). Library personnel routinely ask teaching faculty for recommendations on book purchases and work with faculty who have more specialized needs to better serve students. Library personnel complete an annual program review in which they can identify needed materials and submit funding requests. Usage data, available on request and provided in the Annual Program Review, also provides information for the selection of library materials (II.B.2_4). Faculty are updated on relevant library holdings and new processes during a faculty reporting session for in-service at the beginning of each semester, and at that time are reminded to submit book requests as needed (II.B.2_5, II.B.2_6).

As education shifts to more online learning models, the library utilizes the library services platform to provide students with access to electronic resources from any device with access to the Internet. Specific to students using their own devices to maintain learning, the library recently purchased charging stations for all devices for students, staff, and external patrons. Library patrons may access materials and instructions on all aspects of library usage, including databases, collections, tutorials, a virtual tour, and more through the library's home page (II.B.2_1, II.B.2_2).

Analysis and Evaluation

Support professionals maintain currency and relevance to support the College mission in accordance with a regular evaluation process.

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

Evidence of Meeting the Standard

Taft College Library and the Learning Center requests feedback from faculty and staff in the Academic Development Committee, a subcommittee of the Academic Senate, to inform their Annual Program Review analyses. Their annual program reviews help to determine program needs as well as successful processes they can then build upon. Academic divisions with courses that require library research provide feedback to the library on resources needed to improve student learning outcomes assessments in their areas, including print and database sources. In addition to annual program review, the library conducts an annual student survey to determine how to improve the student experience and student learning. The library also maintains an "Ask a Librarian" fillable online request submission form for general questions and suggestions (II.B.3_1, II.B.3_2, II.B.3_3).

The library has developed a set of criteria for the development of library holdings, the selection of materials, a discard procedure, and the resolution of disagreements on controversial material and challenges to material with Administrative Procedures 4040 (AP 4040). This document also details the mission, philosophy, functions, and primary services of the library. The Taft College Library mission encompasses the goals identified in this standard, and the library meets the mission:

Taft College Library is dedicated to providing quality, relevant, timely, and accessible information resources in a variety of formats. The library collections are built and maintained in support of the College's mission to provide the first two years of undergraduate education in a wide variety of academic and vocational programs for students who intend to transfer to a four-year university, or to receive an AA/AS degree, or a vocational certificate. Taft College Library subscribes to the Library Bill of Rights, as adopted by the American Library Association. In addition, the Library strives to make available to Taft College students, faculty and staff the resources needed to conduct research related to their curriculum and endeavors, and by promoting the information literacy skills needed to successfully retrieve and evaluate quality information through instructional support (II.B.3_4).

The Learning Center also conducts annual program reviews and maintains close contact with faculty to maintain currency and relevance in their services, in order to assess where improvements can be made. Student surveys are also conducted within the Learning Center for those students utilizing services there (II.B.3_5, II.B.3_6).

Analysis and Evaluation

The library follows board-approved administrative procedures in evaluating and acquiring its holdings. Faculty input is routinely gathered for suggestions on library holdings. Student evaluations are conducted annually to gain evaluative insight on library holdings, procedures, and the general climate of the library. An annual program review examines all aspects of library functions and provides an avenue for improvements and funding requests to meet improvement goals. As with the library, the Learning Center utilizes regular evaluative faculty feedback and student surveys to better understand where improvements might be made.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

Taft College subscribes to multiple databases through the Council of Chief Librarians for California Community Colleges. The databases are ordered through the Community College League of California (CCLC) Consortia. Taft College Library also enters into contracts with vendors who do not work directly with the Consortia. Interlibrary loan of material is available (II.B.4.1, II.B.4_2, II.B.4_3, II.B.4_4, II.B.4_5).

All of the databases are available through the library catalog system or from the A-Z Link on the library's home page. The electronic sources are available at all times. All database access

requires user authentication to access the content within the database, set up through the College single sign-on process, as part of the security measures utilized by the College. Relative to physical security of library holdings and computers, the library is entered through a set of gates that remain locked when the library is closed.

Usage reports inform the librarian at the end of each academic year to determine high and low usage rates for each database. Those with low usage are promoted through faculty notification or, with continued low usage, may be replaced with other databases that may be a better fit for student and faculty needs. This process is outlined in the Collection Development procedure and is used to build and keep current the library's collection, inventoried in their database (II.B.4_6).

Distance Education supports the Learning Center with the use of NetTutor to better serve students in an online environment. Announcements to students in Canvas alert them to instructions on accessing NetTutor along with services available with this resource (II.B.4_7). The Learning Center also uses Tutor Lingo, a resource consisting of a series of on-demand videos and online tools, to train student tutors; and Student Lingo, a series of free student success video workshops, to increase student success (II.B.4_8).

Analysis and Evaluation

The Taft College Library and the Learning Center both strive to provide services to assist students in successfully meeting their academic goals. Databases are kept current through library analysis with input from area faculty and from students via student surveys.

Conclusions on Standard II.B. Library and Learning Support Service

The Taft College Library, which houses library collections, study areas, and learning technology, meets the needs of students, staff, and public patrons. Databases are current and are available to meet research needs identified by faculty. Computers and printers are available for student use. LibGuides instruct students on specific topics, house instructor library assignments, and assist students with research skills.
The Learning Center provides needed resources to assist students in meeting their academic goals. Peer tutoring, faculty-led Math and English Labs, embedded tutors and supplemental instruction are available across the College's offerings. Appointments and drop-in services are available during day, evening, and weekend hours.

Evidence List
II.B.1_1	Library Services in Catalog
II.B.1_2	Library Inventory
II.B.1_3	Films on Demand Faculty Instructions
II.B.1_4	INCO 1048 COR
II.B.1_5	LibGuides Tutorials
II.B.1_6	Spring 2020 Library Workshop
II.B.1_7	Library Classroom Workshop
II.B.1_8	Library Workshop Evaluations
II.B.1_9	Inmate Student Lending Library Inventory

C. Student Support Services

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

Evidence of Meeting the Standard

The provision and evaluation of student support are consistent with the College's mission of "creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals" (II.C.1_1).

The Strategic Action Plan, which is aligned with the College mission, identifies goals that lead to the accomplishment of the College's mission. Goal Eight of the plan (Page 29) specifically addresses the satisfaction of students who have interacted with student-facing departments. Furthermore, the annual program review requires that all programs create a mission statement that aligns with the College's mission (II.C.1_2).

Taft College regularly evaluates the quality of student support programs and services. The College administers the Community College Survey of Student Engagement (CCSSE) every three years and will administer it on schedule in spring 2021. This survey includes questions related to the location and means of delivery of service, such as "During the current academic term, how many classes are you taking…face-to-face; online; hybrid" (II.C.1_3)?

Altogether, the CCSSE information provides a broad assessment of student support services that highlights students' experiences with the College's student services and other areas in which the College is doing well in fostering student success. The CCSSE was last administered in spring 2018 to evaluate the student services contribution to students' learning, as well as to gain input from students regarding their needs and satisfaction. CCSSE asks students, among other questions, how satisfied they are with student support services. In a seven-item measure compiling questions on support for learners, Taft College students reported feeling higher rates of satisfaction (58% on the compiled measure) when compared with the national average across the 2018 cohort of respondents (50%). This puts Taft College students' responses close to the student satisfaction rate of the top performing colleges in 2018 (60.8%) among colleges completing the CCSSE. With the majority of students reporting they are satisfied with student services, the CCSSE results support Goals 7 and 8 of the Strategic Action Plan, which state that goals of high student satisfaction have been identified and are on target for completion (II.C.1_3). The CCSSE data reinforced the results of the online student satisfaction survey for student support services, conducted by the College in 2017 (II.C.1_18).

Distance education (DE) plays an important role in supporting online and offline (student inmate) learners. The goals of the College's DE Plan are to help these learners achieve an equitable learning environment and succeed in their academic programs of study (II.C.1_4). In

order to address the needs of online learners, the College's Distance Education Plan seeks to provide access, training, and technical support to DE students and instructors of DE courses. One outcome of the plan was the implementation of Cranium Café (academic communication technology) to facilitate connections between DE students and Student Support Services. All distance education students are encouraged to contact and meet with a counselor, especially given the presence of student services faculty on the Distance Learning Education committee who advocate for the referrals (11.C.1_5). To support the needs of student inmates enrolled in Taft College courses, the DE Office developed the Offline Technology Toolbox to provide resources for faculty teaching correspondence courses at the local prisons (II.C.1_6). Whether a course for student inmates is taught by correspondence, by an instructor on site at the prison, or a hybrid combination of both modalities, the DE Department remains involved in what we refer to as our "offline" courses for inmate education. As of the end of the Spring 2021 term, these "offline" course offerings will end as the second of Taft's two local prisons will close indefinitely.

Incarcerated students may submit coursework offline (via correspondence), or they may participate in Taft College courses onsite at prison locations or attend a class that combines onsite and correspondence delivery. To address some of the challenges in the delivery of correspondence materials between instructors and incarcerated students, the process was streamlined, making it easier for incarcerated students to get timely support and feedback from their instructors as identified on page 6 of the Professional Development Plan (II.C.1_7).

The Success Committee, a committee of the Governance Council, meets monthly during the academic year to discuss various aspects of student success. Specific responsibilities of the committee include reviewing and analyzing Taft College student data and making recommendations to the Governance Council and other College committees regarding issues relating to student success (II.C.1_8). The Office of Institutional Research and Planning provides data to the committee for review and discussion and currently, the committee is reviewing data comparing success rates of courses taken post-AB 705 versus the success rates of courses taken post-COVID-19 (II.C.1_9).

The Student Equity Plan was completed with input by this committee. As outlined in this plan, the members of the committee are responsible for leading the College's efforts in identifying the learning support needs of its students and ensuring the College is providing appropriate services and programs to address those needs (II.C.1_10, II.C.1_11, II.C.1_12).

Several student support activities have been established because of the objectives identified in the 2017 Equity Plan Summary (II.C.1_13):
- "Cougar Days" outreach to area high schools with one-stop counseling and registration.
- Student Resource Center (food pantry, clothing closet, and personal hygiene supplies) (II.C.1_14)
- Veterans Resource Center
- Academic counseling and library resources for incarcerated students
- Mental Health and Wellness Counseling through a College referral process (II.C.1_15)
- Student Equity workers

A major activity identified in the Guided Pathways (GP) plan was to engage faculty in intensifying student interventions with counselor follow-up for students who are not on track to complete their program of study. Taft College has embedded academic counselors in each instructional division and by meta-major, and all counselors and advisors serve on participatory governance committees. This model allows student services faculty to inform all faculty of student challenges and available student supports or programs that can keep students on their academic path (II.C.1_17).

An existing effort of the GP plan is the continued enhancement of DegreeWorks, an education planning tool used by students, counselors/advisors, and student services staff. The tool has been upgraded to include an auditing function which students can use to keep track of their classes and academic progress. Another existing effort is the leveraging resources to ensure the integration of support for online students. The Distance Learning and Education committee reviews online course content to ensure accessibility will be provided for all students (II.C.1_16).

Analysis and Evaluation

Taft College has evaluation processes to measure the quality of its student support services, regardless of location or means of delivery. Evaluation occurs at regular intervals and includes distance education evaluation. Student services programs are aligned with the institutional mission.

2. **The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

Taft College's Student Services regularly assesses learning support outcomes (LSOs) through the annual program review process in accordance with College policy (II.C.2_1). Taft College uses these processes to ensure that its student service programs support students achieving stated learning objectives and outcomes, including Student Learning Outcomes (SLOs) for student success courses, certificates, degrees, employment preparation, and transfer preparation (II.C.2_5). The annual program review process includes SLO assessment for student services and other longer-term assessment measures such as our three-year Strategic Action Plan. Student support services may evaluate LSOs via surveys that are conducted to gather student feedback to improve services. Changes initiated due to the results of LSO assessments and student feedback create ongoing improvements in the delivery of student support services (II.C.2_2, II.C.2_3).

The Student Learning Outcomes Assessment Steering Committee (SLOASC) assists student services faculty with SLO development and assessment for Student Success courses. Program descriptions, provided online and in the College catalog, detail program-level students outcomes

for each program. Institutional level student learning outcomes (ISLO) are linked to program level outcomes (II.C.2_4).

Analysis and Evaluation

Taft College has developed assessment methods to ascertain the effectiveness of student support services. The institution uses evaluation results to improve student services.

3.   The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

In accordance with Board Policies and Administrative Procedures, Taft College provides a comprehensive range of student support services in person, online and by phone (II.C.3_1, II.C.3_2). Support services include general and specialized counseling, financial aid, enrollment services, student life, and mental health and wellness services. Taft College assures equitable access to all students by providing services regardless of service location or delivery method. Departmental forms and information are available online and in printed form to help provide appropriate, comprehensive, and reliable services to students. The College uses technology to drive and deliver direct components of the Student Equity and Achievement Program (SEAP), formerly known as Student Success Support & Programs (SSSP) (II.C.3_3). Students attending courses at the district's WESTEC site and incarcerated students are able to access counseling, academic accommodations, and other appropriate supports as needed.

Student Support Services	Online	Phone	In-Person
Admission & Records	X	X	X
Athletics	X	X	X
Cashier Office	X	X	X
Counseling / Transfer	X	X	X
CalWORKS	X	X	X
Disability Support Programs & Services (DSPS)	X	X	X
Extended Opportunities Programs & Services (EOPS)	X	X	X
Financial Aid	X	X	X
Health & Wellness Counseling	X	X	X
Learning Center	X	X	X
Math Lab	X	X	X
Outreach	X	X	X
Student Life / Student Clubs	X	X	X
Student Resource Center	X	X	X
Veterans Services	X	X	X
Writing Lab	X	X	X

Comprehensive and reliable admissions services include application to the College, verification of residency, international student applications, AB 540 (non-resident tuition exemption) eligibility, concurrent enrollment, foster youth status, adding/dropping classes, and academic standing. Upon admission, each new student participates in Steps to Success, a list of ten steps to help guide students through the matriculation process, including but not limited to completing the College application, applying for financial support, general orientation, counseling services and registration. The Steps to Success can be found on the Admissions webpage where it can also be downloaded as a document (II.C.3_4).

The admissions application is reviewed and, if needed, updated each semester for accuracy and currency of information. The admissions application update is not a formal process, but an informal practice done in response to changes in data being collected or to address housekeeping issues. For example, the application was recently updated to remove several inactive majors and will be updated in the near future as new majors for the College are approved by the state Chancellor's Office. Other admissions forms are reviewed and updated as needed. The College orientation can be listened to and watched, and because the content is captioned, it can be read as well (II.C.3_5).

Taft College student support services include enrollment services, admissions, counseling and advising, CalWORKS, Extended Opportunity Programs and Services (EOPS)/CARE, Disabled Students Programs & Services (DSPS), foster youth services, full-service financial aid, outreach (recruiting and information) activities, transfer counseling, academic records services, veterans services, international students, a student resource center (including food, clothing, and personal hygiene pantry), and mental health and wellness support. The College also provides dedicated academic counseling and advising for athletes and incarcerated students.

Special programs provide eligible students with additional services based upon individual needs, including supplemental instruction, assistive technologies, tuition assistance, classroom supplies, educational accommodations, and registration assistance. Students can self-refer to access health and wellness counseling and access short-term and long-term personal and crisis counseling. The Health and Wellness Counselor also provides referral to local and regional services and resources. The High Tech Center ensures that students who use assistive technology for learning are able to access and learn these technologies to support their college coursework.

All student services are provided remotely and accessed through scheduled appointments, 'phone-in" availability, online meeting technologies, email, and/or online forms. The emergence of COVID-19 has forced an increased use of remote access that has led to real time adaptation and improvements to the remote access systems and procedures. Several program areas and services have increased their remote access as a result of COVID-19 guidelines and mandates, including:

Admissions and Records: Each form related to admissions or records services is fillable. The implementation of the COVID-Excused Withdrawal process supported students who needed to withdraw from courses due to reasons related to the pandemic. The COVID-EW form is a fillable document that is submitted at the time the form is completed to include proof of submission which is sent to the requesting student (II.C.3_6).

Counseling: Remote academic counseling is done online via remote meeting technologies (Zoom and Cranium Café), email, and phone appointments.

Student Life: All student clubs and club-sponsored events have gone online. Student club and advisors have Canvas shells which allow the students to meet and allows their advisor to meet with club members remotely.

Student Resource Center (SRC): The SRC houses a food pantry, personal hygiene supplies, and a clothing closet for students in need. This process has been made remote with the creation of an online request form that can be submitted once the form is completed. Assigned SRC staff fills the request and schedules a time for students to pick up their order (II.C.3_7).

Health & Wellness Counseling: Mental health counseling is now remote with the use of online meeting technologies to meet with individual students. The Wellness Counselor also uses online meeting technologies to provide group workshops to students, which helps the College reach more students who may benefit from the topics being shared: stress, self-care, mental health, and physical well-being (II.C.3_8).

To help guide student service efforts, the 2019 - 2022 Equity Plan provides data that identifies disproportionately impacted students and equity gains of various student populations. These gains have been measured according to student ethnicity in areas of student success, including transfer course completion, transfer rates, course completion, and retention. The analysis of this disaggregated data will be useful in identifying strategies and service gaps that may be appropriate for both the student population and the College mission (II.C.3_9).

Analysis and Evaluation

Taft College demonstrates that it assesses student needs for services regardless of location or mode of delivery and allocates resources to provide for those services. Students at both the main campus and at the WESTEC site are able to receive the same support services, including counseling, financial aid, and academic accommodations.

4. **Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

Taft College provides a wide array of co-curricular programs and athletic programs that support the mission and contribute to student engagement (II.C.4_1, II.C.4_2). Co-curricular programs and athletic programs enrich the learning environment by providing students opportunities to apply skills and concepts taught in the classroom to their academic and career aspirations. These same programs help students to develop their leadership skills as they identify their career paths

and avocations, and skills that will help them be engaged, productive citizens. Below is a list of co-curricular activities available at the College (II.C.4_3, II.C.4_4):

Student Life and Clubs	Sports Teams
Associated Student Organization	Baseball
Best Buddies	Women's Basketball
InterVarsity Club	Men's Golf
Dental Hygiene Club	Women's Golf
Early Childhood Education	Men's Soccer
Future Healthcare Professionals Club	Women's Soccer
Literary Club	Softball
National Society of Leadership and Success	Women's Volleyball
Performing Arts	
Phi Theta Kappa	
RPG Club	
SPECTRUM	
Social Science & Research Club	
STEM	
Veterans Club	

The mission of the Student Life Program is to engage students in co-curricular activities that enrich their intellectual, ethical, and social development. All student activities designed and implemented under the student life program are aligned with the mission of the College. The area of Student Life is committed to providing a variety of arenas where students have the opportunity to practice student self-governance, learn respect for diverse groups, learn civic responsibility, and develop life skills to carry on beyond college. Through student activities, student equity, and work-study, students are encouraged to grow as leaders (II.C.4_5).

Taft College supports equitable opportunity for all student athletes and staff and embraces the principles of sportsmanship and ethical conduct, amateurism, compliance, and institutional control as mandated by Taft College and local and regional athletics governing bodies, such as the California Community College Athletic Association (CCCAA) Constitution (II.C.4_6). The College athletic coaches are required to complete annual California Community Colleges Athletic Association (CCCAA) training in order for the institution to remain in compliance with CCCAA mandates. The Athletics programs must also be compliant with the Central Valley Conference (CVC) in order to ensure athletes are able to compete in the conference (II.C.4_8, II.C.4_9).

The Taft College Athletic Department is dedicated to helping student athletes achieve success both academically and athletically. Taft College supports equitable opportunity for all student athletes and staff and embraces the principles of sportsmanship and ethical conduct, amateurism, compliance, and institutional control set forth by Taft College, the Central Valley Conference (CVC) and the Community College Counselors / Advisors Academic Athletic Association (3C4A).

In order to actively participate in athletics, students must maintain a full-time academic load with a minimum of a 2.0 GPA. To ensure this, the Athletic Department has an academic advisor designated to support student athletes. The advisor is responsible for working with student athletes to develop a Student Education Plan designed to keep students on track with eligibility, graduation and transfer requirements. The advisor meets regularly with the College's counselors and is a member of the California Community College Counselors/ Academic Association for Athletics (3C4A), both sources which help the advisor to provide timely and accurate academic guidance to athletes.

Taft College annually evaluates the quality and effectiveness of its co-curricular programs and athletics programs through its program review process. For example, the most recent APR for Athletics identified via student exit interviews the need for coaches to be more knowledgeable about transfer information (II.C.4_6). This has led to professional development trainings for coaching faculty. Due to COVID-19, Campus Life created a Canvas page for students. Campus Life completed an end of the term survey in Fall 2020, and 71% of respondents found that putting their club information and related events on their Canvas dashboards was very helpful (II.C.4_10). The Coordinator of Student Life has shared that she has found the Canvas shells have helped to keep students engaged with the campus and with student clubs and events.

Annual program reviews and budget development forms serve as evidence of how educational administrators maintain financial control for all co-curricular and athletics programming. Educational administrators and the Athletics Director make sure all co-curricular and athletics programs and services are in compliance with all college, district, state, and federal educational policies and standards of integrity. These reports also ensure that programs fit into the Taft College mission and institutional plans. Co-curricular programs are supported by the general fund, categorical programs, and supplemented by fundraising (II.C.4_7).

Analysis and Evaluation

Taft College determines what co-curricular programs are appropriate to its mission and students. The institution evaluates the quality and effectiveness of its co-curricular programs on a regular basis with the annual program review process. The institution has policies and/or procedures in place to oversee the effective operation of co-curricular and athletic programs.

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

Evidence of Meeting the Standard

The College provides counseling and academic advising programs to support student development and success. Counseling and academic advising programs include counseling for special populations through CalWORKS, EOPS, CARE, and DSPS in addition to general

counseling and advising programs (II.C.5_1). Additionally, incarcerated students, students with veteran status, and students with special admission status are provided counseling and advising services through designated counselors and advisors. Follow-up and progress services provided for all students include probation, study/learning skills, career counseling, and transfer planning.

Taft College prepares counselors and educational advisors through participation in ongoing training and professional development activities. The athletic advisor meets regularly with the College's counselors and is a member of the California Community College Counselors/ Academic Association for Athletics (3C4A), an organization dedicated to the academic advising and counseling of college athletes. Both sources help the athletic advisor to provide timely and accurate academic guidance to athletes.

Additionally, the counselors and advisors attend monthly Student Services Staff meetings and a monthly Counseling Faculty meeting. Representatives from transfer institutions (CSU Bakersfield and local private colleges) meet with counseling faculty to train counselors on transfer requirements. Career and Technical Education (CTE) counselors are included in these trainings and meet regularly with the Dean of CTE to discuss labor market information related to the College's CTE majors, both of which help to inform their counseling practice.

To ensure accuracy in student educational planning, counselors work directly with instructional faculty and staff in the identification of meta-majors. Members of the Guided Pathways Oversight Committee were instrumental in leading this effort. The committee includes counseling faculty and administrative deans from student services and instruction. The faculty worked with the remaining academic counselors and advisor to identify meta-majors, the list of which was reviewed by instructional faculty and shared with the Academic Senate (II.C.5_2). To ensure students are directed to the counselors designated for their major, counselors designed a document that lists counselors and their respective areas. This document is shared with student services areas and instructional faculty, and is updated to reflect changes to counselor assignments (II.C.5_3).

In addition to regular training of counselors and advisors, the College also assures the information given to students is timely, useful, and accurate. This is done most effectively with the updating of degree and certificate related websites. With input from the counselors, the counseling and other student service websites are updated as needed. The online orientation has been updated by counselors to provide current information regarding matriculation processes, most notably to include information about new mandates shaping their educational journey.

The assessment website has been updated to include information regarding AB 705, a state law that requires California community colleges to maximize a student's chance to enter and complete transfer-level coursework in English and math within a one-year timeframe. Under this law, colleges must place students into transfer-level English and math courses using self-placement guidelines based on high school coursework, high school grades, and high school grade point average (II.C.5_6) . Students are strongly encouraged to meet with a counselor if they have questions regarding their course placements.

The counselors receive a monthly report on the students assigned to their meta-majors, a report that lists the number of units a student has completed. By reviewing the DegreeWorks records and student transcripts, counselors reach out to students to identify those who may be eligible for degrees and/or certificates. Each semester (October in the fall, March in the spring), a report of all students who haven't completed education plans is sent to the Counseling Assistant, who calls students on the list to schedule counseling appointments for student education plans. Counselors also notify students throughout the semesters to introduce themselves, provide transfer information, and to provide reminders of various deadlines (applying for graduation, transfer applications) (II.C.5_4).

A calendar of student services activities is prepared and reviewed by counselors and advisors at the monthly Student Services meeting. The athletics advisor receives progress reports from faculty regarding athletic student progress. Based on these reports, students are contacted for appointments so the counselor or advisor can help the students address the challenges that are negatively affecting their academic progress and program eligibility. If these same students are identified as DSPS-eligible or disclose they have a disability, they are referred to DSPS for special services, including academic accommodations (II.C.5._5).

Several student success (STSU) courses are taught by counselors and serve to inform students (e.g.) about the skills needed to be a successful online college student, transitioning to college, exploring careers, and financing their college goals. Below is a chart outlining the student success courses and their respective SLOs.

Student Success (STSU) Course	Student Learning Outcomes
STSU 0205 - Introduction to Campus Life	• Navigate the resources at Taft College to be a successful student.
STSU 1001 - Educational Planning	• Students will develop a timeline for meeting their educational goal(s). • Students will formulate a clear and specific educational goal (s) and evaluate choices among several options.
STSU 1016 - College Survival	• Use decision-making techniques and strategies to explore institutional and community resources. • Recognize personal values regarding academic expectations.
STSU 1017 - Becoming a Successful Online Student	• Student will identify necessary behaviors for successful online learning. • Recognize his/her communication style for successful online learning.
STSU 1018 - Career and Major Exploration	• Use decision-making techniques and strategies to explore majors related to career options. • Recognize his/her personal values and career options.

STSU 1019 - Career/Life Planning	• State knowledge of skills, interests, and values related to the world of work. • Analyze career options. • Summarize the job seeking process.
STSU 1500 - Strategies College & Life Management	• Analyze and distinguish between certificate/degree options for completion of educational goal. • Differentiate between the various dimensions of health including nutrition, stress, and diseases. • Identify factual information regarding sexual responsibility and behavior. • Recognize his/her personal values regarding academic and financial decisions.
STSU 1525 - Transfer Planning	• Analyze and distinguish between different types of transfer institution options. • Use decision-making techniques and strategies to explore and identify the appropriate university/college for the academic goal. • Recognize personal values and skills necessary for transition from the California Community College system to the transfer institution.
STSU 1530 - Transitioning High School to College	• Use decision-making techniques and strategies to explore institutional and community resources. • Recognize personal values regarding academic expectations.
STSU 1550 - Funding a Transfer Plan	• Analyze and distinguish between different funding sources for college attendance. • Use decision-making techniques and strategies to explore and identify viable financial resources commonly used for transfer. • Recognize personal values and skill necessary for assuming responsibility of financial costs associated with transfer.

Analysis and Evaluation

Taft College develops, implements, and evaluates counseling and/or academic advising services. The evaluation of counseling and academic advising includes how these services enhance student

development and success. The institution has structures in place to verify all pertinent information on academic requirements is accurate and disseminated in a timely manner. Professional development is provided to prepare counselors and advisors for their advising roles.

6. **The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.**

Evidence of Meeting the Standard

As an open-access public institution, Taft College adheres to admission policies consistent with its mission to provide educational opportunities to students from diverse economic, cultural, and educational backgrounds. These policies follow WKCCD board policy and administrative procedures approved by the Board of Trustees that establish enrollment requirements for admissions and concurrent enrollment (II.C.6_1, II.C.6_2). The matriculation services outlined in board policies and procedures meet the requirements for mandatory matriculation and priority enrollment. Taft College publishes pathways to completing degrees, certification, and transfer in the Catalog and on individual program websites.

These requirements are published in the online catalog and on the Admissions and Records website. A special admissions policy is also in place for the College's academic program of Dental Hygiene. Applicants to the Dental Hygiene program must meet specific coursework requirements prior to applying, including recency requirements in their science coursework and cumulative GPA requirement for all College coursework. The applications and other admissions information is updated annually and posted to the website (II.C.6_3).

In addition to publishing admission policies and pathways to completion and transfer, the College is implementing Guided Pathways (GP) (II.C.6_4). This implementation resulted in the organization of all programs of study into meta-majors and dedicated counselors within each meta major. The meta-majors serve to enhance the clarity of program requirements, and counselors specialize in the meta-major areas to improve the accuracy and consistency of academic counseling and advising (II.C.6_5, II.C.6_6). Although prospective and current students are encouraged to make an appointment with a counselor for academic counseling, counselors also reach out to students throughout the semester to assist students in designing their academic path.

All fully matriculated students have access to DegreeWorks, a web-based educational planning and degree audit tool. Counselors and students use DegreeWorks to monitor student progress towards their degree, certificate, or educational goal; plan for future courses; review course history; and view transferred coursework that applies to the student's education plan. During in-person appointments, counselors show students how to use DegreeWorks, and since COVID-19, the use of remote technologies with screen-sharing capabilities (Zoom, Cranium Café) also provides counselors opportunities to show students how to access the program. Information on DegreeWorks is located on the College's DegreeWorks website and also Frequently Asked Questions regarding the program's features and how to use them (II.C.6_7).

Analysis and Evaluation

Taft College has governing board approved admission policies that are consistent with its mission. The policies specify the qualifications of students appropriate for its programs. The institution advises students on clear pathways to obtain their educational goals.

With the continuous improvements to DegreeWorks, the degree auditing technology used by counselors, advisors, and students, the student's pathway information is accessible and will help the student to be an informed participant in the educational planning process.

7.   The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Taft College uses CCCApply for its admission instrument, an instrument that is used systemwide throughout the California Community Colleges. To supplement the College's high school outreach and first-time freshman matriculation efforts, academic counselors meet with graduating seniors at their high school campuses. During these outreach events, high school students are given an orientation to the College, apply to the College through CCCApply, meet with a Taft College counselor to evaluate placement, create an abbreviated student education plan, and register for courses. These outreach events help students complete all matriculation steps without coming to the campus for services (II.C.7_1).

International students must meet specific application requirements in order to attend, including:

- A complete International Student (F-1 Visa) Application for Admissions (II.C.7_2);
- A Financial Assurance Form (included in international application) proving financial support and the ability to pay academic and living expenses for the duration of their studies;
- Official transcripts from all secondary schools, colleges or universities attended, including a certified English translation and with a summary of academic achievement equivalent to that of United States high school education (12th grade) (college transcripts must be evaluated by identified national credential evaluator services);
- English language proficiency with Test of English as a Foreign Language (TOEFL) exam score of 450 or better on a Written Based Test (WBT), a score of 133 or better on the Computer Based Test (CBT), and 45 on the Internet Based Test (IBT);
- A form filed annually to show proof of freedom of communicable diseases including tuberculosis, and proof of health and accident insurance coverage.

Like international students, students who have not yet graduated from high school (special admits) and who want to enroll in college courses must complete a form for special admissions in addition to the standard college application (II.C.7_3). The Special Admit form requires permission from the high school applicant's parent or legal guardian and permission from the

principal of the school the applicant is attending. If the student is home schooled, he/she must provide verification that the home school program is recognized and approved by the county department of education. Also, special admit students must reapply for admission after a break in attendance for one semester or longer (II.C.7_4).

Taft College follows the placement processes as required by AB 705 (2017) legislation. In accordance with the legislation, students are placed into English and math courses using one or more of the following criteria: high school coursework, high school grades, and high school grade point average. Taft College's Assessment Services website provides a self-directed placement where new students with no prior college credit can identify the most appropriate English and math course placement (II.C.7_6). Students are encouraged to meet with counselors if they have questions or concerns regarding their course placements.

Students applying to the Associates Degree in the Dental Hygiene Program must complete all prerequisite courses with a minimum grade of "C" or better before submitting an application for the program, with current science courses. Approximately half of each entering cohort is selected by random draw of eligible applicants, and half by a points analysis of applications (II.C.7_5).

Analysis and Evaluation

The College has established processes to evaluate the effectiveness of practices and tools of admissions and placement. Evaluations of placement processes are used to ensure their consistency and effectiveness.

8. **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Evidence of Meeting the Standard

Academic Records is responsible for student records and related services, including the maintenance of student and course records, verification of student enrollment, certification of graduation, general education certifications, transcript evaluations, posting of transfer coursework, processing of appeals, petitions and exceptions, production of transcripts and diplomas, and beginning and end of term processing of records. Transcript requests along with enrollment and degree verifications are available online.

Taft College Board Policy 5040 assures that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records (II.C.8_1). College Administrative Procedures 5040 and 5045 govern the privacy and the accuracy of student records (II.C.8_2). Additionally, Taft College follows the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations, Title 5, regarding the maintenance and storage of student academic records (II.C.8_3).

Taft College student data records are stored in the Banner database and Laserfische Document Imaging Solution system. Both the database and the Laserfiche system are accessible remotely via the district's virtual privacy network (VPN), which is assigned to staff identified as requiring VPN access. Backup copies of student records are made on a consistent, regular basis to assigned servers housed in the Information Technology Services department. Retaining copies of student data ensures the College has the ability and flexibility to restore records to a point in time not affected by data corruption or malicious attacks.

To ensure the security of student paper records, the records are stored in locked cabinets and the office that contains those cabinets remains locked, accessible only to Admissions and Records (A&R) staff.

Taft College uses several methods to ensure accuracy and security of student records:

- Students must present a photo ID for in person requests to ensure the privacy of records.
- All Admissions and Records (A&R) staff members meet regularly to ensure accuracy of registration transactions.
- A&R also runs reports each semester to ensure compliance with various regulations (e.g., meeting prerequisites, and concurrent enrollment permits) (II.C.8_4, II.C.8_5)
- Faculty members are required to ensure all students who are attending their class are officially enrolled.
- All staff computer stations are password protected and behind a district firewall with enterprise-level anti-virus software running and other network security procedures in place to keep information secure.
- All student academic records are kept in locked cabinets in a room that is locked when not directly monitored by A&R personnel.
- All faculty and staff must sign a confidentiality agreement upon hire, including those working with student records (II.C.8_6)
- Access rights to student information are granted according to job classification and the needs of the College. Privileges granted are documented.

Analysis and Evaluation

Taft College has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows its established policies for release of student records.

Conclusions on Standard II.C. Student Support Services

Taft College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Through the use of assessment data, student service programs continuously improve student supports.

The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student services are available to students who enroll in courses at the main campus, at the WESTEC site, and for students who are incarcerated.

Co-curricular programs and athletics programs are aligned with Taft College's mission and contribute to the social and cultural aspects of the students' educational experiences. The College's co-curricular and athletic programs are conducted with sound educational policy and standards of integrity, including the responsibility for fiscal control of these programs.

The College provides academic counseling and advising programs to support student development and success. With ongoing training and professional development opportunities, the College ensures faculty and other professionals responsible for the advising function remain current about issues and receive and provide timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Counseling and advising programs and staff orient students to ensure they understand the requirements related to their chosen programs of study.

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases, particularly given the mandates of AB 705.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence List)

II.C.1_1	TC Vision & Mission Statement
II.C.1_2	Student Achievement Plan
II.C.1_3	2018 CCSSE
II.C.1_4	TC Distance Ed Plan
II.C.1_5	Distance Learning & Education Committee Members
II.C.1_6	Offline Faculty Toolbox
II.C.1_7	Professional Development Plan
II.C.1_8	Success Committee Charter
II.C.1_9	Fall 2019 vs Fall 2020 Student Success Data
II.C.1_10	Equity Executive Summary
II.C.1_11	Outreach APR 2021
II.C.1_12	Financial Aid 2021_APR

Standard III: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. **The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training and experience to provide and support these programs and services. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional missions and goals and accurately reflect position duties, responsibilities and authority.**

Evidence of Meeting the Standard

Taft College is committed to hiring and retaining qualified administrators, faculty, and staff to support student success. The Human Resources Department of Taft College administers all Human Resources functions (III.A.1_1), including the hiring process as delegated in Administrative Procedure 7110 Delegation of Authority, Human Resources (III.A.1_2).

The College adheres to strict hiring criteria and procedures established and adopted by the Board of Trustees for each classification of employee as documented in Board Policy and Administrative Procedure 7120 Recruitment and Hiring (III.A.1_3, III.A.1_4). The Human Resources Department ensures that all aspects of the hiring process, from development of duties and criteria, are established in a fair and equitable manner by working in conjunction with area administrators and consultation, as appropriate, with the *Minimum Qualifications for Faculty and Educational Administrators in California Community Colleges* published by the Chancellor's Office (III.A.1_4, III.A.1_5). Staff and administrator job duties, minimum qualifications, and desired qualifications are incorporated into job descriptions (III.A.1_6, III.A.1_7) and the position announcement (III.A.1_8, III.A.1_9) to guide the screening and interview process (III.A.1_10, III.A.1_11). Faculty members' and academic administrators' minimum qualifications are set in compliance with the Minimum Qualifications established by the Chancellor's Office, and desired qualifications are indicated by the Division Chair or representative of the Academic Senate (III.A.1_5, III.A.1_12).

The Human Resources Department further ensures a fair and equitable hiring process by providing training on College Goals and Values, Equal Employment Opportunity (EEO) objectives, applicable laws and basic interviewing skills to all screening committee members (III.A.1_13, III.A.1_14, III.A.1_15). Screening committees are created to include representation, as appropriate for the position, from a cross section of the College. Screening Committee members from different areas are recommended to the Superintendent/President by members of

California School Employees Association (CSEA) representing classified staff and the Academic Senate representing faculty as required by College policy (III.A.1_4). Screening committee meetings are led by the Committee Chair and a member of Human Resources who may also serve as the Equal Employment Opportunity Representative to ensure all candidates are given equal opportunity to present their skills and abilities.

Analysis and Evaluation

The College complies with state, federal and local regulations in relation to the hiring of faculty and staff. Further, the College has developed and implemented appropriate policies and procedures that direct the actions involved in the hiring process, job descriptions, and position announcements that ensure effective hiring practices.

2. **Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER14)**

Evidence of Meeting the Standard

Position announcements for Faculty opportunities clearly identify the minimum qualifications as established by the Minimum Qualifications for Faculty and Administrators in California Community Colleges as published by the Chancellor's office (III.A.2_1, III.A.2_6). The position announcements further indicate desired qualifications and essential duties as identified by the Division Chair and/or other Academic Senate representatives (III.A.2_2). Candidates who do not meet the minimum qualifications set by the Chancellor's Office may submit an equivalency application as defined by AP7211, Faculty Service Areas, Minimum Qualifications and Equivalencies (III.A.2_3). Equivalency will be determined by a committee consisting of the Division Chair, Academic Senate President and Vice President of Instruction.

Each faculty position is posted to the College website with cross postings to relevant job boards to ensure a broad and diverse candidate pool (III.A.2_4). Faculty candidates complete a thorough interview, which includes a verbal interview and appropriate teaching or counseling demonstration. Candidates are evaluated by a committee of primarily faculty members, who assess each candidate's effectiveness in the teaching demonstration and oral interview (III.A.2_5, III.A.2_7). Essential duties, including the development and review of curriculum, are included in the faculty job description (III.A.2_8).

Analysis and Evaluation

The College ensures that faculty qualifications include thorough knowledge of the subject matter and that candidates possess the relevant skills and teaching or counseling ability.

3. **Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

The College has developed thorough job descriptions for all administrators and staff with responsibility for educational programs and services. These job descriptions describe the educational and practical background required as well as the minimum qualifications required to perform the essential duties that the Supervising Administrator identifies, which is consistent with the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and related policy and procedure (III.A.3_1, III.A.3_2, III.A.3_3, III.A.3_4). The job descriptions also include essential duties that clearly define the position objectives and desired qualifications necessary to successfully perform the position (III.A.3_5, III.A.3_6, III.A.3_7).

Position announcements reflect the education, qualifications, and duties defined by the job descriptions (III.A.3_8, III.A.3_9, III.A.3_10). Position announcements are posted on the College website and applicable job boards to ensure a broad and diverse candidate pool (III.A.3_11). Candidates apply through the College's Job Opportunity website and submit materials that substantiate their education, skills, and experience such as transcripts, resume, application, and references.

Candidate resumes and/or applications are screened to ensure that minimum qualifications are met (III.A.3_12). Those who meet the minimum qualifications are invited to interview before a cross-functional screening committee (III.A.3_13, III.A.3_14, III.A.3_4). Interview questions are developed to assess the candidate's skills and experience, and their understanding of the importance of diversity (III.A.3_15, III.A.3_16).

Analysis and Evaluation

The College has developed thorough job descriptions and hiring criteria to ensure that administrators and other employees who are responsible for educational programs and services possess the qualifications needed to sustain institutional effectiveness and quality.

4. **Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

Candidates for positions that require associate degrees and above are required to submit transcripts with their application packet (III.A.4_1, III.A.4_2). Transcripts are reviewed by Human Resources to ensure that degrees were earned through an accredited institution. The degree—and related study—are further evaluated by using Board Policy and Administrative Procedure 7120 Recruitment and Hiring to ensure that the degree submitted is applicable to the educational requirements listed in the position announcement (III.A.4_3, III.A.4_4).

Applicants who submit transcripts from outside the United States are required to provide a course-by-course analysis with an equivalency statement from a certified transcript evaluation service. The transcript evaluation must verify the degree equivalency to that of an accredited institution within the United States, as defined in Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies (III.A.4_5).

Analysis and Evaluation

The College has procedures in place to validate that required degrees are from accredited institutions. The College ensures that degrees from non-U.S. institutions are equivalent.

5. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including the performance of assigned duties and participation in institutional responsibilities and other activities appropriate for their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.**

Evidence of Meeting the Standard

The College follows an organized, structured evaluation process that is consistent with terms of related Collective Bargaining Agreements, College procedure, and related laws (III.A.5_1, III.A.5_2, III.A.5_3). Each performance evaluation process is designed to identify the effectiveness of the employee reviewed and ensure the continuing development of areas that are below standard. The performance evaluation process is administered by the Human Resources department. The Human Resources department is responsible for the maintenance of related records, such as evaluations and performance plans.

Per Article 10.1 of the CSEA Collective Bargaining Agreement, classified staff are evaluated at least once during the probationary period. After twelve months of employment, they become a permanent employee, and an annual evaluation is completed each academic year (III.A.5_1, III.A.5_5, III.A.5_6, III.A.5_7). The evaluations are tied directly to the duties and responsibilities in the employee's job description. Article 10 of the CSEA Collective Bargaining Agreement outlines the formal review process and steps for the Evaluator when the evaluation indicates that the employee is not performing satisfactorily: "[t]he evaluation process is not considered a disciplinary tool, but rather a mechanism for reviewing College standards and expectations and for assessing an employees' work performance as it relates to those standards and expectations" (III.A.5_8).

Tenure track faculty are evaluated annually for four years until they reach tenure status. Tenured faculty are evaluated every third year. Non-tenure track faculty are evaluated annually. The Taft College Faculty Association Collective Bargaining Agreement sets forth the timeline, outlines the deliverables for all faculty and their evaluation process, and includes the forms required to complete the process (III.A.5_2, III.A.5_9, III.A.5_10, III.A.5_11). The classified annual

performance evaluation process is completed each year in May. However, it was postponed until July 2020 due to COVID-19 school closures.

Although Administrative and Confidential employees are not represented by a union, the College maintains a clearly defined evaluation process for them (III.A.5_3, III.A.5_12, III.A.5_13, III.A.5_14, III.A.5_15, III.A.5_16, III.A.5_17). The evaluation process includes review of goals and performance from the prior review year and development of goals for the upcoming year. The employee evaluation process is a tool for assessing and continually improving the performance of Administrative and Confidential employees. Employees who are not meeting the standards, as defined in the evaluation, will be placed on a Performance Improvement Plan to help them reach the standard (III.A.5_8).

Analysis and Evaluation

Employees are evaluated consistent with the requirements established by procedures and related Collective Bargaining Agreements.

6. **No longer applicable.**

7. **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include temporary and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of education programs and services to achieve the institutional mission and purposes.**

Evidence of Meeting the Standard

The College ensures that it hires qualified faculty, and as needed, part time and adjunct faculty, by following a thorough recruiting process as highlighted in Standard II.A.2. The College adheres to Section 6.5.5 of the Taft College Faculty Association Collective Bargaining Agreement that requires course assignment be assigned to full time faculty first (III.A.7_1). Further, the College uses state laws such as California Education Code Section 84362(d), also known as the 50% law, to ensure that 50% of relevant expenses are for the education of students (III.A.7_2). The College also utilizes Title 5, Section 51025, that requires colleges to adjust the number of full-time faculty in relation to the number of full-time equivalent students (III.A.7_3). Finally, the California Community College Chancellor's Office sets the Faculty Obligation Number (FON), which ensures that colleges are adequately staffing full-time faculty positions based on enrollment (III.A.7_4, III.A.7_5).

Analysis and Evaluation

The College ensures that it hires qualified faculty, and as needed, part time and adjunct faculty, by following a thorough recruiting process as highlighted in Standard II.A.2.

8.   An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Taft College policy allows for the hiring of temporary faculty as needed in Administrative Procedure 7212 Temporary Faculty (III.A.8_1). The College follows Article 6.5.5.1 of the Taft College Faculty Association Collective Bargaining Agreement, Assignment of Adjunct/Temporary Faculty, in placement of adjunct and temporary faculty (III.A.8_2). Section 6.5.5.1 requires that prior evaluations and length of service, among other important qualifications, be considered prior to giving an adjunct faculty member an assignment.

The College adheres to the evaluation process as defined by Article 6.8.1 Procedure for Evaluation of Contract Faculty that states, "Non-Tenure Track Contract Faculty shall be evaluated annually for duration of employment", as well as Article 6.8.3, Procedure for Evaluation of Adjunct Faculty (III.A.8_2, III.A.8_3, III.A.8_4).

The Office of Instruction conducts orientations for all full-time, temporary, and adjunct teaching and non-teaching faculty that includes review of evaluation, College practices and processes, faculty resources and support, staff development, and flex days (for full time faculty primarily) (III.A.8_5, III.A.8_6).

Taft College provides opportunities for integration into the life of the institution through involvement in a variety of committees, club advisor opportunities, professional development, senator representation in Academic Senate, division meetings, and participation in activities during the in-service weeks.

Analysis and Evaluation

Taft College follows established policies and procedures for hiring of temporary and adjunct faculty. Further, the College ensures that temporary and adjunct faculty complete a thorough orientation and are evaluated in compliance with Article 6.8.1 of the Taft College Faculty Association Collective Bargaining Agreement. Temporary and adjunct faculty are integrated throughout the institution through involvement in committees, club advisor opportunities, professional development, senator representation in Academic Senate, division meetings, and participation in activities during the in-service weeks.

9. **The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical and administrative operations of the institution.**

Evidence of Meeting the Standard

Taft College has sufficient number of staff with the appropriate qualifications to support the effective educational, technological, physical and administrative operations of the institution as identified in the organization charts established and maintained by the President's Office as outlined in Administrative Procedure 3100 Organizational Structure (III.A.9_1, III.A.9_2). The College is a small, single college district that supports approximately 2700 full time equivalent students. Taft College employs approximately 120 classified employees, 10 confidential employees, and 27 administrators to meet the institutions operational and support needs (III.A.9_3). The Annual Program Review (APR) process described in Standards I.A. and I.B., is utilized to identify non-faculty staffing needs for College programs (III.A.9_4, III.A.9_5, III.A.9_6). Requests for additional classified staff positions made through the APR are submitted to the local CSEA chapter for prioritization which is then sent to the Superintendent/President(III.A.9_7). Along with the classified priority list from CSEA, staffing requests made through APR for confidential and administrator positions are sent to the Superintendent/President for review and funding. The Academic Senate ranks faculty positions, on an annual basis, and forwards the requests to the Superintendent/President. All requests are given consideration based on the College mission, budgetary allowance, and need, as presented by the requesting administrator (III.A.9_8).

Analysis and Evaluation

The College maintains defined, yet flexible parameters, to ensure that adequate staffing levels are maintained to meet institution and student outcomes.

10. **The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purpose.**

Evidence of Meeting the Standard

As described in Standards III.A.3 and III.A.5, the College hires and retains administrators with the appropriate education and experience to support the institution's mission and purpose according to Board Procedures (III.A.10_1, III.A.10_2, III.A.10_3). The College maintains current job descriptions for each administrative position (III.A.10_4, III.A.10_5, III.A.10_6, III.A.10_7). These job descriptions are used to draft effective position announcements to ensure that qualified individuals are recruited (III.A.10_8). Positions are posted to the College website and cross posted to multiple job boards, including the *Chronicle of Higher Education* and career specific pages to ensure that a sufficient and diverse number of qualified candidates apply (III.A.10_9). Interview questions are generated with a focus on a candidate's ability to perform essential functions of the position, as well as the ability to lead. Due to the small size of the College and its remote location, the College sometimes struggles to recruit qualified

administrators. Therefore, it is critical that the review and interview process are thorough and that the College engages in professional development to further grow and retain existing administrators and is outlined in Administrative Procedure 7120 Recruiting and Hiring (III.A.10_10, III.A.10_11). The College has invested extensively in developing the administrative team through programs such as PALM (Program for the Advancement of Leadership of Managers), executive coaching and Leadership 101 (III.A.10_12, III.A.10_13, III.A.10_14, III.A.10_15, III.A.10_16, III.A.10_17, III.A.10_18).

Analysis and Evaluation

Despite challenges created by the remote location and small institution size, the College employs a team of highly skilled administrators who guide the institution in achieving its objectives through implementation of effective policy and procedures.

11. The institution establishes, publishes and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitable and consistently administered.

Evidence of Meeting the Standard

Taft College establishes and adheres to documented personnel policies and procedures that are readily available on the Taft College Board of Trustees webpage (III.A.11_1). Board policies and procedures are reviewed, revised and/or developed, as needed, to comply with changing laws and regulations and to support College operations as required by Policy and Procedure (III.A.11_2, III.A.11_3). Personnel specific board policies and administrative procedures are housed in Chapter 7 (III.A.11_4, III.A.11_5). In addition, Collective Bargaining Agreements that guide personnel related decisions are also available on the Taft College Website. The Vice President of Human Resources is responsible for the review and maintenance of applicable policies and procedures to ensure compliance with federal, state and local laws, as well as any applicable Collective Bargaining Agreements and ratified Memoranda of Understanding (III.A.11_6, III.A.11_7). The Human Resources department works with administrators to guide application of related policies and procedures, as well as to ensure fair and consistent application.

Analysis and Evaluation

The College has developed, maintained, and administered personnel policies and procedures fairly and equitably across the College. The Human Resources department routinely reviews and revises, as necessary, to ensure fairness and compliance with federal, state, and local laws. All personnel policies and procedures are available publicly through the Taft College website.

12. **Through its policies and practices, the institution creates and maintains appropriate programs, practices and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Evidence of Meeting the Standard

The College maintains policies programs, practices and services that support and mentor its diverse personnel. Board Policy 7100-Commitment to Diversity (III.A.12_1) as well as the College EEO Plan and related Board Policy (III.A.12_2, III.A.12_20) guide the institution in its efforts to ensure equal opportunity throughout all programs. The College has embedded its commitment to diversity in its values and mission statement (III.A.12_3). The EEO Committee was established to promote an understanding and support of equal opportunity and non-discrimination policies while promoting education on the value of diversity and inclusion (III.A.12_4). The EEO Committee has worked in unison with College administration to provide training to administrators on topics such as Fostering Inclusion and, Transgender Workplace Transition, among others, to ensure a continued emphasis on diversity in the workplace (III.A.12_5, III.A.12_6, III.A.12_7, III.A.12_8).

The Vice President of Human Resources serves as the Equal Employment Officer for the College. The EEO Officer oversees training of the EEO Representative(s) and screening committee members to ensure that committees have the knowledge and understanding necessary to make fair and equitable hiring decisions. In addition, the Vice President of Human Resources reports hiring metrics annually to the Board of Trustees to ensure continued focus on diversity in hiring practices (III.A.12_9, III.A.12_10, III.A.12_11, III.A.12_18, III.A.12_19).

The EEO Committee was working on a speaker series on diversity related topics that, unfortunately, was postponed due to COVID-19 campus closure. In addition, the EEO Committee has attended training offered through the Academic Senate of California, covering topics such as Innovative Strategies for Hiring Faculty of Color, EEO Legal Requirements, Implicit Bias, and Mentoring and Retaining a Diverse Faculty (III.A.12_11, III.A.12_12, III.A.12_13, III.A.12_14, III.A.12_15, III.A.12_16, III.A.12_17). The EEO Committee had additional trainings scheduled in April of 2020 through the Academic Senate of California that were also canceled due to COVID-19. Committee members plan to resume attendance at Academic Senate training when it is re-scheduled.

Analysis and Evaluation

Taft College has been proactive in developing recruiting efforts that focus on capturing a more diverse candidate pool and by investing in training and development initiatives that support the continuing advancement of diversity and inclusion in the workplace. The College regularly assesses its record in employment equity and diversity.

13. The institution upholds a written code of professional ethics for all its personnel, including consequences of violation.

Evidence of Meeting the Standard

The College maintains a code of ethics for all employee groups through Board Policy 3050 (III.A.13_1). The Board of Trustees maintains a Code of Ethics Procedure and Board Policy Code of Ethics and Standards of Practice (III.A.13_2, III.A.13_3). Employees who violate College policies are subject to discipline, up to and including, employment termination (III.A.13_4, III.A.13_5, III.A.13_6, III.A.13_7, III.A.13_8). If the Code of Ethics is breached by a faculty, classified, confidential or administration member, the supervising administrator, in conjunction with the Vice President of Human Resources, will investigate the complaint. If the facts substantiate the claim, then a recommendation is forwarded to the Superintendent/President on how to properly address the breach given the severity of the offense.

All supervisors, managers and administrators attend mandatory training regarding discrimination, sexual harassment and other misconduct topics. Human Resources tracks attendance and certifies completion of the mandatory training (III.A.13_9, III.A.13_10).

Analysis and Evaluation

The College has policies and procedures that require professional and ethical conduct by all employees. These are communicated through training and other means and are enforced when issues arise.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology and learning needs. The institution systematically evaluated professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Taft College mission statement states in part that "Taft College is committed to creating a community of learners. . . " (III.A.14_1). Taft College offers all staff the opportunity to both attend existing training on campus and on-line and also propose professional development opportunities. The College offers in-service programs three times per year in August, January, and May. In-Service is available to faculty, administration and staff. In-service offers a variety of training topics, such as COVID-19 and Student Learning Outcomes; Classroom Technology; and Diversity, Equity, and Inclusion (DEI) and Ensuring Safe Space for Students (III.A.14_2, III.A.14_3, III.A.14_4, III.A.14_5, III.A.14_6). The College includes topics of interest and value to all employees. The most recent January in-service was offered completely online due to the COVID-19 campus closure.

The Professional Development Committee and Career Enhancement Committees were established to develop training and activities that support professional development and growth

for all employees through development and oversight of the Professional Development Plan (III.A.14_7). The Professional Development Committee primarily focuses on faculty development, while the Career Enhancement Committee focuses on development for Classified, Confidential and Administrative employees. The Committee meetings are open, and all staff are invited to fill out an Activity Proposal form in which they can propose an activity related to their respective development (III.A.14_8). An example of training that has been requested and delivered is a series on Emotional Intelligence that was delivered to employees in the Transition to Independent Living and Athletics departments (III.A.14_21, III.A.14_22). Additional sessions were scheduled but, unfortunately, canceled due to the COVID-19 closure. Administrators participate in in-depth leadership training through the Program for the Advancement of Leadership of Managers (PALM), executive coaching, regular administrator meetings as well as Leadership 101 (III.A.14_9, III.A.14_10, III.A.14_11, III.A.14_12, III.A.14_13, III.A.14_14, III.A.14_15, III.A.14_16, III.A.14_17, III.A.14_18, III.A.14_19, III.A.14_20).

The District ensures the quality and effectiveness of its professional development programs by frequently surveying participants to ensure achievement of learning objectives and quality of programs offered (III.A.14_23).

Analysis and Evaluation

Taft College offers all staff the opportunity to both attend existing training on campus and online and to propose professional development opportunities.

15. The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Taft College personnel records are maintained, secured, and kept confidential. All personnel files follow the requirements set forth in California Education Code 87031 and California Labor Code 1198.5 (III.A.15_1, III.A.15_2). Only individuals, or their authorized agent, have access to personnel records. Personnel files are housed in locked cabinets in the Office of Human Resources and may be accessed only by Human Resources staff. Employees may access their records by completing the Personnel File Access Request Form, available through the Taft College website, and submitted to Human Resources (III.A.15_3, III.A.15_4).

Analysis and Evaluation

Taft College personnel records are maintained, secured, and kept confidential. All personnel files follow the requirements set forth in the California Education Code 87031 and California Labor Code 1198.5.

Conclusions on Standard III.A. Human Resources

The College works to provide an environment that is conducive to learning with focus on an inclusive, collegial, and professional environment for the campus community. Through the development and adherence to established policies and procedures, the College is able to assure that its Human Resources are effectively managed through all phases of the employee life cycle, from recruitment, development and retention of its faculty and staff. The College has a clearly established organizational structure and processes in place to regularly assess the effectiveness of its administration, faculty and support staff, as well as its human resources programs.

Evidence List

III.A.1_1	Organizational Chart, Human Resources
III.A.1_2	AP7110 Delegation of Authority Human Resources
III.A.1_3	BP7120 Recruitment and Hiring
III.A.1_4	AP7120 Recruitment and Hiring
III.A.1_5	Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.1_6	Director, Distance Education Job Description
III.A.1_7	Computer Support Technician I Job Description
III.A.1_8	Director, Distance Education Position Announcement
III.A.1_9	Computer Support Technician I Position Announcement
III.A.1_10	Director, Distance Education Interview Questions
III.A.1_11	Computer Support Technician I Interview Questions
III.A.1_12	AP7211 Faculty Service Areas Minimum Qualifications and Equivalencies
III.A.1_13	WKCCD Screening Committee Training
III.A.1_14	Screening Committee Training Sign In
III.A.1_15	Screening Committee Trained Employee Tracking
III.A.2_1	Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.2_2	Business Associate Professor Position Announcement
III.A.2_3	AP7211 Faculty Service Areas Minimum Qualifications and Equivalencies
III.A.2_4	Recruiting Activity Analytics Report
III.A.2_5	Chemistry Associate Professor Interview Questions and Teaching Demonstration
III.A.2_6	BP7120 Recruitment and Hiring
III.A.2_7	AP7120 Recruitment and Hiring
III.A.2_8	Professor Job Description
III.A.3_1	Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.3_2	BP7250 Educational Administrators
III.A.3_3	BP7120 Recruitment and Hiring
III.A.3_4	AP7120 Recruitment and Hiring
III.A.3_5	Dean of Instruction and CTE Job Description
III.A.3_6	Vice President of Instruction Job Description
III.A.3_7	Director of Distance Education Job Description
III.A.3_8	Dean of Instruction and CTE Position Announcement

B.   Physical Resources

1.   The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College ensures and maintains the safety and sufficiency of its physical resources by regularly evaluating the adequacy, accessibility, and safety of these locations through established processes and practices. Annually, the Director of Facilities & Planning conducts an inventory of all College facilities and reviews the usage and efficiency of each area. This information is reported via FUSION in the Space Inventory module to the California Community College Chancellor's Office (CCCCO) / Facilities Planning Unit (FPU) **(III.B.1_1)**. The College also participates in a Facility Condition Assessment (FCA), which is conducted by the Foundation for California Community Colleges (FCCC), in partnership with the FPU. Although this program was briefly suspended by the CCCCO/FPU, the College is tentatively scheduled to conduct its next FCA in 2023. The data gathered is used to determine the Facility Condition Index (FCI) (III.B.1_2). Additionally, Annual Program Reviews (APR) are conducted by the Facilities Maintenance and Operations to determine departmental needs and to assist in setting departmental goals (III.B.1_18, III.B.1_19).

The safety of College facilities is assessed and ensured through a variety of established processes and practices. One of the ways safety concerns can be identified is through Safety Grams. Safety concerns can be reported by anyone via the Safety Gram form located on the College Safety website. The Safety Gram is a form used to notify the appropriate Taft College personnel of an existing safety hazard or safety concern (III.B.1_3). Once received, the Director of Safety and Security investigates the complaint or concern so that the appropriate action is taken. All Taft College personnel are encouraged to make use of this form to utilize a community of eyes and ears. Depending on the issue, Safety Grams will generate a work order if warranted (III.B.1_4).

The College is a member of the Statewide Association of Community Colleges (SWACC), a Joint Powers Authority with the purpose of providing liability insurance coverage. Periodic safety inspections are conducted in conjunction with SWACC's contracted risk assessor, Keenan & Associates, to assist the College in identifying any potential risk or threats and provide recommendations for corrections (III.B.1_5). Repairs are made to address these recommendations (III.B.1_6). The County Fire Marshal also conducts periodic fire, life, and safety inspections and provides a written report for corrections (III.B.1_7, III.B.1_8). Procedures for noted deficiencies are implemented. For example, a monthly preventative maintenance entry was created in *IssueTrack*, an online work order program, for the fire extinguisher inspections (III.B.1_9, III.B.1_10). Upon correction of the noted deficiencies, the County Fire Marshal verified the corrections (III.B.1_11).

The Campus Safety & Security Committee, which meets monthly throughout the semester and discusses safety concerns, safety training for staff, and makes recommendations, serves as the

central focal point to examine campus security and safety issues and responsibilities (III.B.1_12). The Committee provides a forum for input from all campus constituents and acts as a resource to ensure safety and security is considered in all College planning and execution. The Committee receives input, investigates current crime trends, campus safety, and security issues; develops new policies and procedures; analyzes past events for potential improvement; and makes recommendations, including campus training opportunities. The College also ensures safety training is conducted for staff, such as the Active Shooter Awareness workshop that was conducted during the Spring 2019 in-service and the Blood Borne Pathogen training that was conducted for the Facilities Maintenance and Operations staff and student workers (III.B.1_13, III.B.1_14, III.B.1_15).

Physical security measures, such as door locks, are a responsibility of the Information Technologies Services and the Campus Safety and Security departments. These departments manage and ensure all campus doors are fully operational and that the "lockdown" systems are functional. For doors not on the automated system, the College has adopted a system for the effective lockdown of doors until the doors can be retrofitted into the lockdown system (III.B.1_16, III.B.1_17).

Faculty and Staff requests for routine maintenance, deliveries, event set-ups, and other miscellaneous requests are made directly into the *IssueTrak* work order program (III.B.1_20, III.B.1_21, III.B.1_22, III.B.1_23). Links are located on the Facilities, Maintenance and Operations College webpage. *IssueTrak* is the online Work Order service for submitting maintenance work requests. *IssueTrak* is designed to enhance workflow and accountability and ensures that requests are processed in a timely manner. Routine repairs and maintenance are performed on a planned, organized, and scheduled basis and include several preventative maintenance service activities.

Analysis and Evaluation

The College assures safe, sufficient, and well-maintained physical resources through regular inventories, inspections, trainings, and committee meetings, and through use of an effective work order and regular preventative maintenance management systems. Security needs are met and include reporting and "lockdown" systems.

2.   The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Taft College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services to achieve its mission. Long term planning begins with the review of the Educational Master Plan (EMP) that sets the educational goals of the institution and the long-term facility needs to support those goals (III.B.2_1, III.B.2_2). Several sources of information are taken into

consideration when developing the EMP: data from an environmental scan of the College's service area, space utilization studies and projected needs of the institution programs and services, student demographics, enrollment trends, student success indicators, and a space-needs analysis.

Long-term planning is also supported by The Facilities Master Plan (FMP), which is updated every five years, most recently in 2020 (III.B.2_3). This plan builds on the EMP and reflects the recommendations and the needs of facilities required to support Taft College. The Plan is reviewed and approved by the Facilities Committee, which meets once a month to discuss matters relevant to physical resources (III.B.2_4).

Short-term physical planning, on the other hand, is also accounted for and incorporated into the Annual Program Review (APR) process. Departments, programs and services, and administrative units identify any physical resource needs and equipment needs, along with other needs. Associated resource requests called APR Goal forms are then submitted to the Governance Council, where an agreed-upon ranking process for scoring goal forms is followed, and final rankings are forwarded to the Superintendent/President for planning and resource allocation funding to be included in the budget for the next fiscal year (III.B.2_5).

Alongside long-term and short-term planning, more immediate planning needs are addressed and met via the College work order system, IssueTrack. These requests may be completed using existing operations and maintenance budgets or may be included in resource needs identified during the program review process described above.

The continuing quality and effectiveness of facilities and equipment are assessed through the annual space utilization process. A facility assessor from the Foundation for California Community Colleges (FCCC), along with a representative from AP Architects, and a Taft College employee, evaluate building conditions by walking through all College facilities and examining the condition of the building components, including electrical, mechanical, plumbing, and roofing systems. A comprehensive evaluation is performed on both the building interior and exterior (III.B.2_6). A plan is developed from the comprehensive evaluation to resolve any identified deficiencies, safety issues, compliance concerns, and appropriate system maintenance needed to ensure building operations. The College then budgets for future repairs and system replacements, as necessary.

In addition, effective utilization of physical resources is ensured through the annual space inventories completed each fall. These inventories identify how classrooms, offices, and other spaces are being used. The findings serve as an integral part of the Facilities Master Plan to help project future facility needs. The space inventory information is combined with Weekly Student Contact Hours (WSCH) data provided by the state to calculate a capacity/load ratio, or utilization number, and is used to determine state funding eligibility. The Annual Space Inventory Report maximizes the College's eligibility for future state funding and is used to develop capital outlay and maintenance budgets, and the capacity/load ratio for both classroom and office spaces are also assessed in the report (III.B.2_7).

The College strives to adequately maintain all physical resources and replace those resources that can no longer be maintained at an acceptable level of operational safety. Standard repairs and replacement are often included in operations and maintenance budgets (III.B.2_8). Unexpected, high-dollar repairs and replacements necessary to continue quality educational programming may be funded by other available College funds, included in the annual budget as a precaution against unanticipated expenses, including facilities-related expenses (III.B.2_9, III.B.2_10).

The renovation, replacement, and building of new facilities on the Taft College campus have been accomplished primarily through the passage of Measure A funds in 2004. Although almost all of Measure A improvements have been completed, there are additional proposed projects remaining on the list of Measure A projects to support the institutional goals of Taft College, including the construction of a Vocational Center and Technology Center.

The Student Center is one of the culminating projects supported by Measure A. The building construction was finished in 2021 and is scheduled to open fall 2021. The Student Center houses a new kitchen, dining facility, student commons, and bookstore. A Final Project Proposal (FPP) has been submitted for the construction of a new Vocational Center, and future progress is contingent upon bond measures and state scoring. The Vocational Center project will replace and increase vocational space on campus, and will provide 20,000 sq. ft. of laboratories, classrooms, and support spaces for vocational instruction, including the Dental Hygiene program.

The College underwent a large solar project that was completed in August of 2020. Finally, there are always various smaller projects continuously occurring on campus using repurposed space to meet program and service needs, including the Veteran's Center, Student Resource Center (food pantry), and Family Room.

The additions, upgrades, and construction projects, listed above, demonstrate Taft College's commitment to continuous improvement and the effectiveness of its physical resources.

Analysis and Evaluation

The needs of programs and services are considered when planning buildings, upgrading physical resources, replacing equipment as necessary, and continuing the maintenance thereof. Planning is aligned with the overall institutional mission and assures that programs and services are supported. Effective utilization of physical resources and continuing quality reports are completed annually.

3. **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard

To assure the effectiveness of physical resources, the College follows a prescriptive planning process starting with the Educational Master Plan (EMP) supported by the Facilities Master Plan

(FMP), in accordance with planning cycles that include the Maintenance and Operations department. The Annual Program Review (APR) process of Maintenance and Operations and other programs, such as Athletics, also guide the assessment of facilities, as needs arise. During the last planning cycle, eight requests were identified as potential facility's needs (III.B.3_1). The College funded three projects (Soccer Field Maintenance and the two WESTEC roofing projects) (III.B.3_2).

The College participates in the statewide Deferred Maintenance Program. During the last fiscal year, the College submitted multiple deferred maintenance projects through the statewide program, including two re-roofing projects, a roof recoating project, and a door hardware replacement project (III.B.3_3, III.B.3_4).

For routine and scheduled maintenance management, Taft College utilizes the *Issue Trak* software system. Some examples include routine roof walks, HVAC chiller maintenance, and other scheduled preventative maintenance (III.B.3_5, III.B.3_6, III.B.3_7, III.B.3_8, III.B.3_9, III.B.3_10, III.B.3_11, III.B.3_12, III.B.3_13, III.B.3_14, III.B.3_15).

Additionally, all campus vehicles are annually inspected by the California Highway Patrol to meet their safety guidelines (III.B.3_16). Furthermore, all vehicles are inspected by the driver prior to use utilizing a safety checklist (III.B.3_17).

The Maintenance and Operations personnel regularly inspect and assess facilities and equipment for maintenance and safety issues in the course of their regular job duties. Furthermore, all students and campus personnel can submit an online "Safety Gram" to the Campus Safety and Security Office to be addressed as necessary (III.B.3_18, III.B.3_19, III.B.3_20).

Moreover, Taft College works in coordination with the Chancellor's Office by utilizing the statewide facilities program, FUSION, to assess the condition of facilities (III.B.3_21). In partnership with the College's liability insurer, the institution participates in regular site safety inspections to identify potential safety improvements (III.B.3_22). As a result of our last site safety inspection, Taft College replaced the sidewalk located outside of the Child Development Center (III.B.3_23).

Also, the College participates in the Chancellor's Office Space Inventory and Utilization Program in an effort to maximize the utilization and efficiency of the facilities (III.B.3_24). Moreover, Taft College developed a "homegrown" Microsoft Access database specifically designed to maximize instructional space utilization (III.B.3_25).

Analysis and Evaluation

Physical resources are regularly evaluated for needs through a multifaceted approach that includes planning cycles, Master Plans, Annual Program Review, and other methods.

4. **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Evidence of Meeting the Standard

Taft College has a well-established planning process that supports the mission through the Educational Master Plan (EMP), Strategic Action Plan (SAP), Facilities Master Plan (FMP), and the Annual Program Review (APR) process. Annual Program Reviews allow for regular reviews, measurement of progress, and identification of potential facilities improvements (III.B.4_1, III.B.4_2, III.B.4_3, III.B.4_4).

The College participates in the Chancellor's Office facilities planning program by submitting and linking five-year capital outlay plans, including Final Project Proposals (FPP) and Initial Project Proposals (IPP) (III.B.4_5, III.B.4_6, III.B.4_7). In addition, the College utilizes the Chancellor's Office Deferred Maintenance Program for long- term facility improvements (III.B.4_8, III.B.4_9, III.B.4_10).

The Facilities Committee, in conjunction with AP Architects, established a process to determine the Total Cost of Ownership (TCO) for the College. The process uses standards from the Education, Facilities, and Technology Master Plans. Each plan recognizes that facilities and equipment have a period of value for depreciation. Utilities are estimated using the latest data available. With each new and future facility built, a new TCO will be developed for long term planning (III.B.4_11, III.B.4_12).

Analysis and Evaluation

Long-range capital projects are linked to institutional planning. The College has identified elements, which comprise the TCO that the institution uses to make decisions and plans as necessary. The planning process is closely linked to ensure capital projects support College goals.

Conclusions on Standard III.B. Physical Resources

The College maintains safe, sufficient, and accessible physical resources that assure a healthy learning and working environment through regular inspections, inventories, evaluations, and the use of an effective work order and preventative maintenance system. Furthermore, the College aligns the acquisition, maintenance, upgrades, and new construction of physical assets with institutional missions and goals, and ensures effective utilization of resources, through collaborative short-term and long-term facilities planning and internal program review and resource allocation processes. The short-term and long-term planning processes consider the feasibility and effectiveness of the College's physical resources, as well as the long-term total cost of ownership, to ensure capital projects and acquisitions support College goals.

Evidence List

III.B.1_1	2019-20 Space Inventory Report
III.B.1_2	Facility Condition Index
III.B.1_3	Safety Gram
III.B.1_4	Dental Tree – Work Order
III.B.1_5	Keenan Inspection Report
III.B.1_6	CDC Sidewalk Replacement
III.B.1_7	County Fire Marshall Letter
III.B.1_8	County Fire Marshall Report
III.B.1_9	Fire Extinguisher Inspection
III.B.1_10	Fire Extinguisher Inspection Checklist
III.B.1_11	County Fire Marshall Follow Up Inspection
III.B.1_12	Campus Safety and Security Committee Agenda March 13, 2020
III.B.1_13	Active Shooter Training
III.B.1_14	Blood Borne Pathogen Training
III.B.1_15	Blood Borne Pathogen Training Attendance Sheet
III.B.1_16	Lockdown Button Quote
III.B.1_17	Door Hardware Quote
III.B.1_18	2019 FM&O Fire Alarm Inspections APR
III.B.1_19	2019 FM&O Sandy Creek Bridge APR
III.B.1_20	Routine Work Order
III.B.1_21	Delivery Work Order
III.B.1_22	Event Setup Work Order
III.B.1_23	Miscellaneous Request Work Order
III.B.2_1	Educational Master Plan (EMP)
III.B.2_2	Facilities Committee Agenda/Minutes 12-17-19
III.B.2_3	Facilities Master Plan (FMP)
III.B.2_4	Facilities Committee – FMP Vote by Email March
III.B.2_5	Governance Council 2018-19 APR Prioritization
III.B.2_6	FCCC Inspection Report – Administration Building
III.B.2_7	2019-20 Space Inventory Report
III.B.2_8	Westec Roof
III.B.2_9	Softball Field Safety Repairs
III.B.2_10	Softball Field Fence Latch Photo
III.B.3_1	Governance Council 2018-19 APR Prioritization
III.B.3_2	2018-19 APR Funded Items List
III.B.3_3	2019-20 Scheduled Maintenance Approved Projects
III.B.3_4	2019 Scheduled Maintenance 5 Year Planned Projects
III.B.3_5	School Dude Roof Walk
III.B.3_6	Roof Walk Administration Building Photo No. 1
III.B.3_7	Roof Walk Administration Building Photo No. 2
III.B.3_8	Roof Walk Science Building Photo No. 1
III.B.3_9	Roof Walk Science Building Photo No. 2
III.B.3_10	School Dude Science Building Roof Ceiling Repair
III.B.3_11	Science Building Roof Repair Invoice

C. Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

Taft College is committed to the effective use of technology resources to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Collaborating with the Information Technology Committee (ITC) and Distance Education department (DE), the Office of Information Technology Services (ITS) is responsible for the management of the College's computer and technology resources and providing a reliable technological environment that enables the College to meet its mission.

The College's technology needs are identified through two channels: the department Annual Program Review (APR) process and recommendations from the Information Technology Committee (ITC). The ITC is a committee under Governance Council. It consists of a cross section of faculty, staff, and students and is co-chaired by the Executive Director of ITS and the Director of DE. The ITC meets regularly to discuss and evaluate all forms of technology needs on campus based on the information gathered from across the campus (III.C.1_7). The meeting covers topics from technology items and classroom concerns to reviews of new technologies that may have a positive impact on the College. Recommendations of projects, products, and procedures to enhance the quality of technology for students and faculty from the ITC are presented to the Superintendent/President, who in turn works with the Governance Council to incorporate technology initiatives in the College's planning processes and planning documents for funding.

Also, the departments or programs initiate requests for their own technology needs. Through the APR process, the technology needs are carefully evaluated and aligned with the College mission and its Strategic Action Planning (SAP) goals by using the programs' annual program goal form (III.C.1_8) administered by the Governance Council. Based on the prioritization of the technology APR goals, along with other projects, the Governance Council makes recommendations to the Superintendent/President for consideration of funding the projects based on funding resources recommended by the Budget Committee. With available funding approved, the ITS Department coordinates with the project owners to plan and implement the technology or software initiatives that meet the information needs and support administrative functions.

Technology Services and Professional Support
The department of ITS consists of eleven full-time employees. The current department structure is depicted within the overall College organizational chart (III.C.1_2).

With guidance from the College, the ITS Department provides the following services to the campus community for the development, implementation, and maintenance of technology to support student learning, faculty teaching, and employee services:
- Network services and infrastructure

- Instructional technology and web services
- Computers, service, and support
- Technology training
- Telephone and voicemail.

The ITS Help Desk is the first point of contact for assisting students and employees with technology requests. The current ticketing system, IssueTrak, is being used by employees to send service requests via email or system log-ins. In immediate response to the COVID-19 online transitions, the ITS created a Tech-Support email account, that was specifically designed for students (III.C.1_3). As such, students can submit their IT help requests directly to this email account for technical support (III.C.1_4). Although the ITS staff's working hours are from 7:00 a.m. to 5:00 p.m., service requests can still be submitted through this email account or the ticketing system's 24 hours availability, and the request notifications are sent to the director of the ITS department 24 hours, seven days a week. With approval from the director, after hours support is available for emergency requests.

In 2019, the ITS adjusted its hours of operation from 8:00 a.m. to 5:00 p.m. to 8:00 a.m. to 7:00 p.m. to be able to respond to requests for assistance or ordering of supplies in support of night classes and after-hours equipment repair. However, due to the impact of the COVID-19 pandemic, most classes have been converted to online, and no night classroom support is required: after-hours support is temporarily unavailable. The after-hours support will resume after the College reopens to its regular full week schedule.

Facilities and Hardware
The College uses IssueTrak Asset Management Module to manage and track technology assets. The IssueTrak inventory report is presented below, and a more detailed report is listed in the evidence list as well (III.C.1_5). In addition, the College has two rooms that are equipped with video conferencing equipment: (1) the Cougar Room and (2) the Human Resources (HR) Conference Room.

IssueTrak Asset Management

Rooms	Equipment	Count
Staff/Classroom	All-in-One	423
	Desktop	149
	Apple Desktops	86
	Windows Laptop	711
	Windows Pad/Tablet	143
	Apple Laptops	147
	RDP Client	155

	Apple i-PAD	426
Classroom	Apple i-PAD Mini	189
	Blu-Ray Player	11
	DVD/VCR Combo	16
Classroom/Meeting Rooms	Data Projector	70

Keeping the classroom equipment upgraded to meet rapidly changing academic technology needs for student learning is one of the College's top priorities. Guided by the Technology Master Plan (TMP) ([III.C.1_10](#)) and through APR, the College makes every effort to use technology resources efficiently. In 2018, after researching network equipment pricing and functionality options, the ITS Department upgraded network equipment and classroom technology that included:

1. New UPS (Uninterruptible Power Supply) devices were placed in the G9, Science, Tech Arts, Child Development and Chevron STEM lab areas.
2. Network switches and wireless access points were upgraded in the Child Development Center, Science and Chevron STEM lab areas.
3. New projector screens were purchased for classrooms across the campus including G3, G6, G7, G8, G9, STEM, S2, S3, S6, and S7.
4. New NEC projectors were purchased for the G6, G9, T5, T12, T14, and T15 classrooms.
5. New iMac teacher workstations were purchased for the T9 and T10 classrooms.

In 2019, the College implemented a centralized printing system called Equitrac that resulted in effortlessly managing, updating, and deploying printer drivers across the College. Additionally, in 2020, the College initiated the classroom technology upgrade project. By March 2021, the bid has been awarded, and the project is scheduled to start in March and complete before fall 2021.

Network
Taft College's telecommunication infrastructure is a combination of physical connections, hardware, and software that provide for the transmission and reception of voice, data, and video information and services. Since 2019, the College has been steadily expanding Internet access in the classroom and wireless environments throughout the campus. With the reconstruction of existing buildings and installation of new buildings, the College network backbone has been gradually upgraded to fast cable and replaced its secondary internet connection from 1 Gbps to 10 Gbps, to provide a stronger and more reliable internet connection.

Software
Instructional technology covers systems and services that support teaching, learning, and scholarly research. The primary software programs for which Taft College holds licenses and supports are listed below:

- Banner, an Enterprise Resource Planning (ERP) system from Ellucian. The Banner system, known at Taft College as "Cougar Tracks," is an essential component of the College's administrative information processing systems. Banner consists of several modules that support the institution's management and operational function, academic programs, teaching and learning, and support services.

- Canvas, an online learning platform, is accessible 24 hours a day, seven days a week. It is the primary platform for delivery of instruction and course materials to students. It is also the primary system for faculty and student engagement, assessment and support. During the COVID-19 pandemic, Canvas has been the primary platform for faculty to effectively deliver course materials and to facilitate participation of all class members. Faculty teaching online have completed specialized instruction to prepare them to teach via this medium.

- DegreeWorks is a tool that counselors, advisors, and students use to plan coursework to assist students in achieving their educational goals. DegreeWorks allows students to create sample schedules to best meet their educational goals in a timely manner.

- Microsoft products, Macintosh operating systems, and other server operating systems are used across the campus and included in the College technology assets.

Analysis and Evaluation

Taft College has a strong telecommunications infrastructure and a supporting team to ensure that students, staff, and faculty have access to the best technology available for teaching, learning, and overall productivity. In addition to the technology services, support, facilities, hardware, and software provided by the ITS Department, the Distance Education Department (DE) plays a crucial role in supporting faculty, students and staff. DE oversees the use and support of Canvas campus wide as well as other instructional technologies, such as Turnitin, etc. With the College offering more online courses due to the pandemic, DE has ramped up its services to the campus by offering more one-on-one consultations, resources for troubleshooting issues, and campus-wide trainings with faculty and staff. DE has also broadened its services to students by providing support via telephone and email that includes one-on-one phone consultations and email responses, oftentimes including a set of instructions for students to follow. All instructional technology-related troubleshooting requests and requirements from faculty, staff, and students are addressed by the DE staff. DE collaborates with ITS staff as well as other non-academic and academic staff to ensure that the needs of the campus community are met as seamlessly as possible.

2. The institution continuously plans for updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College has an established process for evaluating technology in support of the College. As stated in the Planning Guide (III.C.2_1), the Taft College Technology Master Plan (TMP) is an institutional level planning document that details the institution-wide plan to achieve and maintain technology and its support for all College activities. Over a three-year cycle, the plan is fully integrated into the College planning process, evaluated for usefulness and added value by ITC and approved by the Governance Council, Superintendent/President, and Board of Trustees.

In 2019, the 2015-19 TMP (III.C.2_2) was updated for 2019-2024 (III.C.2_3) through a collaborative process involving the College's ITC, Facilities Committee, and various campus departments including the ITS, DE, Library, and others. During the updating process, Taft College's current technology environment, equipment status, and technological infrastructure were evaluated and assessed. The updated TMP outlines the future technology infrastructure and equipment to be acquired, maintained, and upgraded or replaced in support of the College mission.

In order to understand students' technology needs, Taft College uses the Community College Survey of Student Engagement (CCSSE) to get students' feedback including their technology experiences. The 2018 CCSSE data indicated students were very positive about technical support in the classrooms and computer labs (III.C.2_4). In addition, due to the impact of the COVID-19 pandemic, the vast majority of Taft College classes were converted from face-to-face to online as quickly as possible. To better assist students with the transition, Taft College conducted an online student learning survey to identify any gaps in student preparation to transition online. The survey results indicated a high percentage of students were satisfied with the College's technology environment (III.C.2_5).

In addition to the initiation for improvement or innovation from the ITS and the ITC for updates and technology replacement, the regular Banner system updates, maintenance, and upgrades are scheduled and planned by the Cougar Tracks Committee (CTO) (III.C.2_8). As Banner is the College's primary administrative information system, it is crucial to keep the system on a progressive track for any updates and adjustments needed in order to best maintain readiness for faculty, staff, and student use. Thus, the CTO meets regularly, reviewing changes and updates and creating plans for Banner System maintenance to be conducted with the least impact on users.

As described in Standard III.C.1, under the direction of the TMP and the APR process, requests are filled out on the APR goal forms (III.C.2_6) for updates and replacement technology and then submitted to Governance Council for prioritization (III.C.2_7). On the APR goal form, each request needs to align its purposes to the Strategic Action Plan (SAP) goals, describe anticipated

outcomes in terms of its impact on student learning, student success, and student achievement; and explain how outcomes will be measured and budgets/resources will be allocated.

Analysis and Evaluation

Taft College has developed plans for updates and replaces technology to ensure its support of the College's operation and services. The TMP serves as a long-term project planning document and provides a broad framework for the future direction of the College's technology resources. Through the APR and budget/resource allocation processes, necessary technology replacements and upgrades can be identified and funded. This ensures that the institution's sustainable technology system is fully in place to support student learning, faculty teaching, and administrative functions.

3.   The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access, safety, and security.

Evidence of Meeting the Standard

The College's ITS Department is primarily responsible for ensuring safe and reliable access. Additionally, the ITS Department ensures that security technology resources are available at all locations in support of student learning and faculty teaching and that services are provided in accordance with the College mission.

The College has dedicated itself to finding ways to enhance the security of its technology environment to protect student and employee information. In 2019, Taft College invited a consultant from California Community College (CCC) Information Security Center to conduct a penetration test from September 10 to September 13. The computers used for testing were plugged into network jacks in the administrative offices on campus. The test team discovered that the Windows server systems were well patched, but some of the servers and workstations had out of date operating systems and/or were missing critical, high security patches. Guided by the Security Assessment Remediations (III.C.3_1) from the CCC Security Center, the ITS Department took necessary steps to make improvements based on the remediation. The recommended improvements addressed the potential issues discovered.

In addition, in order to increase the employees' level of security awareness, the ITS Department periodically sends out test phishing emails (III.C.3_2) to campus employees and conducts follow-up training and/or has a discussion with employees who failed the phishing test (III.C.3_3). The phishing test results are presented at the ITC meeting (III.C.3_4) and sent out through System Status group email to all employees (III.C.3_5). Employees are requested to report any suspicious email received to ITS who then sends out an email alert to keep the campus informed of the latest threats (III.C.3_6). The College also utilizes the Windows Defender feature on all computers as an anti-virus measure. In 2018, the College implemented Single Sign-On (SSO) authentication purchased from PortalGuard and participated in the California Virtual Campus – Online Education Initiative (OEI). This collaborative effort among California

Community Colleges (CCCs) ensures that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.

The regular technology maintenance and downtime schedules for applying upgrades and patches are determined by the Cougar Tracks Committee (III.C.3_7). The scheduled downtime is posted on the Taft College home website (III.C.3_8) and sent out via email notification (III.C.3_9) at least two weeks in advance. Also, the College has an emergency generator to provide backup electrical power to the Data Center during a power outage (III.C.3_10).

Students and employees at Taft College enjoy equal access to technology resources. In 2016, the College adopted BP (Board Policy) 5145 (III.C.3_11) and AP (Administrative Procedure) 5145 (III.C.3_12) to ensure that the College's internal policies and procedures regarding accessibility were clarified and implemented in alignment with industry standards (III.C.3_13).

In addition, the institution has taken steps to purchase software such as Siteimprove to help monitor the campus website access (III.C.3_14). The College website has been modernized to ensure people with disabilities can interact equitably with resources linked to our digital presence. This complies with accessibility standards dictated by the ADA (Americans with Disabilities Act), Rehabilitation Act of 1973, and the Worldwide Web Consortium (W3C).

Analysis and Evaluation

The College endeavors to provide reliable access, safety, and security technology resources to support student learning and instructions. Assessment of the current system to identify potential issues, increasing the capacity of the second Internet access' speed, as well as increasing security awareness were all efforts the College made to ensure reliable access, safety, and security technology are provided to students and employees.

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

Taft College provides appropriate professional and technical development training in multiple ways to support faculty, staff, and administrators in the effective use of technology and technology systems. Below is the list of technology training and support that Taft College offers to faculty, staff, and students.

In-Service Week
At the beginning of the semester, the College holds in-service events where technology training is offered to all employees. In response to the transition to online because of the pandemic, particularly for hybrid classes, the ITS department has provided classroom equipment training to support faculty's preparation for the fall 2020 semester (III.C.4_1).

In-service Workshops
The DE Department and the Office of Instruction offer regular in-service workshop opportunities for faculty and interested staff in August, January, and May. These include topics related to faculty interest and their requests. A record of the status of each instructor's training to teach online is kept by the Office of Instruction and updated regularly by the DE department as faculty complete training. Those who are in need of training are contacted and offered local training through the resources found at the Catalog Online website (III.C.4_2) or directed to @One course registration space (III.C.4_15).

First Friday and Tuesday Training
"First Friday" is a synchronous, one-hour training session offered monthly (III.C.4_12). In addition to the First Friday session, a synchronous, one-hour, weekly session called, "Tuesday Training" was activated in spring 2020 (III.C.4_13). Both Tuesday Training and First Friday sessions are recorded, archived, and available for later viewing. Due to the COVID-19 pandemic, however, both sessions are currently not active. The Office of Instruction and DE have them archived and are planning to do online training sessions in the near future.

Examples of First Friday and Tuesday Training have included:
- Exploring the Use of Content Pages
- Building Hearty Modules
- Getting Ready to Go Live in Canvas
- HTML for Anyone– Yes, That Means you!
- Zoom Outside the Box
- Content Pages
- Proctorio
- UDoIt for Accessibility: Universal Design Online Content Inspection Tool

High-Tech Access Specialist
The High-Tech Access Specialist (HTAS) regularly provides ongoing technology-related instructional support to individual faculty as well as small or large groups. As a member of the ITC, the HTAS recommends programs needed for employee skill development and enrichment as well as participation in organizing presentations held in the Professional Development Center (PDC) for faculty development. Additionally, articles and videos are provided for faculty and staff on the new PDC website. A recent sample presentation was delivered on Assistive Technology (III.C.4_3).

Distance Education – Canvas Training
DE staff work diligently to provide training and assistance in multiple ways for faculty in support of their online teaching. The DE administration and faculty go through the Canvas training shell with faculty online. Faculty submit assignments to demonstrate understanding of the subject discussed. Also, DE provides faculty with videos on selected topics as well as several instruction sheets on how to successfully navigate and use Canvas. These videos can be found on DE's webpage and State 3C Media Solutions (III.C.4_4)

Specialized Training
Departments can arrange for specialized training provided by vendors or consultants in order to meet their specific needs. In 2020, a consulting firm conducted the DegreeWorks upgrade and held a three-day training. The ITS programmers, Admissions and Records technicians, Financial Aid Technician, and counselors attended the training. All training materials are kept in the ITS department and Student Services division for future reference (III.C.4_5).

External Training
The College is investing resources in training faculty, staff, and students. During the fall of 2020, Ellucian offered free Ellucian Live Online 2020 training to all Ellucian users to support the use of Banner ERP (III.C.4_6).

In addition, the College HR department collaborated with Keenan SafeColleges offering by-request training to all employees from individual departments across the campus including information technology training. In 2020, the ITS recommended Cybersecurity training, also provided by Keenan, to all employees who failed the internal phishing test (III.C.4_7).

In terms of training for students, the College provides technology training for all their needs, including help for the New Student Orientation that they complete upon registration, Distance Education, and training on how to use the Assistive Technologies.

New Student Orientation
The online orientation is designed to help new students familiarize themselves with the tools they need to succeed and facilitate their transition and integration into the College learning environment. The training gives participants an idea of the academic and support resources available to help increase their success. In addition, the Admissions and Records Office provides step-by-step instructions from an admissions application to the Graduation Brochure. These services provide clear information and resources in support of student success. (III.C.4_8).

Distance Education
Distance Education provides students with instruction sheets and asks faculty to post a Student Toolbox (III.C.4_9) in their Canvas shells. Through the DE Help Desk, students can call or email questions and ask for assistance (III.C.4_10). Additionally, DE posts training and instructions for Canvas on their webpage (III.C.4_11).

High-Tech Center – Assistive Technologies
For students with learning or accessibility needs, the College's High-Tech Center provides special software and equipment to enhance their learning experience (III.C.4_14). The lab is equipped with nine computers, a printer, a flatbed scanner, a closed-circuit television (CCTV), and a video phone for the hearing impaired. The assistive technology needs are determined through discussion with the High-Tech Specialist, and then an appointment is scheduled to receive training. Training sessions can range from 30 minutes to an hour, depending on the assistive technology and the student's familiarity with the program(s). Follow-up appointments are made to check in with students and to gauge their understanding and proficiency.

Analysis and Evaluation

Taft College provides training and support for the effective use of technology resources to all faculty, staff, and students. The training occurs through College-sponsored in-service programs, through specialized training for specific departments, and through regularly offered training for individual departments on campus. Working together, the Office of Instruction, the Student Services Division, the DE, and the ITS office offer extensive professional development training opportunities, appropriate instruction, and support to all employees and students via multiple forms: workshop, online training, and one-one-one training for their effective use of technology and technology systems related to its programs, services, and institutional operations.

5.   The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Taft College has policies and procedures in place to guide faculty, students, and staff through the appropriate and safe use of a wide range of information. These policies and procedures are listed below:

- BP3720 Computer and Network Use ([III.C.5_1](#))
- BP3725 Information and Communications Technology Accessibility & Acceptable Use ([III.C.5_2](#))
- BP5145 Accessibility Standards for Electronic and Information Technology ([III.C.5_3](#))
- AP3720 Computer and Network Use Procedure – College Employees ([III.C.5_4](#))
- AP3725 Information and Communications Technology Accessibility & Acceptable Use ([III.C.5_5](#))
- AP5145 Accessibility Standards for Electronic and Information Technology ([III.C.5_6](#))
- Student Handbook – Computer and Network Use (page 18) ([III.C.5_7](#))

As described in Standard III.C.2, the College has adopted Board Policy (BP) 5145 ([III.C.5_8](#)) and Administrative Procedure (AP) 5145 ([III.C.5_9](#)) in 2016 to comply with federal guidelines for ADA and Section 508. In addition, the Taft College website has been modernized and complies with accessibility standards dictated by the ADA, the Rehabilitation Act of 1973, and W3C.

Analysis and Evaluation

The policies and procedures listed above outline the acceptable use of technology, email, employee expectations of privacy, and general security in support of the teaching and learning process, and they are annually reviewed and approved by the Board of Trustees. All the policies and procedures are published on the Taft College website.

Conclusion on Standard III.C. Technology Resources

Taft College provides appropriate and adequate information technology services, professional support, facilities, hardware, and software in support of the College operations and mission. The primary responsibility for technology infrastructure, inventory, hardware, software, and database support systems is the ITS department. In addition to the regularly scheduled technology maintenance and upgrades, through its integrated program review and evaluation of goals and objectives processes, the College identifies technology needs to allocate resources to support student learning and instruction. With the collaboration of efforts among ITS, DE, Office of Instruction, and High Tech Center, faculty, staff, students, and administrators are offered training in the use of technology. Furthermore, Board Policy 3270 and Administrative Procedure 3270 guide the safe use of technology at the campus.

Evidence List

III.C.1_1	Mission Statement – Technology Master Plan page 23
III.C.1_2	ITS department organization Chart
III.C.1_3	Student Support Email
III.C.1_4	Tech-Suport Request
III.C.1_5	IssueTrak Asset management Inventory Detail Report
III.C.1_7	Information Technology Committee Charter
III.C.1_8	Annual Program Review Goal Form
III.C.1_9	Taft College Technology Master Plan 2015-19
III.C.1_10	Taft College Technology Master Plan 2019-2024
III.C.2_1	Taft College Planning Guide
III.C.2_2	Taft College Technology Master Plan 2015-19
III.C.2_3	Taft College Technology Master Plan 2019-24
III.C.2_4	CCSSE Survey
III.C.2_5	Student Satisfaction Survey
III.C.2_6	Annual Program Review Goal Form
III.C.2_7	2019 Goal forms for raking
III.C.2_8	Cougar Tracks Committee Meeting Minutes
III.C.3_1	CCC Security Assessment Remediations
III.C.3_2	Sample Phishing Practice Email
III.C.3_3	Simulated Phishing Email follow Up
III.C.3_4	Phishing Test Results Presentation
III.C.3_5	Results of Simulated Phishing Campaign Email Notice
III.C.3_6	Sample Phishing Alter Notice
III.C.3_7	CTO Meeting Minutes
III.C.3_8	Banner Downtime Announcement TC Home Page
III.C.3_9	Banner Downtime Email Notification
III.C.3_10	Emergency Generator
III.C.3_11	BP5145 Accessibility Standards for Electronic and Information Technology
III.C.3_12	AP5145 Accessibility Standards for Electronic and Information Technology
III.C.3_13	Info. Security Standard Practices - Firewall

D.   Financial Resources

Planning

1.   **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

To ensure that Taft College has sufficient revenues to support educational improvements and innovation across the College, revenues are analyzed so that a balanced budget is developed, and the College reserve account maintains a healthy balance during both the budget development and year-end closing processes. As shown within the Budget Summary pages of the College's 2020-21 Adopted Budget, the College presented a balanced budget within all fund types of the College (III.D.1_1). After the budget is developed, the College manages the budget to ensure year to date actuals reflect the initially projected budget. For example, for the fiscal year of 2019-20, page 83 of the Annual Audited Financial Statements show a net change in the General Unrestricted fund balance of $3,906,470 (III.D.1_2). To ensure this practice is being performed annually, the College has included projected revenue assumptions within its Budget Development Calendar, which is presented to the Board of Trustees each year (III.D.1_3). During this process, revenues are analyzed using a 3-year forecasting method to ensure appropriate financial trends are taken into consideration (III.D.1_4).

The institution's resource allocation process provides a means for setting priorities for funding institutional improvements. Within the budget development process, funds are allocated in a manner that will realistically achieve the institution's stated goals for student learning. As represented within the Budget Development Calendar (III.D.1_3), the College has linked the Annual Program Review (APR) process to its resource allocation method. The Budget Committee is charged with informing the Governance Council of available resources for new positions and programs as noted within its committee charter (III.D.1_5). Through the APR process, program requests are reviewed and ranked within Governance Council and passed to the Budget Committee to identify possible funding sources for resource allocation purposes as illustrated within the March 8, 2019 Budget Committee minutes (III.D.1_6). The potential funding sources are shared with appropriate budget managers and the individual who submitted the funding request. As funds become available, requests are approved through the planning process. For example, the Dental Hygiene department requested new clinic equipment during the program review process and was ranked #9 on the 2018-2019 funding requests (III.D.1_6). After the Budget Committee notified potential funding sources of the department's need, funding for the request was identified, and line items were established in the budget for allocated resources to support this department improving its student learning programs and services. Then, the

budget manager was notified of the additional funding to begin the next steps in the purchase process (III.D.1_7).

Institutional resources are carefully managed to sustain student learning and services and to improve institutional effectiveness. Moreover, budget managers monitor budgets monthly to ensure accuracy. To support accuracy, the College utilizes the reporting software Cognos to send monthly budget reports on the 15th of each month to the budget manager, area administrator, and Superintendent/President (III.D.1_8). In addition, a longitudinal comparison of annual operating budgets or financial plans by program or department that explain significant increases or decreases in budgets is completed annually. This report occurs during the Budget Development Process when Fiscal Services provides the Budget Development Summary to the President's Cabinet to compare increases or decreases over the prior year budget for each department level (III.D.1_1). This process ensures that the institution is not only planning but also managing its financial affairs with integrity and in a manner that ensures financial stability.

Analysis and Evaluation

The College will continue its current practices of how it plans and manages its financial affairs to ensure integrity and in a manner that ensures financial stability.

2.   The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The Taft College mission statement and the Strategic Action Plan (SAP) goals are the foundations for program and budget development that encompass financial planning (III.D.2_1, III.D.2_2). The College has clearly defined guidelines and processes for financial planning and budget development through written Board Policies and Administrative Procedures (III.D.2_3, III.D.2_4, III.D.2_5). The College has a combination of processes and committees dedicated to the dissemination of information required for the overall coordination of resources to ensure a stable financial environment through a participatory governance structure. Leading the efforts of financial planning and budget development is the Budget Committee, a committee of the Governance Council (III.D.2_6). All participatory governance committees report on their accomplishments and activities that support the Strategic Action Plan at monthly Governance Council meetings (III.D.2_7).

The planning process is supported and driven by Annual Program Reviews (APRs). The APR process is one of the key elements in developing the College's budget. As stated in greater detail in Standards IB.5, IB.9 and IIA.2, programs submit APR Goal forms that include budget requests. In this process, programs submit reviews to capture progress towards goals and to identify future goals and projects intended to improve the program. The process has undergone

continuous improvements to ensure optimal transparency and consistency (III.D.2_8). The Strategic Planning Committee (SPC) oversees the strategic planning process of Annual Program Review and is comprised of representatives from the Academic Senate, the Classified unit, and Administration as defined by local policy (III.D.2_9).

Annual Program Review goals that require resources are aligned with the SAP goals that are aligned with institutional operational plans. Potential funding sources for APR goal resource requests, identified by the Budget Committee, are aligned with the Educational Master Plan, and shared with the Governance Council and the Superintendent/President. The Superintendent/President annually communicates to the campus, via the Governance Council and Fall Convocation and Welcome Back Breakfast, which resource requests have been funded. Funded goals are evaluated to ensure effectiveness through an activity conducted by the Governance Council each year (III.D.2_10, III.D.2_11, III.D.2_12, III.D.2_13).
Every three years the Strategic Action Plan is evaluated to monitor the College's effectiveness in planning. Processes are continuously improved. The measurements used in the determination of effectiveness are student success, fiscal solvency, and relevant campus critiques (III.D.2_14). At the annual fall in-service Convocation and Welcome Back Breakfast, key leadership provide an overall summary of the budget, how the College performed on goals and accomplishments, and any statewide legislation or mandates that affect the College (III.D.2_15).

Analysis and Evaluation

By coordinating strategic planning and budget planning, budget considerations are supported to align the goals and mission of the College. Full representation of the campus constituents through participation in decision-making further demonstrates the College's commitment and support of institutional planning.

Each year, the Governance Council reviews and prioritizes each department's annual program review goals and budget requests as they relate to supporting the mission and student learning. Following that review, the Governance Council lists all funding requests, in excess of the current year funding limits, for future considerations for the next fiscal year.

For the next fiscal year, the Budget Committee estimates the revenue projection, and if there are projected overages, those prioritized funding requests are further evaluated and implemented, as feasible. The Budget Committee will also evaluate any alternate sources of funding that are available for those prioritized requests and make appropriate recommendations based on their findings. These activities are shared with the Governance Council and disseminated via online minutes and agendas for the campus community.

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

Taft College has clearly defined guidelines and processes for financial planning and budget development through written Board Policies and Administrative Procedures (III.D.3_1, III.D.3_2, III.D.3_3, III.D.3_4, III.D.3_5). Budget development is an ongoing, annual process that is outlined in the Budget Development Calendar. The Budget Development Calendar is initiated in the Budget Committee, reviewed by the Governance Council, and submitted to the Board of Trustees as an informational item (III.D.3_6, III.D.3_7, III.D.3_8).Representation from faculty, administration, classified staff, and students make up the membership of the Budget Committee and Governance Council to ensure that all constituencies are included in the budget development process (III.D.3_9, III.D.3_10).

Campus-wide involvement of budget development is facilitated through the Annual Program Review (APR) process. As stated in greater detail in Standards IB.5, IB.9 and IIA.2, programs have the opportunity to submit APR Goal
forms that include budget requests. APR Goal forms are aligned with institutional plans such as the Strategic Action Plan and the Technology Master Plan. All funding sources are aligned with the Educational Master Plan (III.D.3_11, III.D.3_12).

Once goal forms are submitted, they are reviewed in the Budget Committee to identify potential funding resources. A step-by-step example of the process can be demonstrated by using the English Department:

- The English Department submitted its APR and APR Goal form for the 2018/19 cycle;
- The APR Goal was to increase success in English 1500 (III.D.3_13);
- The goal was aligned with the Strategic Action Plan (SAP) and the Guided Pathways Workplan
- Metrics to be measured were identified as the following:
  - SAP Lagging Indicator #2 – Increase Transfer Rates
  - SAP Leading Indicator #1 – Increase Course Success Rates
  - SAP Leading Indicator #2 – Increase Fall to Spring Persistence Rates
  - SAP Leading Indicator #3 – New Students Successfully Completing Transfer Level English
  - Guided Pathways #7 – Improved Basic Skills
- The Goal Form went through the Governance Council ranking process;
- The Goal was scored and ranked at number 3 on the list (III.D.3_14);
- The ranking went to the Superintendent/President for review, and the goal was funded;
- The Governance Council evaluated the impact of the allocation (III.D.3_15);

- The goal was carried forward to the 2019/20 cycle to continue the pursuit of increased success in English 1500 and is now being expanded to include English 1000, 1501, and 1600 (III.D.3_16).

Analysis and Evaluation

Financial Planning is aligned with the Annual Program Review (APR) process, which enlists participation from all constituencies on campus. The Budget Development Calendar is aligned with the Annual Program Review Calendar to ensure a timely process for budget allocation.

The College continues to refine processes for implementing new and improved ways to align the Budget Development Calendar with the Annual Program Review cycle to ensure robust participation from all constituent groups. In addition, the College continues its current practices of sharing the budget development and Annual Program Review budget allocations with the Budget Committee and the Governance Council.

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The College planning process includes conservative revenue assumptions based upon statewide budget projections. The budget is presented in multiple formats across the campus to ensure all constituency groups receive accurate information regarding fiscal budgeting. Committee structures are well diversified to ensure that all constituency groups are represented to allow for individuals to provide input and ask clarifying questions. For example, the 2019-2020 Proposed Budget was presented to the Board of Trustees during a special public board meeting on September 11, 2019 to allow for more time for interested parties to ask questions (III.D.4_1). In addition to the public Budget Workshop, the budget was presented by the Chief Financial Officer to the Budget Committee on September 18, 2019 (III.D.4_2) and to the Governance Council on October 11, 2019 (III.D.4_3). As represented within the membership requirements of the Budget Committee Charter (III.D.4_4) and the Governance Council Charter (III.D.4_5), each committee is structured differently to ensure individuals involved within institutional planning receive accurate information.

The content presented publicly, including the institution's fiscal condition, is sufficient in content and timing to support realistic institutional and financial planning. For example, as shown within the September 11, 2019 board agenda item, the College has ensured timeframes set by Section 58305 of the California Code of Regulations for public budget adoptions are met annually (III.D.4_6). This ensures that necessary constituency groups across the campus have accurate and timely budget data to work with for planning purposes.

Sound financial planning along with realistic expectation of financial resource availability are foundational elements of the institution's plans and goals. As exemplified within the March 8, 2019 Budget Committee minutes, the Committee studied the Annual Program Review (APR) Goal forms, which are resource requests, and brainstormed potential funding sources for each budget request (III.D.4_7). In addition, in an effort to link financial planning with institutional planning, the Budget Committee introduced the funding source alignment chart on May 10, 2019 to align potential funding sources with goals set by the College's Educational Master Plan (III.D.4_8).

The College has been able to coordinate institutional planning with grants and other alternative funding sources with financial planning, as represented in Guided Pathways. Within the Guided Pathways Planning Self-Assessment Tool presented to the Board of Trustees December 13, 2017, the College was awarded a share of the $150 million one-time grant funds to see the expansion of the Guided Pathways framework. The 48-page plan clearly outlines integrated planning among seven funding streams over a five-year period (III.D.4_9).

The College also reviews its past financial results as part of planning for current and future fiscal needs. As shown in the November 13, 2020 board item, the College identifies available or potential financial resources and/or funding sources that may impact the College fiscally on a quarterly basis to both the Chancellor's Office and the College's Board of Trustees through the CCFS-311-Q Quarterly Financial Status Report (III.D.4_10).

Analysis and Evaluation

Under the leadership of the Chief Financial Officer, the College maintains its current practices of sound financial planning, including realistic expectations of available financial resources, as foundational elements of the institution's plans and goals. The College's strong reserve fund balance is an indicator of realistic and transparent financial planning and decision making.

5. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

To assure the financial integrity of the institution and its responsible use of financial resources, the institution has internal control mechanisms that govern the preparation of financial documents and ensure dependable, accurate, and timely information is available for sound financial decision making. Chapter 6 of the College's Policies and Procedures, posted on the College's website, outlines board policies and administrative procedures focused on Business and Fiscal Services internal control mechanisms to ensure consistent and accurate records (III.D.5_1). For example, to control purchasing procedures, AP 6335 College Credit Cards

(III.D.5_2) outlines what is required to issue a College credit card to an employee and the internal controls governing reconciliation and monthly oversight.

On a monthly basis, Fiscal Services performs internal audits on accounts payable batches, account receivable postings, payroll issuance, and cash handling to ensure compliance with regulations that are outlined within the Contracted College Audit Manual (CDAM). Monthly Audit Debriefs reports are kept to identify trends or weaknesses if they may arise (III.D.5_3). Annually, Fiscal Services submits a program review to evaluate the effectiveness of internal controls. As represented in Section III of Fiscal Services' 2018-19 Annual Program Review (APR), the Executive Director of Fiscal Services identified four quantitative goals of areas within the department that need to be strengthened after evaluating the needs within Section II of the APR (III.D.5_4).

Evaluation instruments for assessing effectiveness and integrity of financial management practices are also used to ensure accountability so that management staff know what is expected of them and to maintain the highest integrity. Annually, administrators are assigned goals that mirror goals set for the departments they oversee. At the end of each calendar year, the status of the completion of those goals are evaluated within the normal employee evaluation process (III.D.5_5).

Furthermore, to ensure that all committee structures are functioning in the manner intended, annual committee evaluations are completed so that information is properly disseminated to constituency groups. For example, in 2020-2021, the Budget Committee completed its annual review to identify any weaknesses within the internal control structure of the committee (III.D.5_6).

To ensure that widely disseminated information is dependable and timely for sound financial decision making, information is presented regarding the budget, fiscal conditions, and financial planning throughout the College. For example, the 2020-2021 Proposed Adopted Budget was presented to the Board of Trustees during a special public board meeting on October 14, 2020 to allow for more time for interested parties to ask questions (III.D.5_7). As shown within the September 11, 2019 board agenda item, the College has ensured that the timeframes set by Section 58305 of the California Code of Regulations for public budget adoptions are met annually (III.D.5_8).

Additionally, budget reports that itemize the decisions for financing and/or allocating resources, are presented to constituent groups involved in institutional planning and management. These reports include the annual budget showing ongoing and anticipated fiscal commitments, monthly revenue and expenditure reports to the Board of Trustees, and monthly organizational budget status reports to department managers and administrators, among others. For example, when the 2018-2019 Annual Budget was presented to the Board of Trustees, the College indicated an allocation of $250,000 of one-time funding for Annual Program Review resource allocation requests (III.D.5_9). As APR requests were funded, departments were notified to begin the implementation process (III.D.5_10).

Budget information, including the fiscal condition, financial planning, and audit results, is sufficient in content and timing through various monthly, quarterly, and other reports of revenue and expenditures to support sound financial management. As demonstrated in Section 13 of the March 10, 2021 Board of Trustees' agenda, financial reports are presented to the Board for consent (III.D.5_11). These reports include monthly data of budgets versus actuals for revenue and expenditures, expenditure detail of $10,000 or greater, student organization, special accounts details, deposited funds in the county treasury, and employee travel expenses. In addition, the College identifies available and/or potential financial resources and/or funding sources that may impact the College fiscally on a quarterly basis to both the Chancellor's Office and the College's Board of Trustees through the CCFS-311-Q Quarterly Financial Status Report (III.D.5_12).

Analysis and Evaluation

The College has adequate internal controls and continually evaluates financial management practices and processes to maintain adequate internal controls.

6. **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

To ensure a high level of credibility and accuracy in all financial documents, including the budget, the College has specific policies and procedures in place that are guided by Board of Trustees (BOT) oversight and approval.

Board Policy 6200 (III.D.6_1) requires the Superintendent/President present to the BOT an annual budget prepared in accordance with Title 5 and the California Community College Budget and Accounting Manual. Among other criteria, this budget must support the College's Master and Educational plans, as well as Administrative Procedure 6200 (III.D.6_2), which requires that the Chief Fiscal Officer (CFO) develop the budget in a timely manner and connect allocation to Annual Program Reviews (APRs), which support student learning programs and services (III.D.6_3).

Throughout the year, expenditure reports outline any changes from the originally adopted budget in the form of an adjusted budget (III.D.6_4). These reports are presented to the BOT for review and approval, as needed.

Annual financial audits of all funds, books, and accounts of the College are completed to ensure budget accuracy and transparency (III.D.6_5). These audits are performed by an outside, independent agency licensed by the California State Board of Accountancy. The June 30, 2020 Annual Financial Report was issued as unmodified with no findings of questioned costs as indicated on page 76 (III.D.6_6).

Each year, departments and service areas write Annual Program Reviews (APRs) to address areas of improvement and elaborate on future goals (APR Goals). If APR Goals require financial

resources to support student learning, the department or service area must tie the goal to an Institutional Plan, and the goal must have a measurable outcome. Once submitted, APR Goals are reviewed and ranked by the Governance Council using a Prioritization Rubric to ensure that the requests align with one or more Institutional Plans, are evidence-based, and include measurable outcomes of success.

After APR Goals are ranked, requests are funded based on available resources, and future outcomes are measured to assess effectiveness (III.D.6_7). This process helps to ensure financial resources are allocated appropriately to support student learning programs and services.

Analysis and Evaluation

The credibility and accuracy of financial documents, including the budget, are addressed on a regular basis, and Annual Program Reviews (APRs) contribute to continuously evaluating how the College can best allocate resources to support student learning.

7.   Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Annually, the West Kern Community College District (WKCCD) receives an external audit to evaluate the College's overall fiscal conditions. The audit, which occurs on site, encompasses both an interim and year-end fieldwork phase. At the conclusion of all phases, the auditing firm provides an exit fieldwork summary (III.D.7_1) to the exiting team to communicate potential findings prior to the issuance of the financial statements and the independent auditor's report. This report allows the College to evaluate, respond, and develop a corrective action plan prior to the completion of the auditor's field work (III.D.7_2). The College's corrective action plan details a timeline of implementation to resolve the finding noted within the annual audit in a timely manner. The audit reports, including the auditor's finding and the College's corrective action plan, are disseminated among all constituency groups via Board of Trustees and committee meetings to ensure accountability and transparency (III.D.7_3). During the following year's audit, the audit firm will review the prior year's audit finding(s) to confirm the College has resolved each issue in its totality (III.D.7_4).

As referenced in the appropriate appendices, this process is demonstrated between the 2017-18 fiscal year's annual financial audit to the 2018-19 fiscal year's annual financial audit. During the 2017-18 fiscal year annual audit, a weakness was identified within internal controls to reduce the number of restatements made between the College's general ledger totals, Form 311, and the audited financial statements (III.D.7_3). After the weakness had been identified, the College developed a corrective action plan (III.D.7_2) and began its implementation. To ensure accountability, the objectives were communicated and assigned to key individuals to implement the plan during the course of the next fiscal year, as shown in the Management/Confidential Employee Goal Form of the Executive Director, Fiscal Services (III.D.7_5). During the next auditing period, the previous year's audit findings were evaluated to ensure resolution. As demonstrated in the 2018-19 Annual Audit report (III.D.7_4), the 2017-18 audit finding was

implemented. Currently, the College does not have any active audit findings, and prior to the 2017-18 audit finding, the College had not had an audit finding for the past four years.

Analysis and Evaluation

The external audit is performed based on acceptable accounting standards. The Contracted District Audit Manual (CDAM), which is generated by the Chancellor's Office, includes specific review processes and includes all funds and programs. All findings are reviewed with the department(s) that are responsible and have authority in managing those areas, and an action plan is immediately implemented to address the issues.

8.   The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Internal controls are regularly evaluated by Fiscal Services in order to ensure validity and effectiveness. Board Policies (BPs) 6200, 6250, 6330 along with Administrative Procedures (APs) 6200 and 6250, have been established so that processes ensure compliance with state laws and regulations, integrity of financial statements, and efficiency in fiscal operations (III.D.8_1, III.D.8_2, III.D.8_3, III.D.8_4, III.D.8_5). Based on the assessment of internal controls, Fiscal Services submits Annual Program Review (APR) documentation or annual goals when additional needs are identified that can assist with any possible system automation and process improvements that can be used to further the effectiveness of internal controls. Fiscal Services may also determine whether new procedures should be implemented to provide additional internal controls (III.D.8_6, III.D.8_7). When reviewing internal controls for cash handling in May 2019, it was discovered that cash custodial forms were needed and that random internal audits should be conducted more frequently than at the end of the fiscal year. After the assessment, cash custodial forms were created showing the amount of petty cash in each area. The forms were then distributed to each department and signed by the responsible party for the funds within that department. The process of random internal audits of petty cash was also established by Fiscal Services in which one staff member reconciles the petty cash by using a reconciliation form created by Fiscal Services. This reconciliation form is then signed by the person responsible for the petty cash and a Fiscal Services representative conducting the internal audit (III.D.8_8).

In addition to the internal review of financial and internal controls, external auditors also provide an assessment during the annual audit. Based on the audit, if any findings are present, the Fiscal Services staff quickly work to correct any findings in order to guarantee the effectiveness of internal controls and the reliability of the financial statements, while continuing to ensure the proper separation of duties and the integrity of management practices. For example, a finding was documented in the 2017-2018 audit; however, Fiscal Services added a goal to continue to develop stronger written procedures/processes within the department (III.D.8_7). This goal included providing checklists for year-end close to ensure that there were no deficiencies in the

year-end process (III.D.8_9). As a result, there were no audit findings during the 2018-2019 or 2019-2020 audits (III.D.8_10, III.D.8_11).

Analysis and Evaluation

Taft College meets this standard. Internal controls are in place and are reviewed regularly for validity and effectiveness. The assessment of internal controls is used to further develop process improvements. The review of internal controls from the 2018-2019 and 2019-2020 audits resulted in unqualified opinions from the auditors with no findings of gaps in internal controls (III.D.8_10, III.D.8_11).

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

The College has maintained a strong unrestricted reserve balance for many years. Over the last three years, there was an unrestricted reserve balance of 35% for fiscal year 17/18, 29% for fiscal year 18/19, and 42% for fiscal year 19/20. This reserve balance is well above the stated minimum goal of the Board of Trustees of 12%, and of the State mandated reserve of 5%. This has allowed the College to manage cash flow demands without the need for any short-term borrowing. The College participates in the statewide association Statewide Association of Community Colleges (SWACC) Joint Powers Authority (JPA) for appropriate insurance coverage. The Chief Financial Officer represents the College as a board member of SWACC (III.D.9_1) and regularly reviews risks and coverage with the managing and consulting group, Keenan & Associates (III.D.9_2). This review includes periodic in-depth assessment of all property and potential risks (III.D.9_3, III.D.9_4).

Additional evidence of the stability of cash flow and reserve is seen in the Taft College Budget of 2019-2020 and in the Futuris Annual Statement 2020 (III.D.9_5, III.D.9_6). The Taft College annual financial audit also confirms the stability of cash flow and reserve. The support strategies and contingency plans are embodied in the Business and Finance section of Board Policy, including the board policy for budget preparation, budget management, fiscal management, debt issuance and management, investments, public debt obligations, purchasing, credit cards, bids and contracts, foundation and fundraising, financial audits, insurance, disposal of property, capital construction, and change orders for capital construction (III.D.9_7). Evidence is also provided in the Board of Trustees Procedures for Business and Fiscal Services. These policies and procedures provide the structural guidelines that insure stability. Moreover, the Board Goals 2020 statement specifically emphasizes the Board's Fiduciary Role: College Sustainability, and includes the following:

- Continue to expect long-range financial planning that addresses debt obligations (i.e. OPEB), reserves, and financial needs; provide direction as needed.

- Expect a system of internal controls to be developed to monitor program compliance.

- Monitor the impact of the new funding formula from the state.

The active board oversight and awareness of current issues is evidence of our support strategies at work (III.D.9_8).

Analysis and Evaluation

The College meets the standard. The institution's level of unrestricted reserves is adequate to meet financial obligations and potential unforeseen emergencies.

10. **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard

The institution has established effective internal controls through its organizational structure and separation of duties to ensure it practices effective oversight of its finances. Budget managers continually monitor allocations, revenues, and expenditures from all internal and external funding sources. The appropriate budget manager, via electronic approval queues within the College's Enterprise Resource Planning (ERP) system, Banner, approves all expenditures. As shown within the Purchase Order Authority Master List (III.D.10_1) and Purchase Order Authority Queue Descriptions (III.D.10_2) charts, purchase order requests route electronically through an approval hierarchy to ensure all compliance measures are reviewed. On a monthly basis, financial reports are distributed electronically through Cognos, a reporting software (III.D.10_3), to budget managers and area administrators to review assigned budget activity for accuracy. Budget managers also have access to review their area budgets at any time through the College's ERP system.

Within Fiscal Services, prior to payment being rendered to a vendor, internal and external audits are performed to ensure the integrity of the transaction. The Accounts Payable Technician reviews each invoice to ensure prior approval was received, a valid contract is on file, the expenditure aligns with the funding source requirements, and the budget accounting aligns with the Budget Accounting Manual (BAM) before entering the payment request into Banner. Warrant requests are entered into batches (III.D.10_4), and the Executive Director of Fiscal Services and the Chief Financial Officer review the batches prior to their submittal to the Kern County Superintendent of Schools for the final external audit review and issuance of warrants. All warrants issued are submitted to the Board of Trustees on a monthly basis for review (III.D.10_5).

To ensure the institution demonstrates compliance with Federal Title IV regulations and requirements for managing federal financial aid, prior to payments being issued, both the Financial Aid and Fiscal Services departments review all student aid disbursed. The Financial Aid Technician requests disbursement of financial aid funds to students after an internal compliance review is performed to ensure the student is eligible for the aid being disbursed. After the students' disbursement requests are batched out, the Director of Financial Aid reviews the disbursement batch requests and forwards the request to the Cashier's Office to disburse the refund batch (III.D.10_6). After entering the refund batch, the Director of Financial Aid draws down funding from the Department of Education's grant award management website, G5, and initiates the wire request (III.D.10_7). Next, the request is forwarded to Fiscal Services to review and approve the wire (III.D.10_8) to the College's third-party processor, Bank Mobile, who transmits the funds to the appropriate students (III.D.10_9).

Similarly, the Taft College Foundation has processes in place to ensure effective internal control of its funds. Internal processes have been established with designated purchasing limits, and financial oversight is provided by the Foundation Executive Director, the College's Superintendent/President, the Foundation Board Executive Committee, and the Foundation Board of Directors (III.D.10_10). As stated in the Foundation Expenditure policy, all requests of expenditures of designated funds must be submitted for review and approval. Prior to issuing a warrant, the Taft College Foundation Request for Funds/Disbursement form must be completed with appropriate signatures attached. If the expenditure is greater than $5,000, a copy of the Foundation Board of Directors' minutes must be included showing that the expenditure has been approved by the Board of Directors. This process is illustrated as shown in the processing of warrant # 6251 (III.D.10_11) for the purchase of new softball uniforms.. This disbursement request is initiated when the Taft College Foundation Request for Funds/Disbursement form (III.D.10_12) is submitted to Fiscal Services for payment. Then the request is audited to confirm the appropriate parties outlined in the Taft College Expenditure Policy authorized the invoice attached to the disbursement request. In this example, the calculation of the salary, which is reimbursable, is outlined within the Master Agreement between the Taft College Foundation and West Kern Community College District (III.D.10_13), which was approved by the West Kern Community College District Board of Trustees on September 11, 2019 (III.D.10_14). Moreover, proper internal controls regarding warrant issuing ensures that the institution practices effective oversight of its finances.

The College provides oversight on an annual basis by contracting with an external auditing firm to ensure compliance is maintained within all programs. As noted within the findings outcome section of the 2019-2020 College Audit, the auditing firm CWDL, Certified Public Accountants, performed tests on the College's compliance with laws, regulations, contracts, and grant agreements. The results of their tests indicated no instances of noncompliance or other matters required to be reported under Government Auditing Standards. (III.D.10_15).

In addition, the institution ensures that it assesses the management of financial resources systematically and effectively and uses the results of the evaluation as the basis for improvement. Within the fiscal year of 2019-2020, the Board of Trustees approved the contract for the College to work with the National Association of Student Financial Aid Administrators (NASFAA) Standards of Excellence to perform a peer review of its federal programs (III.D.10_16).

The College approved this contract to ensure it maintains compliance with federal regulations concerning the administration of student financial aid. This peer review is a confidential three-day examination of all operational aspects of financial aid and other offices involved in the delivery of federal financial aid, including the Bursar (Cashier), Admissions, Registrar, and other departments. The review includes, but is not limited to the following:

- Review institutional operations,
- Examine systems, automation and technology utilization,
- Evaluate human resources, facilities and customer service,
- Conduct in-depth interviews with key staff / administrators, and
- Examine randomly selected student files for Title IV compliance.

The College plans to use the results of the evaluation for the improvement of the Title IV aid administration.

Analysis and Evaluation

All grants, financial aid, and other externally funded programs are managed and reviewed to ensure the College meets compliance standards and conducts effective financial management.

Liabilities

11. **The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

Evidence of Meeting the Standard

The institution continually assesses and adjusts its capital structure and cash management strategies to ensure both short-term and long-term financial solvency. The College maintains board policies and procedures for both the short-term and long-range management of the institution's cash and capital structure. AP 6307 Debt Issuance and Management (III.D.11_1) outlines authorized purposes for the issuance of debt, types of debt, structure of debt issuance and internal controls to ensure that the proceeds of any debt issuance are directed to the intended use. As indicated in the latest public credit rating reports performed by S&P Global, the College was affirmed its 'A+' long-term rating in accordance with the West Kern Community College District (WKCCD), California's series 2019 refunded General Obligation (GO) bonds (III.D.11_2) and its 'A' long-term rating in the West Kern Community College District (WKCCD), California's series 2020 Certificates of Participation (COPs) (III.D.11_3). The outlook of all ratings of long-term debt is stable.

The institution has plans for payments of long-term liabilities and obligations, including health benefits, insurance costs, building maintenance costs, and other obligations. This information is used in short-term or annual budget and other fiscal planning. For example, when performing the monthly reconciling of cash (III.D.11_4), Fiscal Services analyzes the Statement of Cash Flows (III.D.11_5) within the annual financial audits to ensure that cashflow trends are consistent with prior years.

When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. As represented in the 2019-2020 Schedule of Contributions for Other Post-Employment Benefits (OPEB) and pensions from the Annual Financial Audit (III.D.11_6), the College regularly allocates resources for liability obligations to reduce its exposure, long-term. In addition, the institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations through its annual Adopted Budget. As displayed on page 98 of the 2020-2021 Adopted Budget presented to the Board of Trustees October 14, 2020 (III.D.11_7), the College has allocated $1.54 million in the General Fund resources to satisfy long-term debt obligations. All long-term debt obligations are disclosed in their entirety within the audited financial statements annually. For example, the 2019-2020 Annual Financial Audit (III.D.11_8) presented to the Board of Trustees outlines the types of debt and projects the long-term obligations of the College.

In addition, the College maintains transparency of obligations for future total employee compensation expenditures, including employment agreements, collective bargaining agreements, management contracts, and any buy-out provisions through reporting methods. As shown in the February 14, 2018 Board of Trustees agenda item, contract negotiations that might impact the College fiscally are reported to both the Chancellor's Office and the College's Board of Trustees through the CCFS-311-Q Quarterly Financial Status Report (III.D.11_9). Annually, the proportionate share of the net pension liability for employees of the College is disclosed within the annual audited financial statements. For example, on page 54 of the 2018-2019 Annual Financial Audit, the College's net position for CalSTRS and CalPERS was disclosed within the Schedule of Proportionate Share of the Net Pension Liability (III.D.11_10).

Analysis and Evaluation

The College meets this standard for implementing new and improved ways to ensure that the level of financial resources it provides is a reasonable expectation of both short-term and long-term financial solvency. The College continues current practices to clearly identify, plan, and allocate resources for the payment of liabilities and future obligations.

12. **The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

Evidence of Meeting the Standard

The College has contracted with Total Compensation Systems, Inc. for many years to provide an actuarial study as required under GASB 74/75. Currently the actuarial study is fully performed every two years with an update completed in the off year. The plan is current, and the College has fully funded it on a yearly basis by incorporating the expense in the annual budget. (III.D.12_1, III.D.12_2, III.D.12_3). Furthermore, the 2019-2020 Annual Audit provides documentation of OPEB, pension, and compensated absences per bargaining agreements (III.D.12_4, III.D.12_5, III.D.12_6). Finally, the College contributes to the PERS and STRS employer rates that are required, and each year, it updates future costs for long-term planning as indicated on page 48 of the 311A (III.D.12_7).

Analysis and Evaluation

The College regularly reviews liabilities and future obligations and has funded its OPEB obligation in an irrevocable trust based upon the Annual Required Contribution (III.D.12_8).

13. **On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

Evidence of Meeting the Standard

The College currently has a $39.8 million General Obligation (GO) Bond that was approved by voters through Measure A in March of 2004 (III.D.13_1). The bonds were issued in three series – Series 2004A, Series 2006B, and Series 2007C. A Citizen's Oversight Committee was established to satisfy Education Code Section 15278 (III.D.13_2, III.D.13_3). A public meeting is held each quarter in order to report to the public on the expenditure of the bond proceeds. Prior to the quarterly meeting, the Fiscal Services staff meets with the contracted architect in order to review the pending and completed projects associated with Measure A. This analysis reviews the total Measure A funds, the list of all completed projects by costs, and any pending projects with the available balance of Measure A funds (III.D.13_4). This Committee also ensures that bond revenues are used to acquire, construct, and modernize College facilities. The Citizen's Oversight Committee reports annually to the Board of Trustees (III.D.13_5). In addition to the Citizen's Oversight Committee, the Measure A bonds are also audited by an external auditor. The audit from the 2018-2019 fiscal year yielded no findings in the financial or performance audits (III.D.13_6, III.D.13_7).

Taft College has two outstanding Certificates of Participation (COPs) – one issued in 2008 and one issued in 2019. During each budget development period, the amount of any principal balances due plus any accrued interest payable are budgeted to ensure that the necessary payments can be made (III.D.13_8, III.D.13_9). Detailed information can also be found in the College's audited financial statements.

Debt servicing schedules and obligations are known costs and are built into the budget development process prior to submitting the tentative budget to the Board of Trustees for approval. Due to the College's fiscally conservative annual and long-range financial planning

processes, the College has been able to consistently meet repayment of debt instrument obligations.

Analysis and Evaluation

The College assesses and allocates resources as necessary in order to ensure the repayment of any locally incurred debt instruments.

14. **All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

Evidence of Meeting the Standard

The College has established a Citizen's Oversight Committee for Measure A funds and holds a public meeting each quarter to report on bond expenditures. The Citizens Oversight Committee ensures that all bond revenues are used for their intended purpose, which is to acquire, construct, and modernize College facilities (III.D.14_1). In addition to the Citizen's Oversight Committee review, the Measure A funds also undergo an external financial and performance audit, which yielded no findings for the fiscal year of 2018-2019 (III.D.14_2, III.D.14_3).

Auxiliary activities support College programs and services and are maintained separately. These activities adhere to the same rules and policies as College funds. For example, the Bookstore fiscal activities are overseen by the bookstore manager under the oversight of the College's Chief Fiscal Officer. BP6900 and AP6900 outline the process for the fiscal operations and responsibilities of the Bookstore (III.D.14_4, III.D.14_5). In addition to the bookstore operations, student activity and club funds are kept separate from General Fund and processed through the Associated Student Organization fund.

The College is supported by the Taft College Foundation, which is a stand-alone non-profit organization that focuses on fundraising efforts to provide scholarships and general support for the College. Although the Foundation has its own independent board, it adheres to the same Policies and Procedures used by the fiscal operations of the College, and thus, operates under the same oversight of College officials (III.D.14_6, III.D.14_7, III.D.14_8). The Foundation is also audited annually by the College's independent auditors which resulted in no findings for 2018-2019, similar to previous years (III.D.14_9).

Grant request processes are outlined in BP3280 and AP3280 (III.D.14_10, III.D.14_11). These procedures ensure that any grant proposal supports the College's mission and identifies any potential College match requirements in addition to any restrictions of the grant. The same rules of review and approvals apply to grants and restricted funds as College funds.

Fiscal expenditures undergo a compliance review at the time of the creation of the purchase order or prior to any order paid with a College credit card to ensure that the expenditures are

consistent with the College's accounting requirements and board policies governing expenditures. All expenditures are approved by the appropriate budget manager and vice president of the appropriate area. Fiscal Services maintains the Purchase Order (PO) authority master listing (III.D.14_12).

Year-end procedures include a final review of auxiliary and restricted funds to ensure that revenues and expenditures have been recorded accurately in the financial statements (III.D.14_13). These funds were also part of the external audit and yielded no findings on compliance for fiscal year 2018-2019 (III.D.14_14, III.D.14_15, III.D.14_16, III.D.14_17, III.D.14_18).

Analysis and Evaluation

The financial operations of Taft College undergo a continuous review to ensure that funding complies and adheres to the College's policies and procedures. This includes funds relating to the Foundation operations, auxiliary funds, and/or other restricted funds. The current review process ensures that the expenditures are made within the regulations and restrictions of the specific funding source. Compliance for funded programs is reviewed by the external auditors in accordance with the Contracted College Audit Manual (CDAM).

15. **The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

Evidence of Meeting the Standard

In fiscal year of 2019-2020, the West Kern Community College District (WKCCD) was approved to participate in the Federal Student Financial Aid Direct Loan Program (III.D.15_1). Prior to 2019-2020, Taft College did not participate in a student loan program.

The U.S. Department of Education releases official cohort default rates once a year. The FY 2016 official cohort default rates were delivered to both domestic and foreign schools on September 23, 2019, electronically via the Electronic Cohort Default Rate (eCDR) process. According to the data released, the average borrower's default rate within the state of California in FY 2016 was 8.7% (III.D.15_2). Due to the College only beginning to offer federal direct student loans within FY 2020, according to the Official Cohort Default Rate Search for Postsecondary Schools' database on the U.S. Department of Education's website, the College did not have a three-year borrower's default rate (0%) within FY 2016 (III.D.15_3).

Student loan default rates, revenues and related matters are monitored and assessed to ensure compliance with federal regulations. The Director of Financial Aid closely monitors and manages campus-based federal funds, such as Federal Work Study (FWS) and Federal Supplemental Educational Opportunity Grant (FSEOG), to ensure the funds are disbursed to eligible students. Additionally, on an annual basis, the College contracts with an external auditing firm to ensure compliance is maintained. As noted within the federal findings outcome

section of the 2018-2019 College Audit performed by CWDL, CPA, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2019 (III.D.15_4).

Analysis and Evaluation

The College has successfully monitored and managed student loan default rates through various strategies, including proactive communication and education with students.

Contractual Agreements

16. **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

Evidence of Meeting the Standard

All agreements that the College considers are reviewed by College administrators. This review determines the appropriateness of the agreement and determines whether the agreement is consistent with the mission and goals of the institution.
Board Policy 6340 stipulates that contracts are not enforceable obligations until they are ratified by the Board, and this policy also requires that any contracts that exceed amounts specified in Public Contract Code section 20651 shall require prior approval by the Board (III.D.16_1, III.D.16_2). The College has control over the contracts it enters and default termination rights can be exercised, as needed (III.D.16_3).
Procedurally, the Chief Financial Officer is responsible for ensuring the bids for any contract are sufficiently broad to encourage and promote open competition and bidding, and additional bids are required as the potential monetary value of the contract increases (III.D.16_2). Bid and contract forms are prepared and maintained by the office of Administrative Services.
Ultimately, the Superintendent/President and the Board of Trustees have final review to ensure contracts are consistent with the mission and goals of the College.

Analysis and Evaluation

A collegial, transparent process ensures that contracts are meeting the needs of the institution and advancing the mission of the College. Contracts are initiated, reviewed, and executed in accordance with existing board policy and administrative procedures, and contracts are not enforceable obligations until they are approved or ratified by the Board of Trustees.

Conclusions on Standard III.D. Financial Resources

The College is fiscally responsible and stable as evidenced by the strong reserve fund balance, positive annual audit reports, strong internal controls, and realistic financial planning. These

positive attributes are maintained through a transparent and collaborative budget development process that includes strong Annual Program Review and master planning processes to ensure sound short and long-term planning and alignment with the College's mission and goals for student learning. The District's long-range liabilities are satisfied by long-term planning through consultation with financial experts for actuarial services related to OPEB liabilities, GO Bonds, and Certificates of Participation. Furthermore, those long-range liabilities are identified in the annual budget and funded each fiscal year.

Evidence List

III.D.1_1	2020-2021 Adopted Budget – Budget Summary
III.D.1_2	2019-2020 Annual Audit – Statement of Revenue, Expenditures and Change in Fund Balances
III.D.1_3	Board Item: WKCCD Budget Development Calendar for Fiscal year 2019-2020
III.D.1_4	3-year FCMAT Calculator
III.D.1_5	Budget Committee Charter
III.D.1_6	Budget Committee Minutes – 3/8/19
III.D.1_7	Program Review Funding Allocation Notification Email
III.D.1_8	Cognos Monthly Budget Report
III.D.2_1	Strategic Action Plan – pg. 1
III.D.2_2	Strategic Action Plan – pg. 16
III.D.2_3	BP6250
III.D.2_4	AP6250
III.D.2_5	BP6300
III.D.2_6	Budget Committee Charter
III.D.2_7	Governance Council Minutes – March 13, 2020
III.D.2_8	Annual Program Review How to Guide – pg. 1
III.D.2_9	Strategic Planning Committee Charter
III.D.2_10	Strategic Action Plan – pg. 16
III.D.2_11	2018-19 Funding Source Alignment with Educational Master Plan
III.D.2_12	Governance Council Minutes – November 1, 2019
III.D.2_13	Evaluating the Impact of APR 2019-20
III.D.2_14	Strategic Planning Committee Minutes – September 15, 2017
III.D.2_15	Convocation and Welcome Back Breakfast
III.D.3_1	BP6200
III.D.3_2	AP6200
III.D.3_3	BP6250
III.D.3_4	AP6250
III.D.3_5	BP6300
III.D.3_6	Budget Development Calendar
III.D.3_7	Governance Council Minutes – October 11, 2019, page 1
III.D.3_8	Board of Trustees Minutes – November 13, 2019, page 3
III.D.3_9	Budget Committee Charter
III.D.3_10	Governance Council Charter
III.D.3_11	Budget Committee Minutes – March 8, 2019
III.D.3_12	2018-19 Funding Source Alignment with Educational Master Plan

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.   Decision-Making Roles and Processes

1.   Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Taft College has an organized participatory governance structure that encourages administrators, faculty, staff, and students to actively share in planning and decision-making as communicated within the Governance Guide (IV.A.1_1, IV.A.1_2). Further explanation of the institutional decision-making process is also found in the Governance Guide to inform stakeholders of the necessary consideration each request will face as a decision is collectively determined (IV.A.1_3). Requests are formally documented with specific analytics of planning goals as they relate to approved institutional plans (IV.A.1_4). Requests are evaluated and collectively recommended by multiple committees/bodies (IV.A.1_5). Documenting and tracking institutional improvements assist in further assessment of individual program improvements (IV.A.1_6) (IV.A.1_7).

Analysis and Evaluation

Taft College has a clear participatory governance hierarchy that is communicated in the Governance Guide and further explained within the Guide through committee rosters so that individuals may see the representatives on committees/bodies who have a role in the decision-making processes (IV.A.1_1, IV.A.1_2). Once the committees are formed, requests can be brought forward in an organized procedure that allows for evaluation at each branch within the hierarchy, ultimately going before the Board of Trustees as a valued recommendation for action (IV.A.1_3). Requests are formalized on forms that link these requests to institutional goal(s) and require information that can be recorded and measured to determine improvement of the institutional programs (IV.A.1_4). Requests are routed, as appropriate, to committees/bodies for recommendation or prioritization (IV.A.1_5). Administration refers to these prioritized

recommendations to cross reference resources in an effort to make the most effective choices to positively impact the College overall. Once a request is approved and put into action, documentation is kept to analyze the cost and benefit of the program/procedure once in use at the College (IV.A.1_6) (IV.A.1_7).

2. **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

Taft College has a clear Board Policy and Administrative Procedure to outline participation in the decision-making processes for administrators, faculty, staff, and students (IV.A.2_1) (IV.A.2_2). College stakeholders can find specific steps for participation in the Governance Guide (IV.A.2_3). Student participation is included in matters in which students have a direct and reasonable interest, such as program and curriculum development (IV.A.2_4) (IV.A.2_5) (IV.A.2_6). Student involvement is demonstrated and defined annually for inclusion in the District Board of Trustee membership (IV.A.2_7, IV.A.2_8). Student participation is encouraged in broad decision-making processes at the College (IV.A.2_9).

Analysis and Evaluation

The College has clearly established a policy authorizing participation for administration, faculty, staff and students (IV.A.2_1). The College further elaborates how each group can bring forward, review, and participate in policy, planning, and committees (IV.A.2_2). This procedure delineates focus areas for each stakeholder group, as recognized by law, and outlines the appropriate steps for each group to take in the participation process. The College provides a transparent step-by-step process to show how a request can be made and how the process includes all appropriate stakeholders' considerations as a request makes its way to Board recommendation for implementation (IV.A.2_3).

Student participation in matters in which they have a direct or reasonable interest is encouraged by the College and can be found in formal and informal documentation. Such participation is visible through student inclusion in program and curriculum development by naming a student representative to the Curriculum and General Education Committee (IV.A.2_4) (IV.A.2_6). The Curriculum and General Education Committee reviews and recommends new and modified curriculum to the Board of Trustees for approval and submission to the California Community College Chancellor's Office (CCCCO), with the participation of administrators, faculty, staff, and students.

Further student participation in local decision-making processes is visible through a designated student's participation on the Board of Trustees (BOT) as a non-voting member (IV.A.2_1). The policy further shows that students will be afforded the same pertinent information as shared with

the BOT, withholding only closed session materials. Each year, the College adopts rules and regulations for the Student Trustee to maintain the active participation of students in District policies and planning (IV.A.2_8). The College accepts and participates with students in a manner that encourages students to become educated and to be heard in appropriate College matters. One such example is the Associated Student Organization (ASO) hosted event where administration was asked to share information and to answer questions from the student population (IV.A.2_9).

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Taft College has a well-defined institutional governance process. The roles for employee groups and students are delineated in Board Policy 2510 Participation in Local Decision-Making (IV.A.3_1). Also, Administrative Policy 2510 (IV.A.3_2) describes how representatives from each constituency group are to interact through the established College committees and Governance Council structure. Governance Council provides the framework for bringing these groups together to review institutional issues and priorities (IV.A.3_3, IV.A.3_4).

Analysis and Evaluation
Governance Council, the participatory governance structure, meets approximately once a month to discuss issues pertaining to governance of the College. The council's membership is represented by staff, administrators, faculty members, and students who come together to talk about a shared vision, mission, and long-term goals for the entire institution. The Governance Council has instituted guidelines and procedures, so that the work of the College can be done efficiently (IV.A.3_4). Members of the Governance Council are sent the agenda ahead of each meeting (IV.A.3_5), stating each item that is going to be discussed during the upcoming meeting. Afterward, the meeting minutes are distributed to all the members (IV.A.3_6) to ensure the Governance Council's transparency in adhering to the institution's vision through the participatory governance process.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
The curriculum approval process at Taft College is established to ensure high quality, relevant, current, transferable (if applicable), and regularly evaluated curriculum by relying primarily upon the input of faculty. Faculty in each discipline create, modify, and review curriculum, including courses and programs. Division Chairs (who are faculty) ensure curriculum development procedures are followed regarding program review, including division discussions of need and division budget, and consideration of advisory committee recommendations, when appropriate.

As prescribed by California regulations, curriculum, educational program development, and policies regarding student preparation and success must include collegial consultation between administrators and faculty. Taft College's BP2510:Participation in Local Decision Making (IV.A.4_1) honors these regulations by primarily relying upon faculty, through the Academic Senate, for decisions and policy regarding these three matters. The curriculum recommendation process is handled through the Curriculum and General Education Committee, a subcommittee of the Academic Senate. This subcommittee is comprised of a majority of faculty representing the academic divisions and support services, appropriate academic administrators, such as the Vice President of Instruction (co-chair of the subcommittee) and a student representative (IV.A.4_2). The Curriculum and General Education Committee reports decisions and makes policy recommendations to the Academic Senate. Changes to curriculum and programs are submitted to the Board of Trustees (BOT) for approval (IV.A.4_3, IV.A.4_4, IV.A.4_5).

Analysis and Evaluation

Faculty and academic administrators at Taft College work within established policies, procedures, and well-defined structures to make recommendations about curriculum as well as student learning programs and services.

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Board Policy 2510: Participation in Local Decision-Making states:

> The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action . . .

BP2510 indicates that faculty, staff, and students should participate in the decision-making process, and the Governance Council provides the vehicle for all segments of the institution to come together to discuss issues of relevance to the College and the students (IV.A.5_1) (IV.A.5_2). Governance Council committees have representation from faculty, staff, and students, allowing for the contribution and expression of various views and perspectives. Committees are chaired by content experts. For example, the Information Technology Committee is chaired by the Vice President of Information and Institutional Effectiveness, and the Budget Committee is chaired by the Executive Vice President of Administrative Services (IV.A.5_3). Academic Senate committees are chaired or co-chaired by faculty members.

To ensure timely action on plans, policies and curricular changes, policies are reviewed continuously. For instance, curriculum is developed and approved regularly by the Curriculum and General Education Committee and brought to the Board of Trustees for review and approval

as needed. College plans are approved for recommendation through the Governance Council and then reviewed and approved by the BOT (IV.A.5_4, IV.A.5_5).

Analysis and Evaluation
Through the system of board and institutional governance, Taft College ensures consideration of relevant perspectives and decision-making that are aligned with the expertise and responsibility of various groups, thus ensuring timely action on College plans, policies, curricular change, and other considerations.

6. **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

Evidence of Meeting the Standard

The processes for decision-making at Taft College are documented in Board Policy 2510 and Administrative Procedure 2510: Participation in Local Decision-Making (IV.A.6_1, IV.A.6_2). Both BP and AP2510 allow for all constituency groups to participate in decision-making that aligns with their respective responsibility and expertise.

Taft College documents its decision-making in various ways that are distributed electronically to all campus constituencies and/or made available on the College website. Governance Council minutes are available on the website. Governance Council members are responsible for taking back all information from the meetings to discuss with their constituents and bringing forward any issues from their respective departments (IV.A.6_3). Additionally, the Superintendent/President (S/P) sends out Board Briefs after every board meeting that summarizes the action taken at the meetings, as well as a monthly campus newsletter (IV.A.6_4, IV.A.6_5). The Academic Senate communicates its meeting minutes, including approval of curriculum and curricular processes, via campus wide emails and on the College website (IV.A.6_6). The Academic Senate is a senate-of-the-whole, so information is transmitted easily to all faculty members. Classified staff representatives from Governance Council take information back to their respective departments for dissemination. The student representatives report back to the Associated Student Organization on actions of interest. Additionally, the student trustee member also reports pertinent decisions back to the student group from board meetings.

Analysis and Evaluation

The processes for decision-making at Taft College, and the resulting decisions, are both documented and communicated across the College.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

At Taft College, roles are evaluated through an annual review of committees, according to the Governance Guide. During the fall semester, committees of the Governance Council review their charters and purpose and make realignments (IV.A.7_1, IV.A.7_2, IV.A.7_3, IV.A_4). At the end of the academic year, these committees do a self-evaluation to assess whether they have reached their goals. Committees and the Governance Council minutes are posted on the College website after approval, and constituents of the committees and Governance Council take the information from the meetings to their respective constituencies.

Analysis and Evaluation

Taft College's leadership roles, as well as governance and decision-making policies, procedures, and processes are regularly evaluated to ensure integrity and effectiveness. Taft College widely communicates the results of these evaluations and uses them as the basis for improvement.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The College has well defined leadership roles, decision-making policies and procedures and decision processes. All are communicated widely and regularly and are evaluated to improve the overall decision process.

Evidence List

IV.A.1_1	Governance Guide Governance Structure
IV.A.1_2	Governance Guide Committee Rosters
IV.A.1_3	Governance Guide Decision Making Process
IV.A.1_4	Annual Program Review Goal and Outcome form – Physical Science
IV.A.1_5	GC 2017-18 APR Goal Prioritization
IV.A.1_6	2017-18 Program Review Funded Items List
IV.A.1_7	2019-20 Program Review Funded Items List
IV.A.2_1	BP2510 Participation in Local Decision-Making
IV.A.2_2	AP2510 Participation in Local Decision-Making
IV.A.2_3	Governance Guide Decision Making Process
IV.A.2_4	AP4020 Program and Curriculum Development
IV.A.2_5	BOT Agenda Item – Program Revision 1/15/20
IV.A.2_6	Governance Guide – Academic Senate – Curriculum Committee Roster
IV.A.2_7	BP2015 Student Member(s)
IV.A.2_8	BOT Agenda Item – Student Trustee – 5/13/20
IV.A.2_9	Pizza with Administrators Flyer
IV.A.3_1	BP2510 Participation in Local Decision-Making

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Taft College Board of Trustees under Board Policy 2430 selects and evaluates the Superintendent/President who is the CEO. The Superintendent/President (S/P) position description outlines the necessary duties and skills of the position (IV.B.1_2), and the authority to carry out those duties are delegated in BP2430 (IV.B.1_1). The S/P is co-chair of the Governance Council (GC) and is therefore responsible for planning, organizing, budgeting and assessing institutional effectiveness (IV.B.1_3). Additionally, she recommends all hires to the BOT and actively participates in the hiring and onboarding process (IV.B.1_4). The staff Career Enrichment Committee is an operational committee of the College and is under the leadership of the Superintendent/President.

Analysis and Evaluation
Taft College has a well-established formal structure and process for monitoring the effectiveness of the teaching/learning environment designated by the Governance Council, comprised of representatives from all faculty divisions and employee areas (IV.B.1_3). The Superintendent/President, as co-chair, assures collegial dialogue regarding assessment, planning, and evaluating institutional effectiveness. The Governance Council's Charter, Governance Guide, and minutes demonstrate that the College is focused on the established policies and mission.

The Program Review process, overseen by the Governance Council, allows areas of the College to evaluate needs, document those needs with data, and then submit a form for review and evaluation. Annually, the GC reviews all the Program Review requests (IV.B.1_5) and prioritizes them by how well the request fits the goals (IV.B.1_6) (IV.B.1_7). Next the Superintendent/President allocates money for the priority list as it is available. This process ensures that the items that best advance the completion of the Strategic Action Plan goals based upon the data provided are those that are funded (IV.B.1_13).

The Superintendent/President reports to the College at the annual fall Convocation and Welcome Back Breakfast on the progress of program review funding and Strategic Action Plan progress (IV.B.1_8). Additionally, she holds meetings with the public to report on goal accomplishment and impact to the community that the College serves (IV.B.1_9). Goal progress is regularly reported to the BOT (IV.B.1_10, IV.B.1_11, IV.B.1_12).

2. **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

The Superintendent/President plans and oversees the administrative structure through the President's Cabinet established to review day-to-day activities and needs of the institution. Most members of the Cabinet are also members of Governance Council (GC), so any needs that are forwarded to GC are also brought to Cabinet for review and implementation. The S/P chairs or co-chairs both groups so that information is forwarded from a variety of areas and methods. New positions are evaluated on an annual basis and reviewed through the Program Review process in which Governance Council plays a critical role. Institutional Organization Charts are managed by the Office of the Superintendent/President, updated after each Board of Trustees meeting and available on the website (IV.B.2_1).

Analysis and Evaluation

The Superintendent/President has appropriate and adequate staff to manage the function of the College. The S/P delegates authority to appropriate administrators and depends on them to carry out their designated functions and holds them accountable for their areas of responsibility.

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
   - **ensuring that the allocation of resources supports and improves learning and achievement; and**
   - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The S/P establishes and maintains collegial processes at Taft College. She meets weekly with the five vice presidents and bimonthly with all senior leaders in President's Cabinet. Issues are discussed and plans are developed for resolution. Constituency meetings called "Ask an Administrator" are held at least once a semester where any issue may be brought up for discussion. The S/P assigns someone to answer the issue or research it if necessary and to report back to everyone on the resolution. Additionally, the S/P has a monthly Board Report and monthly newsletter that updates the College community on College highlights. (IV.B.3_1, IV.B.3_2, IV.B.3_3).

Transparent data on the Institutional Research webpage, which is available to the public, allows the Superintendent/President (S/P? to review and assess College data (IV.B.3_13). The S/P delegates the Office of Institutional Research and Planning (IR&P) to inform and educate the campus on current data in a setting where attendees can ask questions and gain understanding on the importance of the use of correct data (IV.B.3_4). She receives regular reports from the IR&P (IV.B.3_5, IV.B.3_12). The S/P delegates the making of College-level goal recommendations to the Strategic Planning Committee (SPC) and the IR&P. These goals are determined based on historical data as well as a full understanding of the College, its students, and its future priorities. Based on this process, goals are set for metrics, such as course success and number of degrees awarded. The Governance Council and the BOT reviews the goals (IV.B.3_6, IV.B.3_7).

The S/P regularly communicates the importance of a culture of evidence and a focus on student learning throughout the Educational and Facilities Master Plans. (IV.B.3_8, IV.B.3_9). Resources to implement the plans are requested through the Annual Program Review process that utilizes data to justify requests of resources needed to support a stronger student learning focused environment.

The S/P has put mechanisms in place to link institutional research, particularly research on student learning, institutional planning, and resource allocation processes. The Governance Council oversees the SAP goals and outcomes and uses the SAP criteria when prioritizing the requests generated by the Annual Program Review process (IV.B.3_10, IV.B.3_11). The Budget Committee, a participative governance committee under the Governance Council, reviews the APR prioritization, and then sends requests to the S/P for further funding consideration and implementation. The goals of the SAP are developed using the mission as the guiding force. The mission is periodically reviewed for currency.

Analysis and Evaluation

Through established policies and procedures, the Superintendent/President of WKCCD guides improvement of teaching and learning by establishing a collegial process that sets values, goals, and priorities. Additionally, she ensures that the College sets institutional performance standards for student achievement, ensures that evaluation and planning rely on high quality research and analysis of conditions, ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning, ensures that allocation of resources supports and improves learning and achievement, and establishes procedures to evaluate institutional planning and implementation efforts to achieve the mission of the College.

4. **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The S/P delegates accreditation activities to the Vice President of Information and Institutional Effectiveness who serves as the Accreditation Liaison Office (ALO). The ALO and the S/P co-chair the Accreditation Steering Taskforce where representatives from each constituency meet to guide the ISER progress and the processes related to accreditation. (IV.B.4_1). As co-chair the S/P attends regular meetings and stays current on the progress of the taskforce. The S/P chaired the Standard IV work group and reviewed the complete draft of the ISER. The S/P worked with the Board of Trustees on its role in accreditation during annual Board Retreats and Board presentations, which facilitated discussion and understanding of the accreditation process. (IV.B.4_2, IV.B.4_3, IV.B.4_4).

Analysis and Evaluation

The S/P has the primary leadership role for accreditation, ensuring the College meets or exceeds eligibility requirements, Accreditation Standards, and Commission policies. Faculty, staff and administrators are active in the process and also share responsibility for assuring compliance with accreditation requirements.

5.   **The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

The S/P is responsible for communicating all matters of the College to the Board of Trustees including action and information concerning Board Policies. Recommendations are made to the BOT concerning Board Policies after review by senior leadership (IV.B.5_1). All APs or BPs on academic and professional matters follow collegial consultation with the Academic Senate, and policies on working conditions follow collegial consultation with the affected employee union or employee group. AP and BPs on administrative matters include the S/P and senior leadership recommendations.

The S/P ensures effective control of budget and expenditures. The Budget Committee is the primary governance body responsible for evaluating, developing, and recommending policies and procedures related to budget planning and its link to all aspects of the College's finances. The Budget Committee is comprised of all constituency groups and reports to the Governance Council, of which the S/P is a co-chair.

Analysis and Evaluation

The S/P of WKCCD assures the implementation of statutes, regulations, and governing board policies and ensures that practices are consistent with the College mission and policies, including effective control of budget and expenditures.

6.   The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The S/P reports monthly to the BOT on issues and events of the College (IV.B.6_1). Additionally, she sends out a monthly newsletter to the employees of the District (IV.B.6_2). She started constituency information sessions called, "Ask an Administrator" where employees submit questions, and administrators answer them in an open forum style meeting (IV.B.6_3). These are held at least once a semester. She also started meeting with each employee in a 15 minute, one-on-one meeting. Each employee was asked what s/he liked about the College that s/he did not want to change and also what one thing s/he thinks needs to change. The S/P also regularly communicates with students through "Pizza with Administrators" events (IV.B.6_4). Additionally, an annual Convocation and Welcome Back Breakfast is held at the beginning of fall semester where all areas of senior leadership of the College report to the College community about their goals for the upcoming year (IV.B.6_5).

The S/P communicates with the local community by speaking regularly at civic clubs, participating in regional groups and events, and leading, as a member of several Boards of Directors, such as the Taft Chamber of Commerce and the Kern Economic Development Council. The S/P hosts community member events at the College to discuss area concerns, such as the "Legislator Update," the "Annual Report to the Community Breakfast," and community member advisory lunches (IV.B.6_6).

Analysis and Evaluation

The S/P works and communicates effectively with the communities served by the College.

Conclusions on Standard IV.B. CEO

The Superintendent/President has the appropriate authority to lead the institution. The S/P serves as the co-chair of the Governance Council and guides the decision making process and reviews and approves all accreditation reports and documents. The S/P oversees an appropriate organizational structure that fits the needs of the College to ensure compliance with all statutes, board polices and regulations. The S/P communicates through many communication modalities to all areas of the College and community, fostering a climate of transparency.

Evidence List

IV.B.1_1	BP2430 Delegation of Authority to the Superintendent/President
IV.B.1_2	Superintendent/President Job Description
IV.B.1_3	Governance Council Charter
IV.B.1_4	AP 7120 Recruitment and Hiring Procedure
IV.B.1_5	APR Request Example
IV.B.1_6	GC Minutes 2/28/20
IV.B.1_7	GC Minutes 5/14/20

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The WKCCD has a five member Board of Trustees (BOT) that governs the District. Under Board Policy 2200 the BOT has the authority to assure the academic quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution. (IV.C.1_1) The BOT has oversight approval of all new programs and discontinuation of programs (IV.C.1_2). Additionally, the BOT has oversight of the Budget process in BP6200, BP6250, and BP6300 (IV.C.1_3, IV.C.1_4, IV.C.1_5).

Analysis and Evaluation

The College has the necessary Board Policies that authorizes the BOT to assure the academic quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution.

2. The governing board acts as a collective entity. Once the Board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

BP2510 guides the BOT in overseeing the participation in local decision-making (IV.C.2_1). As outlined in the policy, the BOT hears recommendations from the constituencies of the College and makes the final decision after receiving necessary input. After the decision is made all board members abide by the decision and support its implementation.

Analysis and Evaluation

The College has appropriate board policy that outlines decision-making process and authority, and the board adheres to the policy (IV.C.2_2).

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Under BP2431 the BOT is directed in the case of a S/P vacancy, to establish a search process that is fair and open and complies with relevant regulations (IV.C.3_1). During the most recent vacancy, the BOT engaged a presidential search firm, advertised nationally, developed a screening committee that included community members, and required two levels of interviews that included public forums (IV.C.3_2).

The BOT has a regular annual evaluation process that conforms with BP2435 (IV.C.3_3). The BOT and the S/P agreed to the evaluation process during the first year of employment. Together, they have developed an evaluation instrument and have used that instrument consistently (IV.C.3_4). The instrument was designed using the position description and BP2430 titled Delegation of Authority to the Superintendent/President (IV.C.3_5, IV.C.3_6). Before distributing the evaluation instrument to the board members, the S/P does a self-evaluation of goals presentation to the BOT (IV.C.3_7). The evaluation instrument is then distributed to board members, and the board president collates the responses. The BOT verbally presents the evaluation to the S/P and provides a paper copy for her file.

Analysis and Evaluation

The BOT has a well-established selection and evaluation process for the Superintendent/President based on best practice standards.

4. **The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

The Board of Trustees work together to promote the best interests of the College. Through BP2710 Conflict of Interest and BP2715 Code of Ethics/Standards of Practice, these policies define the purpose of the Board at the policy level and sets limits on the activities of individual Board members (IV.C.4_1, IV.C.4_2). All Board members complete an annual document disclosing their financial assets and personal loans to guard against conflicts of interest (IV.C.4_3). BP2715 establishes a code of ethics and standards of practice for every trustee to strictly follow.

Analysis and Evaluation

The WKCCD governing Board is an independent, policy-making body that reflects the public interest in the College's educational quality. It effectively advocates for and defends the College, as well as protects it from undue influence or political pressure. It upholds all Board Policies.

5. **The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

The policies of Taft College's Board of Trustees ensure the quality, integrity, and improvement of student learning programs and services as well as provide the resources to support them. The

Board regularly reviews the College mission, vision, and core values and approves revisions when appropriate. The most recent review of the mission, vision, and core value statements was September 9, 2020 (IV.C.5_1).

The Board delegates to the Superintendent/President the power and authority to effectively lead the College with the charge to ensure that the College has a comprehensive, broad-based ongoing planning and evaluation cycle driven by the mission, vision, and core values. The evaluation cycle is supported by institutional effectiveness research and data used in developing the Strategic Action Plan to improve student programs and services for greater student success. The Board has ultimate responsibility for educational quality through BP4020 that states that the Board approves all new programs and program discontinuances and through the Strategic Action Plan 2018-19 to 2020-21, which encompasses expected student outcomes and achievement (IV.C.5_2) (IV.C.5_3). Through BP6200 Budget Presentation and BP6300 Fiscal Management, the Board maintains ultimate responsibility over the budget (IV.C.5_4, IV.C.5_5).

Analysis and Evaluation

The Taft College Board of Trustees establishes policies consistent with the College mission to ensure the quality, integrity, and improvement of student learning programs and services as well as the resources necessary to support those programs. The Board of Trustees has ultimate responsibility in these areas.

6. **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

BP2010 outlines the Board's size and structure and BP2200 outlines the Board's duties, responsibilities and operating procedures (IV.C.6_1, IV.C.6_2). All Board Policies are published on the Taft College website (IV.C.6_3).

Analysis and Evaluation

Taft College has the appropriate Board Policies and they are published under Board of Trustees section of the College's website.

7. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

Under BP2410 the BOT is given a structure for board policy development and approval and authorizes the S/P to establish administrative procedures that implement the policies (IV.C.7_1). It also provides a framework for review. Board policies are reviewed on a regular basis. The

District subscribes to a BP/AP legal update service through the Community College League of California (CCLC). The service sends updates to the College twice annually and when the law or legal interpretation changes pertaining to a particular Board Policy or Administrative Procedure. Additionally, it reviews each BP and AP at least once in an accreditation cycle. A record of BPs and APs review dates is kept and annually submitted to the BOT (IV.C.7_2).

Analysis and Evaluation

The BOT receives clear guidance on BP and AP development through BP and AP 2410 (IV.C.7_1, IV.C.7_3). BPs and APs are reviewed on a regular basis in two ways. One way is through the CCLC legal review service, and the second, is through a regular internal review. Review records and updates are submitted to the BOT annually.

8.   To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board receives reports on the progress of the Strategic Action Plan and other College plans regularly that include student performance data (IV.C.8_1, IV.C.8_2, IV.C.8_3, IV.C.8_4). The Board received an update on the SAP on August 12, 2020 with a review of dashboard data that showed the progress on the District's goals (IV.C.8_5, IV.C.8_6).

Analysis and Evaluation

The Board has had many opportunities to regularly review data on student performance.

9.   The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

New board members meet with the S/P to review the mission, vision, and core values, the Strategic Action Plan, the budget, and basic College information and data and spends regular one-on-one time together to answer questions. The S/P attends, with the new board member, the annual Community College League of California meeting for new board members. Additionally, as a group, board members usually attend either a state trustee conference or a national trustee conference where they participate in conference information sessions (IV.C.9_1).

Locally, the BOT has at least one retreat annually where board members are updated on all major areas of the District, and planning sessions are conducted around areas of the Strategic Action Plan and board goals (IV.C.9_2). Additionally, vice presidents and executive directors give regular presentations to the board to inform and instruct them on areas of the institution (IV.C.9_3, IV.C.9_4). The S/P arranges for tours of different areas every other month where

board members see the facilities and hear from the facility manager about activities and purpose of the area.

The District has a BP2100 that lays out the procedure for staggered terms of office (IV.C.9_5).

Analysis and Evaluation

The Board of Trustees has many opportunities for board member education including orientation for new board members. Additionally, the Board has a policy that gives the direction for staggered terms to insure continuity of leadership.

10. **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

Evidence of Meeting the Standard

Under BP2745 Board Self-Evaluation, the Board is annually required to perform a self-evaluation process (IV.C.10_1). Once a year, during the planning retreat, the S/P and the senior leadership team review the outcomes from the Board goals and discuss how the goals have been advanced that year (IV.C.10_2). Next, each board member takes a self-evaluation survey (IV.C.10_3). The surveys are tabulated, and a summary is returned to the Board for review and discussion. After the discussion, completed goals are retired and new goals formulated.

Analysis and Evaluation

The District has appropriate Board Policy that directs the self-evaluation process. The Board embraces this robust process that leads to improved board performance, academic quality, and institutional effectiveness.

11. **The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

Evidence of Meeting the Standard

The District has well-defined board policies on conflict of interest (BP2710) and code of ethics (BP2715) which are reviewed annually at the board retreat (IV.C.11_1, IV.C.11_2).

Administrative Procedure 2715 outlines how to handle a breach of the Board's Code of Ethics. The Board has upheld the Code of Ethics without exception throughout the tenure of the current Superintendent/President.

As outlined in AP2712, all Board members file an annual economic interests form, each declaring that they are not owners of the institution (IV.C.11_3).

Analysis and Evaluation

Taft College's Board of Trustees upholds a Code of Ethics and Conflict of Interest policy to which individual Board members adhere. The Board has a clear policy for dealing with behavior that is in violation of its code and implements it when necessary. None of the Board members have employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed to ensure that they do not interfere with the impartiality of Board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the College. Based on the narrative above, the College meets Accrediting Commission for Community and Junior College's Eligibility Requirement 7.

12. **The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

Evidence of Meeting the Standard

Taft College's Board Policy 2430 Delegation of Authority says, "The Superintendent/President shall be responsible for reasonable interpretation of board policy." (IV.C.12_1) Administrative Policy 2410 Board Policies and Administrative Procedures gives the S/P the authority to establish APs as needed to carry out the direction of the board policies (IV.C.12_2).

Analysis and Evaluation

The Board delegates full responsibility and authority to the S/P to implement and administer Board Policies without interference. It holds the S/P accountable for the operation of the College.

13. **The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

Evidence of Meeting the Standard

Following BP3200 on Accreditation, the Taft College Board of Trustees receives regular updates on accreditation processes at the College (IV.C.13_1). The Board also reviews all reports sent to the ACCJC. The Board has included a goal on upholding accreditation principles as one of its continuing Board goals that is reviewed annually (IV.C.13_2) (IV.C.13_3) (IV.C.13_4)

(IV.C.13_5, IV.C.13_6). Additionally, Board members attend training sessions on accreditation at the state and national conferences that they attend (IV.C.13_7).

Analysis and Evaluation

The Board of Trustees of Taft College is informed about everything that encompasses accreditation and supports through policy the College's efforts to improve and to excel. The Board participates in evaluation of its roles and functions in the accreditation process.

Conclusions on Standard IV.C. Governing Board

The West Kern Community College District Board of Trustees (BOT) has appropriate authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The BOT has delegated the appropriate authority to the Superintendent/President to oversee the College. The BOT adheres to high ethical standards established in board policy and discusses items brought before them thoroughly and acts to support all Board decisions with one united voice.

Evidence List

IV.C.1_1	BP2200 Board Duties and Responsibilities
IV.C.1_2	BP4020 Program, Curriculum, and Course Development
IV.C.1_3	BP6200 Budget Preparation
IV.C.1_4	BP6250 Budget Management
IV.C.1_5	BP6300 Fiscal Management
IV.C.2_1	BP2510 Participation in Local Decision Making
IV.C.2_2	BOT Minutes 8/12/20
IV.C.3_1	BP2431 Superintendent/President Selection
IV.C.3_2	Presidential Search Flyer
IV.C.3_3	BP2435 Evaluation of Superintendent/President
IV.C.3_4	Superintendent Evaluation Tool
IV.C.3_5	BP2430 Delegation of Authority to Superintendent/President
IV.C.3_6	Superintendent/President Job Description
IV.C.3_7	Self-Evaluation of Superintendent 2019-20
IV.C.4_1	BP2710 Conflict of Interest
IV.C.4_2	BP2715 Code of Ethics – Standards of Practice
IV.C.4_3	Form 700 2019-20
IV.C.5_1	BOT Minutes September 9, 2020
IV.C.5_2	BP4020 Program, Curriculum, and Course Development
IV.C.5_3	Strategic Action Plan 2018-19 to 2020-21
IV.C.5_4	BP6200 Budget Preparation
IV.C.5_5	BP6300 Fiscal Management
IV.C.6_1	BP2010 Board Membership
IV.C.6_2	BP2200 Board Duties and Responsibilities

H. Quality Focus Essay

Introduction of Projects

Taft College is forming and implementing an integrated plan to address diversity, equity, and inclusion (DEI). The CCC Chancellor's Call to Action expressed an urgent need for colleges to "enact policies and procedures that will dismantle systemic racism and advance diversity, equity, and inclusion" (CCCCO, Nov. 9, 2020). Taft College agrees with this urgent need and is responding with actions and activities across the campus to close equity gaps and create an environment that is more culturally responsive to students, with faculty and staff who are more culturally informed and better able to meet the needs of the students.

As described in the introduction to this ISER, Taft College serves a majority Hispanic/Latinx student population. The region has a lower educational attainment rate and a higher poverty rate than the state average. The effects of the pandemic on the economy and on family disruption in the area have only made it more difficult for students to meet their educational goals. Taft College is committed to addressing equity gaps to the extent possible in order to maximize opportunities for students to complete their programs of study and be well-prepared for their futures.

Multiple projects are being created and assessed within different areas of responsibility and at different points of time. While this may seem ambitious, with ongoing attention to the tasks, they can be completed successfully. The varied nature of the activities also has an added benefit in requiring enhanced and increased communication among College areas and constituent groups. As described in more detail below, some activities are led by faculty, and some by staff and faculty who represent all areas of the College. Student Services and Instruction are each taking the lead on specific activities. A DEI Task Force formed in Summer/Fall 2020 has provided the bulk of leadership in overseeing most of the activities planned in this integrated project. This oversight maximizes resources and reduces redundancy of effort.

Anticipated Impact on Student Learning and Achievement

At its core, addressing and including DEI in education improves student learning and achievement. Students who feel a sense of belonging are more likely to remain in classes, making DEI a student retention tool. Students who are more engaged and motivated to complete their educational goals are more likely to see themselves as leaders and are better able to envision their futures. Students are also more likely to feel comfortable enough to express their viewpoints, which increases engagement, encourages academic success, and promotes growth (Pelletier, "DEI…," *Educause Review*, April 2019).

Intentionally promoting a safe and inclusive campus environment, one in which students feel empowered, begins with campus faculty and staff. Even the most well-intentioned of campus employees may need access to information and a platform in which to share ideas, especially related to DEI. Creating a variety of activities and modalities in which to share DEI ideas increases the likelihood that faculty and staff will find an identified activity that resonates with them. This authentic engagement is as important for faculty and staff as it is for students. For this

reason, the College is designing a multi-pronged approach to address DEI, building it into the College commitment to equity. Successful DEI work at the organizational level depends on this commitment, built in a strong relationship of trust and acceptance of vulnerability (Huh, "DEI Work…," *EdSurge,* Feb. 2020). For any organization, including a variety of perspectives can help generate better ideas to solve problems as they arise.

The projects described in this Quality Focus Essay are directed toward modifying the campus environment both inside and outside of the classroom, to enhance student learning and achievement by increasing student engagement and feelings of empowerment. Syllabus and curriculum audits led by faculty will directly improve the student learning experience. Activities for the larger project outside of the classroom include webinars, speakers, a resource exchange, climate surveys, and targeted outreach and support activities. These will work to increase cultural responsivity across all areas of the College, creating a more inclusive environment for students, staff, and faculty.

Outcome Measures

As multiple and very different activities are being proposed to address DEI, multiple outcome measures are required. These outcome measures can be collected soon after implementation, in some cases, or over the longer term, in other cases.

Activities designed to achieve higher student success rates can be measured in a pre- and post-comparison of success rates, but this is a rough measure of the activity's efficacy as there are many intervening variables that cannot easily be excluded. At the class and section level, success rates will be compared before the syllabus and curriculum audits have been completed, with success rates after these audits and resultant identified curricular changes have been put into place. These outcome measures by necessity will take more than one year to complete.

Similar to outcome measures of student success, outreach efforts can be measures on a pre-and post-comparison of activities. For outreach efforts, enrollment numbers can show the effects of these efforts, with an understanding that many other variables affect student enrollment. Outreach effects may take multiple semesters to produce results.

The college-wide campus climate survey serves two purposes, each with a different outcome measure. The first purpose is to collect baseline data on perceptions and experiences of students, staff, and faculty related to diversity, equity, and inclusion. This baseline data will be compared with survey data collected after DEI activities have been in place and established within their respective College programs. The second purpose of the DEI campus climate survey is to open the discussion of DEI issues for further exploration.

Activities for the integrated project including webinars, speakers, centralized resources, and instructional materials provide the content and context for creating a more culturally responsive campus climate. The outcome measures for completion of the activities are simply the measure of their creation and completion. The more global outcome measure is the effectiveness of these activities as shown in a pre- and post-comparison of responses on the campus climate survey. The activities described here are intended to be ongoing, and each one is expected to be modified

and improved over time. Evaluation by users will be gathered over time to measure effectiveness. Some activities may be reduced or dropped depending on feedback, while others may be created and instituted.

Action Plan(s)

Activity	Responsible Party	Resources	Timeline
DEI Task Force activities:			
1. Webinars with DEI focus	DEI Task Force members	Vision Resource Center	Spring 2021, Fall 2021, ongoing
2. Climate survey	DEI Task Force, VP of Instruction	VPI budget, IR staff time	Spring 2021
3. Web page	DEI Task Force members, IT	Faculty, IT time	Spring 2021
4. Book exchange/book club	DEI Task Force members	Faculty/staff time	Spring 2021 and ongoing
5. Canvas shell faculty	Faculty, Distance Ed Director	Faculty/staff time	Spring 2021 and ongoing
6. Speakers/workshops	DEI Task Force members	CVHEC grant, EEO funds	Spring 2021
Faculty-led activities:			
1. Faculty curriculum audit	Faculty Senate, Curriculum and General Education Committee	Faculty time	Spring 2021 and ongoing
2. Faculty syllabus audit	Faculty Senate sub-committees	Faculty time	Spring 2021 and ongoing
Student Services-led activities:			
1. SEAP Outreach to disproportionately impacted groups	VP Student Services	SEAP	Spring 2021 and ongoing
2. CAPP Outreach to disproportionately impacted groups	VP Student Services	CAPP	Fall 2019 and ongoing
Instruction-led activities:			
1.a. WESTEC Survey	Dean of Instruction and CTE	Staff time	Spring 2021
1.b. WESTEC Survey response: outreach and support	Instruction and Student Services	Faculty/staff time	Summer/Fall 2021 and ongoing

2.a. Student retention survey	Access Committee with VPI	Faculty/staff time	Fall 2020, annually in the Fall
2.b. Responses to survey: outreach and support	Instruction and Student Services	Faculty/staff time	Spring 2021 and ongoing
3.a. Student retention phone bank	Instruction	CVHEC grant, student workers	Fall 2020
3.b. Responses to phone bank: outreach and support	Instruction and Student Services	Faculty/staff time	Spring 2021 and ongoing

<u>DEI Task Force:</u> The DEI Task Force has taken a central role in identifying and orchestrating activities to address DEI. The task force members represent faculty, classified staff, and administrators across different areas of the College. The work of the task force began in response to the June, 2020, CCC Chancellor's Call to Action, with racial unrest across the country. Several different activities are being created with the DEI Task Force taking the lead.

Webinars are being made available as flex activities for faculty and across other employee groups to address equity gaps. These include recorded anti-racism webinars from 2020 archived on the CCCCO Vision Resource Center site through IEPI, live webinars as they become available through the CCCCO, and webinars offered through NISOD (National Organization for Staff and Organizational Development), or other relevant resources as available. The CCCCO resources are offered at no cost, and the NISOD resources are available to Taft College through our paid membership. An example of the IEPI Vision Resource Center webinar is the August, 2020, webinar titled "Nurturing an Anti-Racist Campus Culture." Examples of the NISOD webinars include "Making Waves: Supporting Faculty to Create Equitable Classrooms," and "Classroom Practices, Materials, and Professional Development Opportunities to Promote Equity, Diversity and Inclusion," and "Steps to Launching Diversity, Equity, and Inclusion at Your Institution."

The campus climate survey is being launched in Spring 2021 through HEDS, the Higher Education Data Sharing Consortium, a national survey organization. The survey serves two purposes. The first purpose is that it sets a baseline for campus climate related to DEI issues. Examples of questions asked in this survey include: "How often have the following activities influenced your support for diversity and equity" (with a list of activities), and "Have you ever been discriminated against or harassed on the Taft College campus, at an off-campus residence, or at an off-campus program or event affiliated with Taft College?" A follow-up survey after implementation of DEI activities will provide an outcome measure of the effectiveness of these activities. The second purpose for conducting the survey is to bring consciousness and awareness of DEI issues into the forefront of Taft College students, staff, and faculty while informing all campus members that these issues are being taken seriously at the College.

Several activities led by the DEI Task Force create resource repositories for faculty, staff and students interested in furthering their understanding of DEI issues and ideas. One of these is the construction of a web page linked to the College home page listing available DEI resources for faculty, staff, and students. This is a joint effort among representative groups on campus

including faculty and staff. Another activity that addresses paths to locating resources is a book exchange, a physical location in the library where informal book exchanges and discussions can take place. A more organized book club will also be started where interested College members can read the same book and discuss ideas. An example of a book proposed for the book club is "How to Be an Anti-Racist," by Ibram X. Kendi. A third activity related to resource collection is the addition of DEI modules into a Canvas shell where faculty members post instructional resources and engage in discussions on instructional ideas and best practices.

Another activity led by the DEI Task Force is bringing external speaker series and workshop facilitators to campus. Initial events are planned for remote delivery with plans to transition to in-person events when conditions allow it. The initial events will be funded by a grant from CVHEC (Central Valley Higher Education Consortium) awarded for this purpose. Additional College funds (e.g., EEO) will allow these events to continue on a longer-term basis.

Faculty-led activities: These focus on the syllabus audit, and the curriculum audit. The Academic Senate began planning discussions and created an ad hoc committee in Fall 2020 to focus on these issues. The Curriculum and General Education Committee (C&GE) is taking the lead on processes and procedures, which are expected to be in place by the end of Spring 2021.

Student Services: Activities to address DEI led by Student Services include CAPP outreach; SEAP reporting, planning, and funding for equity-focused activities; and funding for other areas that may qualify for expenditures. Outreach is ongoing to disproportionately impacted groups, identified primarily as Hispanic males and white males. As an example of this outreach, a counselor is assigned to WESTEC (Westside Energy Services and Education Center), located in Shafter, to serve students there. White males (disproportionately impacted) are often students at WESTEC. These students are typically seeking short-term job training or refresher courses (e.g., forklift safety, or CPR), and do not intend to complete a certificate or degree. The counselor there informs students of additional training that may be of interest to them, leading to certificates or eventual degrees. CAPP outreach is based on a partnership between Taft Union High School (TUHS) and Taft College to increase college readiness, degree and certificate completion, and to reduce equity gaps between white and Hispanic students by 2022 through discussion on anti-racism and teaching life skills (communication, critical thinking, cultural competence). Additional Student Services outreach events in Fall 2020 directed toward disproportionately impacted groups have included targeted 30-second television ads on KBAK/KBFX, and postcards mailed to targeted zip codes.

Office of Instruction: Activities led by the Office of Instruction and Vice President of Instruction include the WESTEC survey, the student retention survey, and the student retention phone bank. The WESTEC student survey was created to uncover any potential unmet need for students who may be interested in longer term training, and to inform them of Taft College programs they may be interested in attending. As noted, white males are identified as disproportionately impacted at Taft College, and these students often register for the shorter term WESTEC courses. Results of the WESTEC survey are shared with Student Services and are used to design support and outreach activities tailored for WESTEC students.

The Access Committee, co-chaired by the Vice President of Instruction and a faculty member, launched an online survey in Fall 2020 to all students registered at that time. The focus of the survey was to determine what services students needed to feel successful, including ancillary services and student activities, as well as academic supports. Results of the survey are shared with the appropriate College departments. The Access Committee will repeat this survey each fall while addressing improvements to student support, using the Fall 2020 survey results as a baseline. As one example of survey results and follow-up, some students responded that they did not have access to Internet hotspots. Since survey results were anonymous and students could not be contacted directly, Canvas global announcements and library web page announcements reminded all students of the availability of hotspots for library check-out.

In Fall, 2020, the Office of Instruction applied for a grant from CVHEC (Central Valley Higher Education Consortium) to conduct activities related to student diversity, equity, and inclusion. One of the activities funded by this grant is a student phone bank intended to increase retention. Student workers were hired to call other students who had attended Taft College in the Fall or Spring 2020 semesters but had not returned in Spring 2021. Student workers were able to answer questions, and provide information and support, in a peer-to-peer model. Students who would benefit from more information or who asked for follow-up were later contacted by appropriate personnel or department representatives. For example, students who asked for more information on how to successfully enter the Dental Hygiene program were given the contact information for the program, and program staff were able to follow up with them, while students who said they could not afford to go to college were given information on financial aid and the FAFSA.