



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

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2015 Annual Report

Final Submission

04/15/2015

Taft College
 29 Cougar Court
 Taft, CA 93268

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Eric Berube
3.	Phone number of person preparing report:	(661) 763-7944
4.	E-mail of person preparing report:	eberube@taftcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.taftcollege.edu/student_services/catalog/1415/Accreditation%20statement.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://ct-prod-wp.taftcollege.edu/iarp/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2014: 5,349 Fall 2013: 5,565 Fall 2012: 5,521
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	5,003
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	515
9.	Number of courses offered via distance education:	Fall 2014: 132 Fall 2013: 138 Fall 2012: 125
10.	Number of programs which may be completed via distance education:	23
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,832 Fall 2013: 1,778 Fall 2012: 1,868
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 258 Fall 2013: 284 Fall 2012: 339

13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	Yes
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67.7%									
14b.	Successful student course completion rate for the fall 2014 semester:	66.7%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>305</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>N/A</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>N/A</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	305	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	305									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	N/A									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	N/A									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	305									
16b.	Number of students who received a degree in the 2013-2014 academic year:	278									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	41									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	203									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	203									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Independent Living Skills									
19a.	Number of career-technical education (CTE) certificates and degrees:	66									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	16									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0									

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Dental Hygiene	51.06	state	0 %	100 %
	Court Reporting	22.03	state	0 %	100 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Dental Hygiene (degree)	51.06	0 %	100 %	
	Administration of Justice	43.01	0 %	0 %	
	Business and Commerce	52.01	0 %	0 %	
	Child Development/Early Care and Education	19.07	0 %	0 %	
	Dental Hygiene (certificate)	51.06	0 %	100 %	
Other Engineering and Related Industrial Technologies	15.99	0 %	0 %		
22.	Please list any other instituion set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
	Student Retention	The percent of students retained to the end of the fall term using the RP Group definition		94.2%	
Student Persistence	The percent of students who complete the first fall term and subsequently enroll or graduate in the following two primary terms		50.9%		
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	Taft College has adopted an equity-based model for evaluating its institution-set standards that utilizes the application of an \"80% rule\" to identify poorly performing subgroups on its institution-set standards. Each institution-set standard is disaggregated by carefully selected variables into subgroups. The highest performing subgroup is first identified. Any subgroup that falls below 80% of the highest performing subgroup is then flagged and scrutinized. Appropriate interventions for the low performing subgroups are developed and implemented, and the cycle continues by reexamining the subgroup performance a year later.				

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	442
	b.	Number of college courses with ongoing assessment of learning outcomes	202
		Auto-calculated field: percentage of total:	45.7

25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	80
	b.	Number of college programs with ongoing assessment of learning outcomes	58
	Auto-calculated field: percentage of total:		72.5
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	5
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	4
	Auto-calculated field: percentage of total:		80
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://dl-test.taftcollege.edu/tcwp/instruction/?page_id=1456	
28.	Number of courses identified as part of the general education (GE) program:	96	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	79%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	No	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	60	
32.	Number of Institutional Student Learning Outcomes defined:	4	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	62%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		
	Taft College has set aside a day to discuss one institutional level outcome to ensure a common understanding of the outcome and agreeing on the various forms of authentic assessment. This discussion will also include non-instructional areas within student services. The first outcome is Community/Global Awareness and Responsibility. We developed a survey to determine the students' level of civic engagement in such activities as voter registration, volunteerism, etc.		
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>			
36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment		

	<p>in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Assessment of PSLOs within the English program has led to curricular changes. In our 2013-14 APR, we found that English PSLO 3, "Using current MLA style, synthesize credible secondary sources into an essay about a literary work", needed additional assessments than the other English PSLOs. This became relevant because we reviewed the program level outcomes in addition to examining course outcomes. Analysis and discussion of the data revealed issues of how these skills were developed in the prerequisite courses since all of the classes assessed for this PSLO have English 1500 as a prerequisite. Based on our discussion and interpretation of the data, we recommended English 1500 include more information competency skills, such as evaluating and synthesizing sources. A revised COR for ENGL 1500 was submitted to the Curriculum Committee last year as a result of this discussion. Our hope was that this change would increase all PSLOs, since citing evidence is key to all these outcomes in the section improvement plans. This type of analysis has not occurred in practice to all institutional programs at the college.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Internal communication of student learning outcome results are provided from section improvement plans to program leads, who use this information in the development of the annual program review updates. A new feature of the qualitative portion of the report is upon requests for resource allocations both within the classroom and outside of the classroom, there is a place to make the requests in a track-able format per course section aggregating up to the course level. This information then will become available to the program leads with documentation of the SLO leading to the request. As changes occur at the course level, improvement should be seen in achievement data. More explicit changes in the course should result in students being more engaged in the course as a result of changes in the course. Review of General Education course outcomes are being aligned with the outcomes developed by the California State University system to ensure transfer students meet the same competency levels of their native students. Taft College is participating in the Faculty Learning Communities at Cal State, Bakersfield. Work is underway to reduce the number of specific student learning outcomes to more fundamental outcomes of each course and how those course level feed into the overall program outcomes.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Taft College developed a process for using SLO assessment data for institutional planning. During in-service, Taft College provides two days where faculty meet to discuss the SLO results for their program areas. These results are integrated into the program review annual update report. The findings in the report support the request for resource allocations, institutional planning, and measure a part of institutional effectiveness. Annual program review results in program goals that may have associated resource requests. Annual program goals are linked to institutional goals. These requests are prioritized once a year by the Governance Council, which is a representative body, using a rubric with two items: student learning and program need. Before Governance Council members prioritize the requests, they are encouraged to discuss the requests with their constituents and to review the Annual SLO Report to ensure the student learning outcome data support the request.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>SLOs certainly are shared across divisions. A recent "Bridges" conference held in Bakersfield and sponsored every year by the English department was attended by two economics instructors from Taft College. One of the breakout sessions was a panel discussion exploring best practices for doing research papers in English departments at three colleges and a</p>

university. While the format was MLA, the rubrics and the organizational design presented by Taft College English professors inspired both of the economics professors to make changes in the organization and design for the research project reporting element. This change should help students do better work on the report and achieve greater success in the course's SLO. Capstone project discussions in the division have revealed that all the SLOs in the Industrial Health and Safety program have not been completed. This program is taught by adjuncts who were not aware of their responsibilities using SLOs. The division held two training sessions for all adjuncts where theory was presented followed by a workshop on creating, assessing, and interpreting SLOs.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 2 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1. Welding (new site) 2. New courses 3. Programs with 50% or more of courses are DL (as new DL courses were added, programs may have exceeded 50%)

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	1. Welding (Black Gold Ct Location)
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	1. WESTEC 2. Welding (Black Gold Ct Location)
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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