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**Midterm Report**

**(Draft – May 2025)**

Submitted by

Taft College

29 Cougar Ct. Taft, CA 93268

to

Accrediting Commission for Community and Junior Colleges

October 2025

**Certification**

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Leslie Minor, Interim Superintendent/President

 Taft College

 29 Cougar Ct. Taft, CA 93268

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

|  |  |
| --- | --- |
| [Chief Executive Officer] | [Date] |
| [Chairperson, Governing Board] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
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# Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

**1.** **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Since the last comprehensive peer review (ISER 2021), Taft College has made significant strides in advancing student success, enhancing educational quality, and reinforcing its mission of serving a diverse community of learners. These efforts are evident through a variety of initiatives designed to foster an inclusive, supportive, and equitable learning environment. By aligning practices with its strategic priorities, the College continues to create pathways to success for all students, especially those from historically underserved backgrounds. Taft College’s ongoing commitment to student achievement is demonstrated through innovative programs that enhance educational opportunities, address equity gaps, and strengthen community engagement.

**MESA Program (Mathematics, Engineering, Science Achievement)**

Launched in 2023, the Taft College MESA program has quickly become a transformative initiative to provide equitable access to STEM education. In its first year, MESA offered a comprehensive range of academic support services, professional development, hands-on learning experiences, and leadership opportunities. Focused on underrepresented students in STEM, the program ensures they have the mentorship, resources, and community needed to succeed. MESA not only helps close equity gaps in STEM but also fosters a sense of belonging, preparing students for academic success and careers in high-demand fields. Through mentorship and inclusivity, the program equips students with the tools and confidence to thrive in STEM disciplines and pursue leadership roles.

**Dual Enrollment**

Taft College has significantly expanded its dual enrollment efforts, providing high school students with the opportunity to earn college credits before graduation. This initiative has had a particularly positive impact on promoting early college success for students from underserved communities. Through strengthened partnerships with local high schools, Taft College is reducing barriers to higher education and facilitating smoother transitions for students. These programs not only provide early academic exposure but also foster a college-going culture in the community, positioning students for future academic and career success.

**Focus on Equity and Community Engagement**

The MESA program and dual enrollment initiatives are key examples of Taft College’s deep commitment to equity. Both programs reflect the college’s dedicated effort to improve access to higher education and provide comprehensive support for students from diverse and underserved backgrounds. By expanding these programs, Taft College ensures that students have the resources they need to succeed academically and professionally. Through targeted outreach, strategic partnerships, and a student-centered approach, the college is effectively closing achievement gaps, enhancing workforce readiness, and preparing the next generation of leaders in STEM and beyond.

**Baccalaureate Degree**

In 2024, Taft College reached a major milestone with the approval of its first Bachelor’s degree program in Dental Hygiene Administration, accredited by the California Community Colleges Chancellor’s Office (CCCCO), the Accrediting Commission for Community and Junior Colleges (ACCJC), and the Dental Hygiene Board of California. This program represents a significant advancement, showcasing the College’s commitment to providing high-quality, career-focused educational opportunities. Designed to equip students with advanced leadership skills in the dental hygiene field, this degree offers a pathway for career advancement in a high-demand profession. By offering this bachelor’s program, Taft College expands access to higher education and provides students with specialized knowledge, helping to meet evolving workforce needs while maintaining academic rigor and excellence.

**Innovations in Academic Programs**

Since the last comprehensive peer review, Taft College has made significant strides in enhancing student success and improving academic offerings. For instance, the English Department successfully launched the Elementary Teacher Education program, empowering students toward vocational success while supporting ongoing program review. The English Writing Lab, staffed by two full-time faculty members who dedicate eight hours each week, continues to support student learning, especially in English 1500. Data indicates that students who engage with the Writing Lab demonstrate improved success rates, reinforcing the department's commitment to providing supplemental support following the elimination of English 1000 due to changes in California State law. In response to AB705, the department introduced English 1501, a four-unit course designed to provide additional support for students struggling with English 1500. This innovation will be fully assessed in the next comprehensive program review. Additionally, a new course, English 1502, was developed to support non-native English speakers, which is particularly beneficial given the college’s designation as a Hispanic-Serving Institution. Committed to diversity and equity, the department has incorporated multicultural perspectives into its curriculum, including integrating The 1619 Project into English 1500. The department has also expanded its reach through the development of English Dual Enrollment courses for high school students in the coastal region. These efforts reflect Taft College’s proactive approach to improving academic outcomes and addressing the needs of diverse student populations.

**Enhancement of Efficiency through Technology Upgrades**

Since the last comprehensive peer review, Taft College has undertaken substantial efforts to strengthen its technological infrastructure to support equitable student outcomes and improve overall campus operations. A key initiative has been the implementation of a Digital Board system, which streamlines communication across campus departments, reduces paper usage, and improves information sharing in real-time. Additionally, the College has upgraded all classroom computers, ensuring that students and faculty have access to modern, high-performance technology that supports a variety of learning styles and academic needs. To further improve the learning experience, Taft College replaced all campus network switches and access points, resulting in faster, more reliable internet connectivity across the campus. These technological improvements not only enhance the quality of education by providing students and faculty with the necessary tools to succeed but also contribute to a more efficient and equitable educational environment. By fostering better communication, collaboration, and access to digital resources, Taft College is better equipped to meet the needs of its diverse student body and continue its mission of providing high-quality, accessible education.

Need a section from ED Jaime

**2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

In the most recent comprehensive peer review, Taft College did not receive formal recommendations or feedback related to institutional effectiveness. However, the College remains deeply committed to continuous self-assessment and improvement. Reflecting this commitment, Taft College proactively identified opportunities for growth and implemented focused actions in response.

One key initiative has been the enhancement of the program review process. After careful consideration and input from program leads and Government Council, the College transitioned from an annual program review to a three-year comprehensive cycle. This change, proposed by the Strategic Planning Committee (SPC) and approved by the Academic Senate and Governance Council, was designed to provide a more meaningful framework for long-term planning and resource alignment. The pilot phase began in the 2021–22 academic year, with the 2023–24 academic year marking its final phase.

The three-year comprehensive program review (PR) model facilitates a more thorough and reflective evaluation of both academic and service programs by encouraging faculty to examine the long-term development of their programs. Rather than focusing on short-term, year-to-year fluctuations, faculty are prompted to assess overarching trends, evaluate progress toward established goals, and identify ongoing challenges. This broader perspective enables a more accurate understanding of program strengths, areas requiring improvement, and emerging opportunities. By reviewing data over an extended period, faculty are better equipped to make informed decisions that contribute to sustained program growth and institutional effectiveness. This extended review cycle also enhances the integration of planning and budgeting processes, enabling programs to more effectively anticipate resource needs and align requests with institutional capacity and strategic priorities. As a result, the program review process ensures that program objectives remain consistent with the College’s mission, core values, and long-term strategic goals, as outlined in the Strategic Action Plan Guidelines.

A key enhancement of this revised process is its emphasis on two-way communication and active engagement between faculty and College leadership. Unlike previous approaches, which may have been perceived as one-directional or administrative in nature, the redesigned process establishes an interactive platform that encourages meaningful dialogue. Faculty now have structured opportunities to present their program’s accomplishments, provide data-driven justifications for resource needs, and propose initiatives aimed at enhancing student success. In turn, the area Vice President or Division Chair reviews each program review report and provides formal feedback, offering both recognition of achievements and constructive suggestions for improvement. This feedback loop ensures that faculty feel heard and supported while providing College leadership with a clearer understanding of program-level dynamics and challenges. By embedding this process within the review cycle, the College promotes alignment between departmental goals and institutional priorities, increases transparency in decision-making, and reinforces shared responsibility for student success. Ultimately, this two-way communication not only facilitates more equitable and effective resource allocation, but also strengthens institutional collaboration, thereby supporting continuous improvement and the achievement of the College’s strategic objectives.

The transition to a comprehensive three-year program review cycle has strengthened Taft College’s ability to assess and enhance institutional effectiveness. It supports a culture of strategic planning, collaborative decision-making, and continuous improvement. As of today, all feedback regarding the three-year review process has been positive.

**3**. **How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?**

Taft College has long recognized that continuous self-assessment and improvement are integral to fulfilling its mission of providing equitable, high-quality education to a diverse community of learners. In preparation for the 2024 Accreditation Standards, which emphasize the need for outcome-based improvement and innovation, the College has undertaken several transformative initiatives designed to enhance both institutional effectiveness and student success.

One of the key actions in this ongoing transformation is the enhancement of the program review process. Building on feedback from faculty and the Strategic Planning Committee (SPC), Taft College transitioned from an annual program review cycle to a more comprehensive three-year review cycle. This change, which began as a pilot in the 2022-23 academic year, allows for a deeper, more reflective evaluation of academic programs, enabling the College to better align them with its long-term strategic goals. By adopting a three-year cycle, Taft College is shifting its focus from short-term adjustments to long-term planning, encouraging faculty to consider the broader impact of their programs and more effectively allocate resources.

This transition strengthens Taft College’s capacity to assess and improve institutional effectiveness by ensuring that program reviews are aligned with the College’s overarching mission and strategic priorities. The new process encourages a more holistic approach to evaluation, considering program history, challenges, and achievements over time, which is crucial for making informed decisions about future resource allocation and institutional development. The shift also fosters greater collaboration between faculty and College leadership, enhancing communication and allowing faculty to share insights on program successes and areas for improvement.

In addition to this, the College’s efforts align with the evolving expectations of the 2024 Accreditation Standards, which prioritize student outcomes, equity, and the need for institutions to adapt to changing student demographics and workforce demands. By adopting a more comprehensive program review process, Taft College is positioning itself to better meet these standards, ensuring that its programs not only meet current needs but are also agile and responsive to future challenges.

Furthermore, the move to a three-year program review cycle promotes a culture of continuous improvement by encouraging ongoing reflection and alignment with the College’s mission and strategic priorities. The process supports the development of programs that are more student-centered, with a focus on equity and access, and allows for better long-term planning in areas such as enrollment management, budgeting, and resource allocation. These changes are helping to deepen the College’s commitment to continuous improvement and support the achievement of equitable student outcomes, which are at the core of the 2024 Accreditation Standards.

Through these initiatives, Taft College is ensuring that it continues to evolve as an institution, becoming more responsive to the needs of its students while maintaining high standards of academic rigor and institutional effectiveness.

# Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

Taft College established its Institutional Set Standards (ISS) baseline floor and stretch goals over a decade ago as part of its ongoing commitment to student achievement and institutional effectiveness. Each year, the Strategic Planning Committee (SPC) conducts a comprehensive review of the data from the previous seven years. Below is a sample from this year’s review.

The SPC carefully analyzed each metric, comparing actual performance to the established floor and stretch goals to identify emerging trends, strengths, and areas for improvement. Notably, Taft College has consistently met or exceeded its institution-set floor standards in key metrics such as course completion rates, certificates, and associate degree awards, demonstrating a strong track record of student success.

For example, Taft College has demonstrated consistent strength in key performance areas. Over the past six years, course completion rates have ranged from 68.6% to 72.1%, exceeding the floor goal of 66%. Similarly, the College has seen steady gains in certificate and associate degree awards, often meeting or surpassing stretch targets. One standout success is the Dental Hygiene program, which achieved a 100% pass rate on the licensing exam for the past two years—underscoring the effectiveness of its specialized training and academic preparation.

While overall trends have been positive, the number of students transferring to four-year universities has presented a challenge over the past six years. Specifically, transfer goals were not met in two instances, largely due to significant enrollment declines during the 2020–21 academic year caused by the pandemic. As a result, fewer students completed their community college coursework, leading to a decline in transfer numbers over the following two years. This external disruption had a notable impact on overall transfer outcomes.

In response, the College has proactively implemented strategies to increase the number of students transferring. These efforts include expanding transfer pathways, enhancing counseling services, conducting targeted outreach to students who have completed 40 units but not yet earned their transfer degrees, and strengthening collaborations with four-year institutions. Additionally, the College is investigating other contributing factors to ensure its transfer initiatives are data-informed and sustainable.

Taft College’s commitment to continuous improvement is reflected not just in its outcomes, but in the strategic planning processes that drive them. While specific metrics like course completion and credential attainment show consistent progress, the broader trend underscores the institution’s ability to respond to changing conditions—such as the impacts of COVID-19—while maintaining a clear focus on student achievement and institutional effectiveness. The College’s approach remains data-informed, goal-oriented, and adaptive to evolving student needs.

1. **When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

Taft College’s Comprehensive Program Review dashboard (linked here) and Student Equity plan Dashboard (Link) presents disaggregated data related to institution-set standards and other student achievement metrics. Some equity gaps exist, particularly as the Hispanic student population has grown from 50% in 2018 to over 65% in fall 2024. Hispanic students have been disproportionately impacted across three key student outcome metrics: course success rate, retention rate, and degree attainment. The College is actively addressing these gaps.

For example, Table 1 below (extracted from the Comprehensive Program Review dashboard) shows that course success rates for African American and Hispanic students have been slightly lower compared to other racial and ethnic groups. However, the College has made significant strides in addressing this concern. Over the past seven years, the course success rate for Hispanic students has consistently increased from 65% to 69%, effectively narrowing the equity gap. In Fall 2024, the course success rate for Hispanic students reached 69%, aligning with the overall rate and demonstrating the College’s commitment to equity and student success.

*Table 1 Course Success Rate by Ethnicity from Fall 2018 to Fall 2024*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2018** | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** | **Fall 2023** | **Fall 2024** |
| African American | 62% | 58% | 60% | 62% | 54% | 61% | 53% |
| American Indian | 58% | 63% | 68% | 74% | 81% | 75% | 67% |
| Asian | 79% | 72% | 74% | 82% | 76% | 73% | 74% |
| **Hispanic** | **65%** | **64%** | **60%** | **66%** | **66%** | **67%** | **69%** |
| International | 100% | 72% | 100% | 100% | 100% | 100% | 100% |
| Multiple Races | 70% | 73% | 68% | 67% | 76% | 79% | 72% |
| Native Hawaiian | 71% | 51% | 68% | 77% | 65% | 95% | 83% |
| Other | 65% | 57% | 75% | 81% | 73% | 70% | 73% |
| White | 72% | 71% | 74% | 70% | 68% | 72% | 69% |
| **Overall** | **68%** | **67%** | **65%** | **68%** | **67%** | **69%** | **69%** |

In addition to these improvements, there are other positive trends: EOPS Hispanic students consistently outperform other groups in course success rates, and dual enrollment students continue to show strong achievement outcomes, highlighting the effectiveness of these initiatives. To further support this progress, the College is expanding resources for online learning, increasing outreach to underserved groups, and enhancing support for programs like EOPS. Taft College remains committed to closing equity gaps through data-driven strategies and continuous efforts to ensure all students have the resources they need to succeed.

**3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?**

Taft College continues to prioritize the use of disaggregated data to identify and address equity gaps in student achievement. In response to the trends observed—particularly among Hispanic students—the College has implemented several targeted initiatives. These include the annual Hispanic Student Summit, which promotes engagement by featuring culturally relevant speakers and success stories, as well as “Communication Lunch and Learn” sessions to support non-English-speaking students and families in navigating college resources.

In addition, the College is expanding professional development opportunities for faculty and staff, with a focus on culturally responsive teaching and equity-minded practices. These efforts aim to foster more inclusive classrooms and improve educational experiences for disproportionately impacted students.

To evaluate the effectiveness of these initiatives, the College monitors student outcome data—including course completion, retention, and degree attainment—while also tracking participation in events and support programs and collecting qualitative feedback from students and staff. The Strategic Planning Committee (SPC) and the Strategic Enrollment Management Committee (SEMCOM) regularly review disaggregated student outcome data and share findings with the Academic Senate and other campus governance groups to ensure broad institutional engagement. In addition, the College’s Strategic Action Plan incorporates these data insights and presents outcomes to the Board of Trustees, reinforcing transparency and accountability. These continuous review processes help ensure that Taft College’s equity-driven strategies remain responsive, data-informed, and aligned with institutional goals for student success.

# Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

In recent years, Taft College’s ongoing efforts to consistently assess Student Learning Outcomes (SLOs) and gather assessment results for analysis and evaluation have faced challenges due to the COVID-19 pandemic and the inconsistent use of eLumen. Every year during the fall in-service faculty are given time to enter SLO data into eLumen. Faculty have often cited that there is a disconnect to entering data after the course has concluded and have asked for a way to enter the data into Canvas as the assessment is being graded. The SLO coordinator has responded to that feedback and started the process of transitioning the college from eLumen to Insights.

Implementing Insights by eLumen at Taft College will empower faculty with the tools they need to enhance their teaching, align their courses with institutional goals, and ultimately improve student outcomes. By replacing the current eLumen platform with Insights, faculty will be able to enter and track Student Learning Outcomes directly in Canvas as they are grading their assessments. This will ensure a more data-driven and cohesive approach to education, benefiting both instructors and students. Non-Canvas users and departments will still be able to utilize Insights to track Student Learning Outcomes as well.

While it is too early to observe meaningful patterns and trends in these results, the College is taking active steps toward having sufficient data for review by the fall 2025 semester. In fall of 2024 the SLO Coordinator completed the Insights training and worked with IT and Distance Education to integrate Insights into Canvas. In the spring of 2025, the SLO Coordinator trained a pilot group of users to begin using Insights. A training is planned for fall 2025 in-service to train all Taft College faculty on how to use Insights. At which time the college will have completed the transition from eLumen to Insights.

1. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

Taft College is dedicated to breaking down SLO assessment results by race/ethnicity, gender, and other student demographics to uncover and address equity gaps. This practice is a vital component of promoting educational equity and implementing equity-minded teaching, both of which are integral to the College’s mission, vision, and core values. We are currently able to run reports in eLumen to access the data. Show below are sections of an example report pulled for PSLO: English AA - T Program:

Gender:



Age:



Race:



Our use of eLumen has enabled a structured and consistent method for collecting and disaggregating SLO assessment data. While eLumen enables departments to break down data by student demographics—such as race/ethnicity, gender, and age—at the program and institutional levels (PSLO and ISLO), it currently does not support disaggregation at the course level (CSLO). Only having data available at the PSLO and ISLO level has made it difficult to collect meaningful data. eLumen recommends “mapping” CSLOs to PSLOs, which allows departments to access some disaggregated data, though it is based on program-level outcomes. As part of the transition from eLumen to Insights, we began working on the mapping process during Fall in-service 2024. Each division received printouts of their programs courses and learning outcomes from the SLO coordinator to allow the divisions to properly map each CSLO to PSLOs and ISLOs. The SLO Coordinator then collected the handouts and is implementing the mapping into Insights.

Although it is still early to identify patterns or trends, due to lower than desired participation rates of entering data into eLumen and the anticipated adoption of Insights—which enables the generation of disaggregated data at the course SLO level—the College is confident it will be able to begin collecting meaningful disaggregated data starting in fall 2025.

Program review:

PSLO and ISLO: SLO demographics data

sample Section Innovation Plan





EOPS, CalWORKs, DSPS, Foster Youth, First Gen, Full-time/Part-time, Athlete, Basic Needs, Financial aid, Taft College Promise, and Homeless. In addition to student disaggregated data, we also break down the course data, which includes On/Off Campus, Session Times, Subjects, Sections, Modality, Part of Term, and Zero Textbook Cost. We observe our students favor distance education courses. We also observe have higher success rates in face-to-face courses. This may be challenging to tackle as our institution is centered in a large rural area.

1. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

As noted earlier, the College has begun collecting SLO assessment results and anticipates having sufficient data—including disaggregated data by student demographics—for meaningful analysis of patterns and trends starting in fall 2025. To support this effort, the College is taking several steps to ease the data collection process for departments, particularly through the adoption of eLumen’s Insights tool, while also providing faculty with guidance and support in analyzing SLO data to enhance equitable student learning.

In addition to offering training and resources to help faculty plan, collect, and review SLO assessment results, the College is committed to institutionalizing the full SLO Assessment Cycle as a consistent, collegewide practice. With the ease of assessing directly in Canvas with Insights, our anticipation is that participation rates of faculty reporting SLO data will climb significantly. Faculty will also be able to see their own personalized dashboard of SLO data in Insights. This means using assessment data not only in formal program reviews—where departments analyze results and make curriculum and pedagogical recommendations—but also more routinely, such as in semester and annual department planning.

Furthermore, the College will carefully monitor how departments respond to identified trends in SLO data through the program review process. As part of this process, departments complete the assessment cycle by analyzing their data and proposing improvements.

For the past 3 years, we have overhauled our Annual Program Review process. During the transition from an annual program review to a three-year comprehensive program review cycle, we added equity specific sections to encourage equity driven goals based off the internal disaggregated data dashboards. The data provided to each instructional and non-instructional program is at least a 5-year trend or greater with additional custom data provided upon request. The disaggregated dashboards also show trends and will be updated annually. The Comprehensive Program Reviews, SLO & SAO data are posted on the Taft College website, while the disaggregated data trends and dashboards are posted on an employee access only site. This data and program review process allows our institution to track and monitor our progress internally against our institutional planning documents.

Two custom survey questions were added to the CCSSE survey by our Office of Instruction regarding how “Zero Textbook Cost” options affect students when registering for courses and what “Low Cost Textbook” would like to them. This information assisted in our discussions on defining and implementing the “Low Cost Textbook” for the MIS XB12 Data Element and encouraging more “Zero Textbook Cost” options in more disciplines.

**

# Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

**Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?**

Greg and Jaime, please review the section below, and please provide more information or evidence about each of the subsections.

As Taft College prepares for its next comprehensive self-evaluation, the institution anticipates a range of internal and external factors that will shape the context of the review. Central to this process is the College’s ongoing commitment to continuous improvement, guided by the strategic goals outlined in the newly developed Educational Master Plan (EMP). This plan emphasizes increasing student enrollment, improving retention and success rates, diversifying instructional programs, and fostering partnerships that support workforce development. These goals will serve as a framework for evaluating institutional progress in student success, academic innovation, and long-term sustainability.

Several focused programs and strategic initiatives are expected to significantly influence the self-evaluation process:

**Dual Enrollment:**

Expanding dual enrollment continues to be a key strategy for increasing access and enrollment. Building on successful partnerships with local high schools, the College aims to create clearer pathways for high school students to engage in college-level coursework. Additionally, Taft College is exploring duel enrollment opportunities to strengthen alignment between its offerings and the West Kern Adult Education Network (WKAEN) , enhancing dual enrollment Short-Term Career and Technical Education (CTE) pathways for adult learners as well. These efforts are designed to reduce time to degree, bridge educational attainment gaps, and create more seamless transitions to higher education.

**Adult Learning**

Expanding opportunities for adult learners is a critical component of the College’s equity and access agenda. Taft College is committed to increasing educational pathways for adult students through partnerships, flexible course formats, and programs tailored to adult learning needs. These efforts are designed to support individuals re-entering education after time away, seeking new career opportunities, or balancing education with work and family responsibilities.

**Non-Credit Programs:**

Taft College is also investing in the development of non-credit programs that provide low-barrier entry points into higher education. These programs are particularly effective in supporting career exploration, basic skills development, and workforce training. By offering non-credit options aligned with regional workforce needs, the College is working to support both economic development and lifelong learning across its service area.

**Credit for Prior Learning (CPL):**

A major area of improvement and focus for Taft College is expanding its Credit for Prior Learning offerings. By recognizing the value of students' previous learning experiences—whether through military service, workforce training, or other non-traditional educational settings—the College will provide a more equitable path to degree completion. This initiative aligns with the College's broader mission of serving diverse student populations and meeting the needs of a constantly evolving job market.

**Short-Term Career and Technical Education (CTE) Pathways:**

Taft College will continue to develop and expand short-term CTE pathways aimed at preparing students for immediate employment opportunities. By focusing on high-demand fields, the College is responding to the needs of students who seek rapid entry into the workforce, as well as regional industries seeking a well-trained labor force. These pathways will be closely aligned with labor market trends and community needs, ensuring that students are equipped with relevant, up-to-date skills.

**ZTC (Zero Textbook Cost) Program**

Expand the availability of ZTC (Zero Textbook Cost) textbooks, to reduce financial barriers and make courses more accessible and attractive to a wider student audience.

Through these focused programs and initiatives, Taft College is positioning itself to continue making strides in providing equitable access to higher education while fostering an environment of academic excellence, workforce readiness, and sustainable growth. As the College approaches its next comprehensive self-evaluation, these efforts will provide a solid foundation for assessing its progress toward meeting institutional goals and addressing the needs of its diverse student population.