

Student Equity Plan 2019-2022: Executive Summary

Taft College, in the West Kern County Community College District, is located in the city of Taft, California, in the southwestern edge of the San Joaquin Valley in Kern County. The population of Taft was 9,327 at the 2010 census. Taft College in the 2017-2018 academic year served 9,505 students, with an FTES count of 2,889. Of these, 40.3% were female, and 59.7% were male. By race or ethnicity, Asian students made up 1.8% of the population, Black or African Americans students made up 5.8%, Filipino students 1.3%, Hispanic students 44.6%, Pacific Islander students 0.8%, Native American students 3%, White students 32.7%, Mixed race students 9.6%, and other or unknown ethnicity 0.6%. Taft College draws students from the immediate and surrounding areas, including larger metropolitan areas within about a 30 mile radius. Taft College also serves two nearby correctional facilities.

Student equity and success are central to Taft College's vision, mission, and values:

- Vision
 - Taft College instills a passion for learning, leading to success for all.
- Mission
 - Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment, defined by applied knowledge leading to students' achievement of their educational goals.
- Values
 - Students and their success.
 - A learning community with teaching excellence.
 - An environment conducive to learning, fairness, dialogue, and continuous improvement.
 - A communicative, collaborative, collegial, and respectful culture.
 - A partnership of students, faculty, support services, and community.
 - Innovation, diversity, creativity, and critical thinking.
 - Academic, financial, personal, and professional integrity.
 - Employees and their professional development.
 - A transparent, accessible, participative governance structure.
 - Innovation, diversity, creativity, and critical thinking.
 - An environment conducive to learning, fairness, dialogue, and continuous improvement.

Ongoing dialogue and integrated planning processes reduce the student achievement gap. College personnel, in collaboration with students, can explore effective and promising practices and provide support services to marginalized students and those who could benefit from additional resources. Widespread dialogue and scalable activities focus on removing barriers for students. These conversations and interventions are student-centered, contributing to the developing culture of Taft College as a student-centered, student-ready institution.

In developing this plan, the college chose to prioritize equity using an "Equity First" approach with a student-ready mindset. This mindset is based on the belief that "every student can succeed." In meeting the "Equity First" approach, all goals are integrated, driving equity-mindedness as the college engages in data mining and data inquiry addressing achievement gaps. The Integrated Plan framework is driven by the college's mission and vision and is aligned with the college Strategic Action Plan. Taft

College is using the Guided Pathways framework to refine existing programs, reduce duplication, expand resources, and support new opportunities for students while strengthening integration efforts across programs.

One of the goals of the Equity Plan is to close the achievement gap for disproportionately impacted groups as identified by the state Chancellor's Office. Another goal is to focus on additional groups identified by Taft College as those who could benefit from the "Equity First" activities. An evaluation process will be implemented, applying defined metrics to the achievement of the goals. The data, assessment, metrics, and overall evaluation will continue to be discussed and reviewed by the Student Success Committee and by the Access Committee on an annual basis. Specific equity activities are listed under each goal aligned with the budgeted funds for those activities.

The two largest disproportionately Impacted groups currently identified by the state Chancellor's Office include:

- Hispanic or Latino males
- White males

The majority of our two largest Disproportionately Impacted groups, White Males and Hispanic/Latino males, are full time employees of industries in our energy sector (oil and petroleum industry). In order to be initially employed – and to remain employed – they must take short-term extended safety courses mandated for California oil producers. They complete these through our contracted education partner, WESTEC (Westside Energy Services Training and Education Center). While these courses also serve as entry level course to certificates through Taft College, students taking these courses are doing so primarily for the purpose of continued employment. Their success goals are not typically toward obtaining a college certificate or degree, rather their immediate goal is continued family wage employment. However, Taft College realizes the importance of continued education to obtain certificates or degrees, so Taft College will continue to provide directed onsite academic counseling at the WESTEC facility on a regular basis and will begin a more robust outreach program directed to these students in Fall 2019, to be reassessed in Fall 2021.

Taft College has an interest in promoting student success for students who were not identified among groups significantly Disproportionately Impacted, but could benefit from equity focused activities. These include groups identified by the Chancellor's Office in previous years as disproportionately impacted:

- Current or former foster youth
- Students with disabilities
- Veterans
- African-American students

Taft College has implemented several processes through the Guided Pathways initiative to ensure the institution consistently and regularly reviews its practices, activities, and policies integral to supporting an equitable learning experience for underserved students. Formal practices include monthly meetings attended by categorical program leaders to discuss services and support available for students (Student Services Staff Meeting, DSPS Staff Meeting, EOPS/CARE/CalWORKS Staff Meeting) and semi-annual advisory board committee meetings (DSPS, EOPS/CARE/CalWORKS). These categorical programs have also created formal processes for referral to capture students identified from general populations who may benefit from categorical program supports. The college's federal TRIO program is integrated into the student services structure to identify students who may not be eligible for state sponsored programs. There are assigned staff and faculty members to support the needs of current and former foster youth,

veterans, and students with disabilities.

Other formalized institutional practices which support the coordination of equity-related programs include annual program review, mandated state and federal annual reporting, and categorical program plans. Through these formal processes, the faculty and administrative leadership responsible for various categorical programs and services coordinate efforts to recruit students, implement program plans, and align program goals with the district’s identified institutional planning priorities (as identified in the district’s Strategic Action Plan, EEO Plan, Educational Master Plan, and SEA Plan).

In addition to reporting and planning practices, several faculty, staff, and administrative members from categorical programs serve on various shared governance committees, including: the Governance Council, the Guided Pathways Oversight Committee, the Academic Development Committee, the 508 Accessibility Committee, Student Services Coordinators Team, the Student Success Committee, and the Access Committee. It is in these settings that the objectives and activities of categorical are shared with other college members, enhancing efforts to coordinate across categorical and college programs.

Review of Equity Plan expenditures by category for 2015-2016, 2016-2017, and 2017-2018:

Fiscal Year	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Development & Adaptation	Professional Development	Instructional Support	Direct Student Support
2015-2016	\$142,833		\$120,565	\$89,653		\$34,276		\$195,979
2016-2017	\$20,000	\$39,146	\$17,000	\$120,994		\$21,510	\$86,723	\$248,862
2017-2018	\$11,225	\$70,891	\$12,751	\$170,114		\$26,089	\$73,434	\$73,542

Taft College has provided increased professional development on equity, gathered and applied meaningful data on Disproportionately Impacted (DI) populations, and provided DI students with tangible resources and targeted services. Notable activities and achievements have included:

- Professional Development/Training:
 - Kimberly Papillion workshop, “Implicit Bias, Decision-Making and Equity in Education”
 - Cultural Assessment of faculty engagement of equity issues
 - Francis Flynn, Stanford “Communication Equity”
 - Garden Pathways: Mentoring Workshop incorporating trauma informed approach
- Data:
 - Development of DI data table
 - Established data coaches
- Student Resources:
 - Student Resource Center (Food Pantry with Clothing needs)
 - Lactation Room / Parents Room
 - Veterans Resource Center
 - Library resources for incarcerated students

- Student Support:
 - Wellness Counseling (including mental health)
 - Student Equity workers, mentors, coaches

Analysis of prior year goals:

<u>Goals:</u>	<u>Activities:</u>	<u>Status:</u>
Access: Improve access by 1%	“Equity First.” Communication strategy. Persistence support.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Not Completed
Course Completion: Improve course completion success rate by 1%	Peer mentors Success Coaches, Completion Coaches Success Plus	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Not Completed
Degree/Certificate Completion: Improve program completion success rates by 5%.	Success Coaches, Completion Coaches Enrollment management plans	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Not Completed
Transfer	Success Coaches, Completion Coaches Enrollment management plans	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Not Completed

Activities used to achieve previous equity goals:

- “Equity First” – provide outreach and services for students identified in Equity focus.
- Communication Strategy – targeted online communication and community organizing.
- Persistence Support – assigned student peers with special training in persistence support.
- Peer Mentors – student peers with special training in creating a general support relationship.
- Success Coaches – student peer with support training in writing, library use, etc.
- Completion Coaches – student peers with specialized training in degree completion.
- Enrollment Management – optimizing program design, delivery.
- Student resources as needed (e.g., food pantry, Veterans Center)
- Student support as needed (e.g., wellness counseling)

Additional planned “Equity First” activities for 2019-2022

These activities support Taft College’s efforts to improve student success:

- Continue faculty equity training at workshops and webinars (both external and on site).
- Utilize resources including IEPI, CCCCO inmate education, CAP events, Veterans summit, etc.
- Identify housing for homeless students within the community (e.g., dorm rooms on campus).

- Continue faculty training on access for online and on campus students with disabilities.
- Strengthen partnerships with feeder high schools that serve underrepresented students.
- “Cougar Days” outreach to area high schools with one-stop counseling and registration.
- Clarify the Taft College website for easy accessibility to all students and potential students.
- Strengthen and increase tutoring availability, especially for Math and English classes.
- Continue to provide successful student support services including Veterans Center, Parents Room, wellness coaching and counselor, student inmate counseling, Resource Room (food, clothing).
- Increase the use of no-cost or low-cost textbooks and materials.

2019-2022 Student Equity Goals and Activities and Guided Pathway Pillars

Goals and Activities	Guided Pathway Pillar
<i>Goal 1: Increase retention and completion for white and Hispanic/Latino males</i>	
1.1 Outreach to recruit new, underrepresented students.	Clarify the path, enter the path.
1.2 Outreach and academic counseling to WESTEC students.	Enter the path, stay on the path, clarify the path.
1.3 Faculty training on equity and access.	Ensure learning.
1.4 Clarify the Taft College website for easy accessibility to all students and potential students.	Clarify the path, enter the path.
<i>Goal 2: Increase completion for students in categorical programs, including foster youth, DSPS students, Veterans</i>	
2.1 Provide extended orientations for students who are Veterans.	Clarify the path, enter the path, stay on the path.
2.2 Continue use of peer mentoring and peer coaching services for identified student groups, with meaningful follow-up.	Stay on the path, ensure learning.
2.3 Increase range of courses available for tutoring, and hours of available tutors. Embed tutoring and tutor training.	Stay on the path, ensure learning.
2.4 Provide Mental Health and Wellness Counseling to identified students through a college referral process.	Stay on the path, ensure learning.
2.5 Faculty training on equity and access.	Ensure learning.
2.6 Outreach to recruit new, underrepresented students.	Clarify the path, enter path.
2.7 Continue to provide a Student Resource room (food pantry), and Parents Room.	Stay on the path, ensure learning.
2.8 Provide professional development focusing on minimizing the achievement gap for students with disabilities, in and outside the classroom.	Stay on the path, ensure learning.
2.9 Clarify the Taft College website for easy accessibility to all students and potential students.	Clarify the path, enter the path.

2.10 Identify housing for homeless students within the community (e.g., dorm rooms on campus).	Clarify the path, enter the path. Stay on the path, ensure learning.
2.11 Strengthen partnerships with feeder high schools that serve underrepresented students, hold “Cougar Days” at high schools.	Clarify the path, enter the path.
Goal 3: Improve student success for African-American students	
3.1 Faculty training on equity and access.	
3.2 Outreach to recruit new, underrepresented students.	Clarify the path, enter the path.
3.3 Continue use of peer mentoring and peer coaching services for identified student groups, with meaningful follow-up.	Stay on the path, ensure learning.
3.4 Increase range of courses available for tutoring, and hours of available tutors. Embed tutoring and tutor training.	Stay on the path, ensure learning.
3.5 Provide Mental Health and Wellness Counseling to identified students through a college referral process.	Stay on the path, ensure learning.
3.6 Clarify the Taft College website for easy accessibility to all students and potential students.	Clarify the path, enter the path.
3.7 Provide professional development focusing on minimizing the achievement gap for students with disabilities, in and outside the classroom.	Enter the path. Stay on the path, ensure learning.
3.8 Strengthen partnerships with feeder high schools that serve underrepresented students, hold “Cougar Days” at high schools.	Clarify the path, enter the path.

2019-2022 Student Equity Budgeted Funds

Plans for Budgeted Funds	Amount Budgeted
Administrative and student salaries and wages	\$176,034
Benefits, STRS, PERS, OPEB, OASDI, other payroll costs	\$148,720
Consultants and contracts	\$27,950
Computer usage	\$13,000
Employee miscellaneous services	\$10,500
Total	\$376,204

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