



**2014 Annual Report  
 REVIEW**

Taft College  
 29 Emmons Park Drive  
 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:	<a href="http://www.taftcollege.edu/student_services/catalog/1314/Accreditation%20statement.pdf">http://www.taftcollege.edu/student_services/catalog/1314/Accreditation%20statement.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.taftcollege.edu/administration/accreditation.shtml">http://www.taftcollege.edu/administration/accreditation.shtml</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 5,563 Fall 2012: 5,524 Fall 2011: 5,290
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	5,310
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	867
9.	Number of courses offered via distance education:	Fall 2013: 145 Fall 2012: 137 Fall 2011: 124
10.	Number of programs offered via distance education:	14
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,775 Fall 2012: 1,858 Fall 2011: 1,874
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to	No

an associate degree?
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### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	62.4 %									
14b.	Successful student course completion rate for the fall 2013 semester:	78 %									
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, what is it?</td> <td>0</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>0</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>0</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0	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?	0	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?	0
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0									
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?	0									
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?	0									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	357									
16b.	Number of students who received a degree in the 2012-2013 academic year:	288									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	100									
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?	n/a									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	108									
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:	28									
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:	3									
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	72 %	90 %
	Court Reporting	22.03	state	32 %	40 %
	Court Reporting	22.03	state	40 %	50 %
Court Reporting	22.03	state	23 %	29 %	

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
	N/A	00.00	0 %	0 %

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Student Retention Rate	Cohort Fall First Time Student Within-Term Retention Rate Disaggregated	72.2
Course Success Rate	Course Success Rate (% A, B, C grade/enrolled at census) Disaggregated	60.6
Persistence Rate	Cohort Fall First Time Student Three-Consecutive-Term Enrolled Disaggregated	51.3
Remedial Math Rate	Enrolled in below-transfer level math and subsequent successful completion of transfer level, Disaggregated	13.4
30 Units Rate	Cohort Fall First Time Student Degree or Transfer Seeking Accumulation of 30 Units, Disaggregated	49.4
Completion Rate	Cohort Fall First Time Student Certificate, Degree, or Transfer Rate, Disaggregated	34.6
Remedial English Rate	Enrolled in below-transfer level English and subsequent successful completion of transfer level, Disaggregated	22.6

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).
	<p>Via program review of the Supplemental Instruction (SI) program, Taft College looked at the extent the program met its goals of increasing student performance and retention. The findings included: • Students who attend SI have better success, failure, and retention rates than students who do not attend SI. • The success rate for the SI Group is 75% compared to 48% for the Non SI Group. • The fail rate for the SI Group is 13% compared to 20% for the Non SI Group. • The retention rate for the SI Group is 88% compared to 69% for the Non SI Group. • Students who attend SI are far more likely to stay in class the entire term (88% vs. 69%) and succeed (75% vs. 48%). • This pattern is consistent from year to year and across discipline. • General study sessions facilitated by Supplemental Instructional Assistants (SIAs) who are not assigned to classes are not as well attended as traditional SI sessions. • Removing the SIA from the class also greatly decreases the amount of students who will go to a study session. • SI session attendance is larger when the SIA attends class with the students.</p>

### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	428
	b.	Number of college courses with ongoing assessment of learning outcomes	344
	Auto-calculated field: percentage of total:		80.4
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	28
	b.	Number of college programs with ongoing assessment of learning outcomes	24
	Auto-calculated field: percentage of total:		85.7
26.	Student and Learning Support Activities		
	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 programs:	<a href="http://dl-test.taftcollege.edu/tcwp/instruction/?attachment_id=1497">http://dl-test.taftcollege.edu/tcwp/instruction/?attachment_id=1497</a>	
28.	Number of courses identified as part of the GE program:	66	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	89 %	
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 program Student Learning Outcomes:	62	
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).	0 %	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %	

35.	<p>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).</p> <p>Taft College requested faculty in the Fall of 2012 to assess a learning outcome attached to critical thinking labeled Evident-Based Reasoning. Each section of courses were asked to complete an assessment and use a common rubric for the results. These results were compiled into our Annual Student Learning Outcomes Report along with aggregated results from other programs. Taft College also provides program leads with a CD at the beginning of the fall semester containing all Achievement results. The program leads have access to the software program that houses all SLO data. The combinations of these two data resources allow program leads to complete the annual program review updates. Taft College's Institutional Research Office publishes the program reviews on their website. Taft College's administrators set aside time during each in-service prior to the commencement of a semester for the faculty to convene in division meetings to discuss assessment results, analyze the data and form action plans for the following year.</p>
<p><b>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.</b></p>	
36.	<p>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 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>Taft College just completed a project where from course to institutional mapping of student learning outcomes has occurred and discussion of how institutional outcomes scaffold through the curriculum. We are now looking at the specific teaching strategies at each level of the curriculum, that is, at the pre-collegiate level, associate degree level, freshman transfer level, and sophomore transfer level. Discussions are underway as to how each level is introducing the Institutional Student Learning Outcome. For the critical thinking, scaffolding occurs. Different level rubrics are in place reflecting the level a student should achieve before moving to the next level; hence sophomore level courses reflect the evaluation and analysis level of critical thinking while pre-collegiate level courses assess understanding and knowledge. Changes in student scheduling have started to occur as evidence becomes available that student placed in lower level English classes may not succeed at sophomore level History classes when it comes to their critical thinking skill levels. As the data is just now becoming available, Taft College has not implemented the practice across all instructional programs at this time.</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>Taft College utilizes several communication strategies to share SLO results. Internally, program leads can create assessment result reports at will for their divisions. The Student Learning Outcome Office can generate additional reports upon request throughout the semester. Taft College reports the results in an Annual Program Review Report and in an Annual Student Learning Outcomes Report. Both reports are available for public review on the Taft College webpage. Annual Program Review Reports provide the foundation for internal Action Plans for request budget allocations. External audiences such as the advisory committees used the information to determine if additional services may be required. An example is a newly implemented internship program for our students completing the Energy Technology program.</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</p>

	<p>institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <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> </div>
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> <div style="border: 1px solid black; padding: 5px;"> <p>1. Taft College attempted to offer a four unit Behavioral Statistics class in a modified schedule of 2 one-hour sessions with 1 two-hour session, thus offering the class over three days rather than our usual schedule of two days, 2 two-hour sessions. There was a significant difference in the SLO assessment results between the two different offerings of the course. Since that time, Taft College has returned to the 2 two-hour sessions as we found that students retain the subject matter better when they practice it immediately following the presentation of the material. If the instructor had used just test results, we may not have discovered this finding.</p> <p>2. 3.</p> </div>

**Substantive Change Items**

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 2 2011-12: 1 2010-11: 0
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)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Taft College is starting a new engineering program and will initiate the substantive change process for this program.

**Other Information**

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

Go To Question #:  **REVIEW/EDIT**

The Annual Report must be certified as complete and accurate by the CEO (Dr. Dena Maloney). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

**Send e-mail Notification to CEO to certify report**

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