

Substantive Change Proposal:

Termination of the Taft College Automotive Technology Program

Taft College

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Substantive Change Proposal: Termination of the Automotive Technology Program

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Substantive Change Proposal:**Termination of the Taft College Automotive Technology Program****A. A concise description of the proposed change and the reasons for it****1. A clear and concise description of the change**

At the Academic Senate meeting held October 7th, 2011, the Applied Technologies Division recommended formally discontinuing the automotive program at Taft College. The Director of Career Technical Education explained how the lack of funding for sufficient facilities, the lack of full time faculty for the last four years, and the lack of employers for technicians and mechanics in the community were all reasons supporting this request. He added that fall, 2011, was the first time that no automotive classes were offered at Taft College. He stated that if you visited an automotive facility at another community college, you would be embarrassed by the stark contrast to Taft College's existing automotive facilities. The Senate responded that there was no formal process for terminating programs and that it would develop one. During the time this policy was being drafted by the Academic Senate, Taft College's automotive technology program was officially terminated by the Administration and the facilities permanently closed.

2. Evidence of a clear relationship to the institution's stated mission

Taft College's current mission statement is as follows:

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.

In addition, two of the nine institutional "values" associated with the College's Mission Statement are as follows:

- *Students and their success*
- *A partnership of students, faculty, support services, and community*

Taft College has a history of meeting the needs of the community served by the College and this function is enunciated in the first statement of the College's Mission Statement. In regards to the automotive technology program, demand for the program had waned considerably in its last few years. The local demand for trained auto mechanics was insufficient to sustain the program. Although an effort was made to revitalize Taft College's automotive technology program facilities, enrollments in the program continued to decline until the program could no longer

operate. Consequently, the decision was made to terminate the program because it no longer met the needs of the community served by the College.

3. *Discussion of the rationale for the change including but not limited to labor market analysis*

In spring 2008, the Career Technical Education Coordinator, in conjunction with the Applied Technologies Division Chair, commissioned a study to ascertain what would be required for Taft College's automotive technology program to be certified by the National Automotive Technicians Education Foundation, a standard certification offered by almost all automotive technology programs at accredited institutions. A representative from the Foundation reviewed the existing program mission, administration, resources, funding, student services, curriculum, equipment, facilities, staff, and agreements. Recommendations were offered along with the cost of bringing the program up to the required Foundation criteria, not including the cost to upgrade facilities. The recommendations were presented to Taft College's administration along with other pertinent information including program enrollments, degrees and certificates awarded, and input from community members. Given the cost required to bring the automotive program up to Foundation standards, a lack of resources required to improve the program, and the lack of demand for the program, it was recommended by the CTE Coordinator and Applied Technologies Division Chair to terminate the program. Prior to the actual termination of the program, some resources were expended to improve the program but this proved insufficient to increase enrollments. The program continued for another few semesters and then was formally terminated in fall 2011 when courses were no longer offered.

Students seeking degrees or certificates in the automotive technology program at the time the program was terminated (fall 2011) were accommodated by allowing them to finish their degree or certificate. As shown in the following table, by 2012-2013, only two students completed a degree or certificate in the program. No students earned a degree or certificate after 2012-2013.

Table 1. Automotive Technology Degrees and Certificates 2007-2008 to 2012-2013

Automotive Technology-094800 Degrees and Certificates	Academic Year					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Associate of Science (A.S.) degree		2	2	1	1	1
Certificate requiring 60+ semester units			1			
Certificate requiring 18 to < 30 semester units	4	2	1	2	6	
Certificate requiring 12 to < 18 units					2	
Certificate requiring 6 to < 18 semester units				3	2	1
Total	4	4	4	6	11	2

Evidence

- Academic Senate Meeting Minutes from September, 2011
- National Foundation Automotive Technicians Education Foundation Report from April, 2008

B. *A description of the program to be offered if the substantive change involves a new educational program, or change in delivery mode*

The change does not involve a new educational program or a change in delivery mode.

C. *A description of the planning process which led to the request for the change***1. *The change's relationship to the institution's planning, evaluation, and stated mission***

Taft College utilizes an annual program review and planning process for all programs, instructional as well as non-instructional. The automotive technology program participated in this annual process and, prior to that, participated in a comprehensive two-year review and planning process. After the full-time instructor retired in May 2008 and subsequent relocation of the automotive technology program facilities to an off-campus location, enrollments began to dwindle. This decline in enrollments prompted the Career Technical Education Coordinator to commission a comprehensive study to ascertain the viability of the program. The study concluded that the program would require a substantial amount of funds to remain viable, funds that were not available. Consequently, the program was permanently closed.

2. *The assessment of needs and resources which has taken place*

Several needs assessments were conducted prior to the termination of the program. Although earlier assessments concluded that there was a statewide need and possibly a regional need for trained automotive mechanics and technicians, there was little to no local need. In addition, enrollments in the program (an indicator of need) had dwindled, and the resources available for the program did not meet the standards required by the program. Given these assessments, the conclusion to terminate the program was inevitable.

3. *The anticipated effect of the proposed change on the institution*

Of course, the primary effect will be that no automotive technology program will be offered. This is not a big concern, however, as the demand for the program is low. The main effect will be on those students in the program. Counselors at Taft College worked with their counterparts at Bakersfield College to identify courses which would allow students to complete their programs and students in the program at the time were advised of the Bakersfield College courses. Those students requiring other courses such as general education, English, etc. were allowed to finish their certificates and degrees at Taft College.

4. *A clear statement of the intended benefits that will result from the change*

The largest intended benefit of terminating the automotive technology program was that of making funds that were allocated to the automotive program available to other programs. At the time the program was terminated, there was one adjunct professor and one full time assistant. Additionally, the facilities were being leased. Funds allocated for equipment, facilities, utilities, human resources, insurance, etc. were now available for other programs.

5. *A description of the preparation and planning process for the change, i.e., when will the change go into effect*

As stated elsewhere, enrollments into automotive technology program courses were stopped in fall 2011. Prior to then, students were advised on how they could finish the program and arrangements were made with Bakersfield College to allow that. The facilities were shut down, cleaned out, and the premises vacated. Unless the need for such a program changes, there is currently no plan to reinstate the program.

- D. *Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:*
1. *Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available*
 2. *Sufficient and qualified faculty, management, and support staffing*
 3. *Professional development for faculty and staff to effect and sustain the change*
 4. *Appropriate equipment and facilities, including adequate control over any off-campus site*
 5. *Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget*
 6. *A comparative analysis of the budget, enrollment, and resources; identify new or reallocated funds*
 7. *A plan for monitoring achievement of the desired outcomes of the proposed change*
 8. *Evaluation and assessment of student learning outcomes, achievement, retention, and completion*

This substantive change involves termination of an existing program and not the initiation of a new program. The analyses conducted on the program concluded that there were inadequate human, physical, technology, and financial resources to sustain the program. This is shown conclusively in the Foundation report. Additionally, even if funds were available, there was very little demand for the program as evidenced by input from advisory committees and environmental scan data including Department of Labor occupational outlook reports. Consequently, the decision was made to terminate the program.

- E. Evidence that the institution has received all necessary internal or external approvals, including:*
- 1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained*
 - 2. Legal requirements have been met*
 - 3. Governing board action to approve the change and any budget detail supporting the change*

As indicated previously, when the recommendation to terminate the automotive technology program was brought before the Academic Senate, the Senate determined they had no existing procedures to terminate a program. At that point in time, a task force was convened to develop a procedure which was approved in xxx. In the interim, the decision to terminate the program was made by the administration and approved by the Board of Trustees in January, 2016. No regulatory agency approvals were needed.

- F. *Evidence that each Eligibility Requirement (ERs) will be fulfilled specifically related to the change*
1. *All ERs must be addressed, and requirements that are particularly impacted by the change should be addressed in detail.*

Because compliance with the Eligibility Requirements and Commission Policies is not program specific but applies to the institution as a whole, the following section applies to all programs at Taft College. Where specificity to a program helps clarify, a brief description of how the program is relevant is given. The following statements in regards to compliance with eligibility requirements are taken from Taft College's Self Evaluation Report for its September/October 2015 accreditation site visit.

Eligibility Requirements

The Eligibility Requirements listed below apply to all programs at Taft College, including the automotive technology program described in this proposal. The following list of Eligibility Requirements is therefore copied directly from Taft College's 2015 Accreditation Self Evaluation Report.

1. *Authority*

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Taft College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement regarding accreditation is included on the inside front cover of the 2015-2016 Taft College catalog.

2. *Operational Status*

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

Taft College has operated continuously since 1922. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive range of associate degrees, transfer degrees, certificates, basic skills courses, and career and technical programs to meet the needs of both students and the community it serves.

3. *Degrees*

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

Degree and certificate options at Taft College are designed to meet students' diverse goals. The College offers 47 degrees, of which 12 are California State University (CSU) Transfer Degrees including the Associate of Arts-Transfer Degree (AA-T) and the Associate of Science-Transfer Degree (AS-T), as well as 26 certificates of achievement and 22 locally approved certificates. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion.

4. *Chief Executive Officer*

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

Mr. Brock McMurray, Interim Superintendent/President of the WKCCD, oversees Taft College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Mr. McMurray is responsible to the Board for the effective leadership of the District and the administration of board policy. Board Policy 3100 states the Superintendent/President is responsible for establishing and documenting the organizational structure. The organizational chart of Taft College is subject to review by the Board.

5. *Financial Accountability*

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

As a community college district and public entity, the WKCCD is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes each final audit report available to the public with all other annual reports.

A typical annual financial audit consists of the following:

1. Pre-audit conference between the Executive Vice President of Administrative Services, the Director of Fiscal Services, and the independent audit firm
2. Interim fieldwork consisting of compliance elements and internal control testing
3. Year-end fieldwork consisting of drafting the District's financial statements and testing the balance sheet accounts
4. Receipt and review of the independent audit firm's report
5. Acceptance of the independent audit firm's report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office

The certified audit report is sent to the appropriate oversight agencies as required. Annual audit reports, Futuris Public Entity Investment Trust statements, and Proposition 30 Disclosure statements are available online at the College website.

6. *Mission*

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

The mission of Taft College can be found in the College catalog, the Educational Master Plan and related planning documents including the Strategic Action Plan, Technology Master Plan, Facilities Master Plan, and the Governance Guide. In fall 2014, Taft College engaged in a campus-wide process to develop a new mission, vision, and values statement. The WKCCD Board of Trustees approved the revised mission statement through a first and second reading process in December 2014 and January 2015: "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."

The Taft College Mission Statement defines the institution's commitment to achieving student learning and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve.

7. *Governing Board*

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the

financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

A five-member Board of Trustees comprises the governance body of the WKCCD Board of Trustees. The Board holds open, public meetings monthly. Minutes and agendas are published in online and paper formats well in advance of each meeting. Trustee biographies, board minutes and agendas, and board policies and administrative procedures are accessible on the WKCCD website. The Board is an independent policy-making body which has established a conflict of interest policy and adheres to it.

8. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Taft College has sufficient staffing in the administrative and classified management ranks to ensure that the College mission is carried out. To qualify for employment within the District, all managers and educational administrators must meet or exceed minimum qualifications. The College employs five educational administrators, and 25 classified management/classified confidential employees to support the mission of the College

9. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

The degrees and certificates offered by Taft College are congruent with its mission. The principal programs lead to an Associate of Arts (AA), Associate of Science (AS), and Associate Degree for Transfer that facilitates transfer to a university after a student completes 60 units. The College also offers degrees and certificates of achievement in many career or technical fields leading directly into employment. The College catalog and website list all degree and certificate programs, as well as program and course descriptions. Certificate programs listed in the catalog include each program's objective. Programs have identified student outcomes and are at least two academic years in length.

10. Academic Credit

The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory

requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Taft College policies regarding transfer and awarding of credit are specified in the College catalog. Credit for courses is based on the “Carnegie unit,” which assumes that each student earns one unit based on the completion of 18 hours of in-class and out-of-class work. Each Taft College course is of sufficient length and content to comprise its unit assignment, consistent with Title 5, section 55002.5 of the California Administrative Code.

11. Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

Taft College defines and publishes student outcomes for each of its programs, both in the College catalog and online. Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLO assessment data is also published in annual program reviews. SLOs have been developed for all courses offered within the past two years. Systematic assessments are in place no matter the mode of delivery of course offerings.

12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

The College has defined through its philosophy of general education (GE) the meaning of a liberal arts education. This philosophy is incorporated into all of its degree programs as a component of general education. General education has specific learning outcomes that include critical analysis, communication skills, natural sciences, arts and humanities, social and behavior sciences, as well as lifelong learning. The rigor of these courses is appropriate for higher education. BP 4025 outlines the philosophy of General Education for Taft College.

13. *Academic Freedom*

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

The WKCCD is committed to the principle that institutions of higher education operate for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free exposition. In order to assure the academic integrity of the teaching-learning process, faculty distinguish between personal conviction and professionally accepted views in a discipline, presenting data and information fairly and objectively.

The free expression of ideas is limited only by the principles of fairness, respectful expression, and careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, or interpretation of facts and ideas. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student's right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee. Taft College Board Policy 4030 on academic freedom is posted on the Taft College website. Additionally, the College catalog contains the policies and procedures regarding academic freedom.

14. *Faculty*

The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

As of fall 2014, Taft College employed 54 full-time faculty. Faculty members hired by Taft College meet the minimum requirements for their discipline in accordance with Education Code and Title 5 regulations as detailed in Board Policy 7120. Faculty members have a clear understanding of their responsibilities in the development, review, and assessments of curriculum as outlined in the *Faculty Handbook*.

15. *Student Support Services*

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Taft College offers services that support students with learning needs and intellectual development within the context of the College's mission, regardless of location. Services are described in the College catalog, in online orientation, and in the Steps to Success brochure. Student Services have identified learning outcomes for programs with student surveys as a means of gathering data to assess opportunities for continuous improvement.

16. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

The adopted admissions policies are consistent with the College's mission: identifying the qualifications of students appropriate to their programs. The Taft College admission policy is located in the College catalog. Statements regarding student qualifications for admission, admission requirements for students transferring credit, international students, and high school students can also be found in the catalog. Admissions information includes residency rules, advanced placement, and acceptance in the College-Level Examination Program (CLEP).

17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

The Taft College Library provides learning resources and services to support its mission and instructional programs in various formats to meet the needs of its students. The physical and electronic library material has greatly increased over the past two years to assist students and faculty. Material selection guidelines are provided in the Library Collection Development Policy which was approved by the Board in February 2015. Holdings include 150,000 electronic books, 13,000 print books, 1,600 multi-media items, subscriptions to 30 print periodicals, and subscriptions to 45 databases providing access to thousands of magazine and journal articles. As a member of WorldCat Libraries, Taft College participates in interlibrary loan of print and electronic resources.

18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Taft College's funding base, financial resources, and plans for financial development are adequate to support the District mission, student learning programs and services, institutional effectiveness, and financial stability. The WKCCD Board of Trustees approves the tentative and final budgets each year. In addition to the District's funding base, the Taft College Foundation supports the District in the attainment of educational, scientific, and cultural goals and in fulfilling the District's mission.

The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website. General, restricted, and categorical funds are identified in the budget development process to support instructional programs and student services. The annual budget identifies revenues, revenue sources and amounts, and detailed descriptions of budgeted revenue and expenditures by fund. In 2009-2010, the Board established an irrevocable trust to address its Other Post-Employment Benefits (OPEB) obligation. The Retirement Board of Authority, a board appointed by the WKCCD Board of Trustees, is responsible for overseeing the Futuris Public Entity Investment Trust.

19. *Institutional Planning and Evaluation*

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

The Taft College Governance Council, through its Strategic Planning Committee, has developed a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each program participates in an annual program review facilitated by the IAR&P Office. All administrative areas participate in the annual program review process as well.

SLOs have been identified at the course, program, and institutional levels and are assessed on a regular basis. SLO data is housed in an eLumen system for review and analysis. SLO data and student achievement data are provided to each program for inclusion in the annual program review process and form the basis for improvement planning. Resource allocation decisions reflect the goals identified through the program review process.

In addition to the planning and program review process, Taft College is guided by its Educational Master Plan. The College mission is at the center of the Educational Master Plan, which informs all other College plans. The Educational Master Plan and all other plans are available by accessing the link on the IAR&P website of the College website.

20. *Integrity in Communication with the Public*

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or Publications where Other Policies may be Found. (Standard I.C.2)

Catalog information is available at the Taft College website under the student link. The catalog contains all policies affecting students. Policies can also be accessed online at the District website link under About Us - Offices and Administration.

21. *Integrity in Relations with the Accrediting Commission*

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

Taft College ensures that it adheres to all eligibility requirements, accreditation standards, and policies of the commission as outlined in Board Policy 3200. The District complies with requests, directives, decisions, and policies including publishing all required reports and communications from the Accrediting Commission for Community and Junior Colleges.

The Taft College catalog includes a general statement of accreditation in the President's Message, as well as a description of the College, degrees and certificate programs, and policies and procedures. The IAR&P webpage has a direct link to the college accreditation reports from 2003 to the present, and a link to the ACCJC website.

The inside front cover of the College catalog provides information about the accreditation status of Taft College, details about how to contact ACCJC, and a link to the ACCJC website.

Both the Accreditation Steering Committee and the Governance Council have affirmed, based on the Self Evaluation Report in Support of Reaffirmation of Accreditation, that Taft College continues to comply with all eligibility requirements.

G. *Evidence that each Accreditation Standard will be fulfilled specifically related to the change and that all relevant Commission policies are addressed*

1. *All Accreditation Standards must be addressed, and those that are particularly impacted by the change should be addressed in detail. There should be a description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.*

With the exception of failing to report the termination of the automotive technology program to the ACCJC in a timely manner, Taft College has complied with all ACCJC standards, eligibility requirements, and policies pertaining to the matter of terminating the automotive technology program. As is appropriate, the needs of the students were put first and those students enrolled in the program were accommodated and advised on their options to complete the program. Many of the students, if not all, did in fact complete the certificate and degree program. In regards to the ACCJC standards, descriptions are provided elsewhere in this report.

Commission Policies

Policy on Award of Credit

Institutions must maintain policies and procedures that assure award of credit for educational experiences is based on achievement of stated student learning outcomes, comparability of that learning to other institutions in higher education, applicability and appropriateness of that learning experience for the program or degree offered, and generally accepted norms in higher education. Institutions must conform to a commonly accepted minimum program length as per the Commission Policy on Institutional Degrees and Credit. Institutions must also conform to U.S. Department of Education regulations defining a credit hour and to regulations regarding clock to credit hour conversions that may be applicable to non-degree undergraduate programs. Institutions must obtain Substantive Change approval and approval from the U.S. Department of Education for direct assessment programs. The Commission will conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours used for federal program purposes.

(xxx)

Statement on the Benefits of Accreditation

(xxx)

Policy on Closing an Institution

When a decision to close an institution has been made, or when involuntary closure of the institution is imminent, the institution's governing board must fully inform all affected constituents of the potential or expected closure as early as possible, and make provision for student completion of programs and the securing of student records. The institution, through its chief executive officer and governing board must also promptly notify the Commission, and must develop a Closure Plan and submit it to the Commission for substantive change review prior to closure. A teach-out plan should be included in the Closure Plan, and teach-out agreements should be submitted to the Commission for action when the closing institution provides one hundred percent of instruction in at least one degree program. Institutions ordered on Show Cause may also be required to complete a Closure Plan, develop a preliminary closure plan, or make other preparations for closure.

Institutions which develop a teach-out plan that involves another institution at which the students will complete their program shall only be approved by the Commission if (1) there are teach-out agreements between institutions that are accredited or pre-accredited by a federally recognized accrediting agency, (2) the agreements are consistent with applicable standards and regulations, and (3) they provide for the equitable treatment of students.

An institution considering closure must address in its Closure Plan the following elements, each of which is discussed in more detail below:

- *Student completion;*
- *Disposition of academic records and financial aid transcripts;*
- *Provisions for faculty and staff;*
- *Disposition of assets;*
- *Obligations to creditors;*
- *Coordination with the Accrediting Commission for Community and Junior Colleges; and*
- *Key governing board obligations.*

(xxx)

Policy on Commission Actions on Institutions

(xxx)

Policy on Commission Good Practice in Relations with Member Institutions

(xxx)

Policy on Complaints Against the Accrediting Commission for Community and Junior Colleges

(xxx)

Policy on Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities

An accredited institution which offers a CTP program and applies to have the program participate in Title IV must notify the Commission of its CTP program. The notice must include the institution's response documenting how it meets the regulatory requirements regarding a CTP program. Information about the CTP program must be included in the Institutional Self Evaluation Report at the time of the comprehensive review.

(xxx)

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although

a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

(xxx)

Policy on Direct Assessment of Learning

The Commission is committed to excellence and integrity in credits, certificates and degrees awarded by member institutions. Institutional policies and procedures must outline the process and standards by which direct assessment of learning is conducted and credits, certificates, and degrees are awarded.

(xxx)

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

Taft College's Mission Statement is reviewed and updated on a regular basis with its three-year Strategic Planning cycle. The Board of Trustees receives recommended updates to the College's Mission from the Governance Council as a result of this work. All courses and programs offered, regardless of method of delivery, are within the scope of the College's Mission of General Education/Transfer-readiness, Career/Technical Education, and Basic Skills development and preparation. Through the annual program review and planning process, all courses and programs are reviewed for their appropriateness to the College's Mission and are identified as fulfilling at least one of the areas of academic focus. All courses and programs are reviewed and

approved by the Curriculum Committee, the Academic Senate, the Board of Trustees, and the California Community College Chancellor's Office.

All courses and programs offered by Taft College are developed, implemented, and controlled by the institution and reviewed through a rigorous process facilitated by the Curriculum Committee. Each Course Outline of Record (COR) includes the required components as defined by Title 5, Section §55002. Courses to be delivered through a distance education modality are reviewed separately by a subcommittee to ensure the same level of academic standards, quality and rigor, and compliance with the required components established by the Curriculum Committee. Student learning outcome assessment plans are developed at the time curriculum is proposed and are maintained in the College's eLumen system. Academic courses and programs are reviewed at a minimum every five years and career/technical courses and programs are reviewed every two years. Curriculum approved by the Curriculum Committee is sent to the Academic Senate for approval, followed by approval by the Taft College Board of Trustees and the California Community College Chancellor's Office.

The College has an established structure, process, and timeline for the on-going support of student learning outcomes and assessments at the course, program, and General Education/Institutional level. The student learning outcomes and assessments structure is a faculty-driven process. The College demonstrated in its "College Status Report on Student Learning Outcomes Implementation" that it had achieved the "proficiency level" criteria defined by ACCJC. Student learning outcomes and assessments are the same for all courses and programs, regardless of the method of instructional delivery. The College has remained committed to authentic assessments throughout the Palomar Community College District Certification of Compliance with Commission Policies 2015 Institutional Self Evaluation Report Page 61 implementation and on-going refinement of the student learning outcomes and assessment process. The Learning Outcomes Council's website includes a list of all course, program, and General Education/Institutional Learning Outcomes (GE/ILOs). Results of these assessments, including plans for improvements, are maintained in the Palomar Outcomes Database, TracDat. Student Learning Outcomes and Assessments are central in the Program Review and Planning cycle.

The College's student learning outcomes and assessment process continues to be supported by the Student Learning Outcomes Assessment Steering Committee established through the Academic Senate. The Committee's leadership is chaired by a faculty member coordinator on assigned time. The Committee meets monthly and has responsibility for guiding the learning outcomes and assessment process by establishing goals, timelines, communication, and training. Administrative support to the Committee, coordinator, faculty, and staff is provided by a full-time staff position in the Institutional Research Office. eLumen was purchased and adopted as the database system to support all learning outcomes data. Part-time faculty participate in the development and assessment of learning outcomes. The College remains committed to supporting authentic assessments as determined by discipline faculty. Summaries

of outcomes assessment activities are included in the Annual Program Review and Planning documents.

The College submits an Annual Report to the Commission and includes updates relevant to all new courses and programs added to the curriculum, including those that may be delivered through distance education. In March 2011, the College submitted a *Substantive Change Proposal—Distance Education* to bring current and receive approval on all certificates and degrees that have the potential where 50% or more of required courses may be delivered through Distance Education. The Commission approved the report in May 2014 with no further follow-up requested.

In March 2011, the College submitted a *Substantive Change Proposal—Distance Education* to bring current and receive approval on all certificates and degrees that have the potential where 50% or more of required courses may be delivered through Distance Education. The Commission approved the College's *Substantive Change Proposal—Distance Education* in May 2014 with no further follow-up requested.

The College has in place a registration process for students enrolled in Distance Education classes. Registration and financial aid processes for all students have gradually migrated to web-based access. The Taft College Certification of Compliance with Commission Policies 2015 Institutional Self Evaluation Report Page 62 Student authentication is achieved through the issuance of a user-name and password to each student. Stringent password reset procedures are in place, including verification of username and date of birth and correct response to a security question. The Blackboard Learning Management System requires a secure login each time a student accesses the system to do coursework activities.

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Statement on Diversity

How an institution deals with diversity is an important indicator of its integrity and effectiveness. Institutions accredited by the Commission consider diversity issues in a thorough and professional manner. Every institution affiliated with the Commission is expected to provide and sustain an environment in which all persons in the college community can interact on a basis of accepting differences, respecting each individual, and valuing diversity. Each institution is responsible for assessing the quality and diversity of its campus environment and for demonstrating how diversity is served by the goals and mission of the college and district. In addition, institutions must identify the processes that actively promote diversity in the everyday environment and the academic programs of the college. Accreditation teams will evaluate the condition of institutional diversity during the site visits and include findings and recommendations in written reports to the Accrediting Commission.

Taft College respects diversity in all of its forms as evidenced by its mission statement, which specifically values diversity. The College conducts a campus-wide student survey every three years to, among other things, assess the campus climate and take appropriate action if student perceptions of the campus climate are found to be negative. The College's Strategic Action Plan requires that student characteristics associated with success, and lack of success, be identified so that appropriate action can be taken (Objective 1.3). The College's Equity Plan requires all student success indicators be disaggregated by student demographic variables to identify subpopulations where interventions may be needed. Likewise, student learning outcomes are disaggregated by student demographic variables for the same purpose. In addition, the College requires diversity training for those employees who choose to serve on selection and hiring committees.

Policy on Eligibility to Apply for Accredited Status

(xxx)

Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

(xxx)

Policy on Governing Boards for Military Institutions

(xxx)

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

Taft College provides clear and accurate information to students and the public in all College publications and on the website. The College utilizes the College catalog and the schedule of classes as primary outreach tools available in print and electronic formats. The Public Information Committee consults with College offices to ensure that content, style, and format are reviewed for accuracy and compliance with public information guidelines. These publications are focused on providing accurate and current information on academic programs and support services.

Taft College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified College staff.

Information regarding accreditation status is provided in the catalog, in the schedule of classes, and on the website as required by the Commission. Additionally, the College posts information

regarding accrediting bodies for specific programs. These programs include Dental Hygiene and Court Reporting.

In the section of the College catalog describing career opportunities, clear and accurate information is provided on national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Taft College lists occupational programs in the College catalog with licensure information and/or any unique requirements where applicable. Dental Hygiene information includes state certification requirements and accreditation information. Gainful employment information is also included for occupational programs.

Policy on Institutional Compliance with Title IV

Xxx (policy)

Taft College complies with the requirements of Title IV Federal Financial Assistance of the Higher Education Act. Students are informed of institutional, state, and federal requirements that include student eligibility for all programs. Students are directed to read and understand the policies, procedures, and guidelines posted on the Taft College Financial Aid webpage. This information is updated annually to remain in compliance with federal regulatory requirements and consumer information. Students are also directed to informational videos through FATV. The Financial Aid Policy and Procedures manual is also updated annually.

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-

compliance regarding one or more programs at the institution, it must take appropriate action and promptly notify the U.S. Secretary of Education.

Taft College conforms to the commonly accepted minimum program length of 60 semester credit hours (units).

Taft College conforms to the commonly accepted academic expectations for determining a credit hour and has no exceptions. A unit of academic credit is defined in Board Policy/Administrative Procedure 4020 Program, Curriculum, and Course Development and can be found on page 307 of the College catalog.

Taft College has no direct assessment programs.

Policy on Institutional Integrity and Ethics

Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.

Taft College protects the integrity of its practices through the Mission Statement, Governing Board policies, and compliance with Education Code.

Taft College complies with all Commission reporting requirements.

Taft College publishes information related to its Mission Statement, educational programs, student services, accreditation status, and tuition and fees via the College catalog, the schedule of courses, and on the website.

The Taft College Board of Trustees Policies Chapters 2 and 7 address aspects of integrity in hiring and preventing conflict of interest. Human Resources has written hiring guidelines for all classes of employees and ensures that the guidelines are consistently followed. The College also requires executive administrators and the Board of Trustees to annually submit a conflict of interest statement. The Academic Senate has adopted an academic honesty statement that is published in the College catalog.

Taft College promotes an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College provides accurate and clear information through the College catalog, schedule of classes, the website, and other published sources. Under the direction of the Vice President of Student Services and Vice President of Instructional Services, College information is reviewed for accuracy and clarity before it is published.

Taft College's accreditation status is posted on the College website and included in print publications such as the catalog and class schedule. Transfer-of-credit policies and information on licensure examinations are included in the College catalog in both print and electronic versions.

Taft College makes widely available the Student Rights, Responsibilities, and Academic Standards through the College catalog, schedule of courses, and website to all students, staff, and faculty.

The Standards of Conduct Policy (BP/AP 5500) outlines the procedures for discipline.

Taft College treats accreditation activities, including site visits, as highly important. The College provides assistance in advance as well as support while the team is at the College.

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Policy on Institutions with Related Entities

When an institution shares certain functions with a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of application, candidacy, review for initial accreditation, comprehensive or interim evaluation, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with Accreditation Standards, the Commission will review and hold only the applicant, candidate, or accredited institution responsible for compliance with Accreditation Standards. The Commission will protect the confidential nature of all information submitted by institutions or by related entities, except as otherwise required by law. Failure of an institution to provide the required certification, guarantee, or other information regarding the institution or related entity requested by the Commission will be addressed as provided in the Commission policies.

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Policy on Interregional Policies on the Accreditation of Institutions Operating Across Regions

The interregional policies encompass only those colleges and universities which have physical presence, appropriate state authorization, and offer instruction equivalent to 50% or more of a degree program in another (host) region(s) than their home region where they hold accreditation. Once adopted, however modified, these policies will encompass all regionally accredited institutions and will establish a common framework for the evaluation of institutions operating interregionally.

Taft College has no contractual relationships with non-regional accredited organizations. Taft College is a single college district.

Policy Regarding Matters Under Litigation

It is the responsibility of the institution to inform the Commission staff, prior to a visit, of any pending litigation against the institution. The staff will consult with the liaison officer to determine if any special advice will need to be provided to the evaluation team chair.

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Policy on Monitoring Institutional Performance

It is the responsibility of the institution to inform the Commission of any circumstance that significantly impacts the institution's operational, academic and student services, or fiscal strength and stability or its compliance with the Commission's Standards.

(xxx)

Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

(xxx policy)

(xxx)

Policy on Public Disclosure and Confidentiality in the Accreditation Process

Both the Commission and the institution have responsibilities to provide information about institutional quality and the accreditation process to the public. Public confidence in higher education is enhanced by disclosure of information about the outcomes of accreditation reviews. Institutional reports prepared for the accreditation process, evaluation team reports, and the Commission's action letter stating the outcome of an accreditation review and the institution's resulting accreditation status, shall be made available to campus constituencies, students, and the public after the Commission takes action on the institution's accreditation.

However, confidentiality is also critically important during the accreditation process. The accreditation process must occur within a context of trust and confidentiality if it is to result in an accurate appraisal of institutional quality. The efficacy of the accreditation process requires that institutions provide accurate information, candid institutional self evaluation, and evidence of compliance with Accreditation Standards and Eligibility Requirements. It also requires that the evaluation teams and the Commission provide carefully prepared, accurate, rigorous, and candid analysis of institutional quality and recommendations for improvement of quality.

(xxx)

Policy on Refund of Student Charges

Institutions shall publish a current schedule of all student charges including a statement of the purpose for such charges and a list of optional or non-refundable charges and deposits. Institutions shall also develop, make public, and adhere to policies and procedures for the fair and equitable refund of all charges made to students except those that are clearly identified as “non-refundable.”

(xxx)

Policy on Representation of Accredited Status

An institution which is preparing, has submitted, or completed an eligibility review has no formal relationship with the Commission. An institution that has completed an eligibility review may not make any representation which claims or implies any relationship with the Accrediting Commission.

During the period in which the college prepares its institutional self evaluation, the institution does not have a publicly recognized relationship with the Accrediting Commission and cannot represent itself to current or prospective students, the public, governmental agencies, other accrediting bodies, or any other parties as having an affiliated status with the Commission.

No formal or informal statements should be made about possible future accreditation, status, or qualification which is not yet conferred by the Commission.

Representations should include and be limited to the following statement:

At its (date of meeting), the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed and accepted the Eligibility Report submitted by (name of institution). Under Commission rules, acceptance of an Eligibility Report does not establish a formal relationship between the Commission and the college. Inquiries about accreditation should be made to the Commission office: ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234.

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Policy on Review of Commission Actions

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Policy on the Rights and Responsibilities of the Commission and Member Institutions

The Commission is committed to partnering with a member institution in a voluntary non-governmental accreditation process that results in a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive review. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer.

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Policy on the Role of Accreditation Liaison Officers

The institution's Chief Executive Officer shall identify an Accreditation Liaison Officer and send the individual's name to the Commission office. The ALO assists the CEO in addressing accreditation matters and serves as the second contact person for the Commission staff. The institution must inform the Commission immediately if there is a change in the ALO.

(xxx)

Policy on Student and Public Complaints Against Institutions

The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. A complainant filing a complaint with the Commission should demonstrate that a serious effort has been made to pursue all review procedures provided by the institution.

(xxx)

Policy on Substantive Change

The Commission, through its Substantive Change Committee and processes, ensures that institutions continue to meet the Standards. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change the institution continues to meet the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards).

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity and effectiveness of the total institution. Substantive changes must be approved by the Substantive Change Committee prior to implementation.² The Committee will not approve a substantive change to be effective on a date prior to its action on the substantive

change. The approval of a substantive change proposal will be effective on the date the Substantive Change Committee votes affirmatively to approve the change.

(xxx)

Policy on Transfer of Credit

Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.

(xxx)

Evidence

- Taft College Mission Statement
- Taft College Strategic Action Plan
- Taft College Student Equity Plan

Accreditation Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

- Mission*
- Assuring Academic Quality and Institutional Effectiveness*
- Institutional Integrity*

In Taft College's decision to terminate its automotive technology program, all of the elements of Standard I are met. Taft College's mission essentially is to meet the needs of the community served by the College. Since the community need for training in this area had diminished, the program was no longer meeting the needs of the community. Quantitative data and qualitative data were used in the decision to recommend termination of the program. The program could not be improved such that the changes increased the demand for the program; consequently, the program was terminated. Taft College acted honestly, ethically and fairly in the actions leading up to and culminating with the termination of the automotive technology program. These actions were consistent with the College's mission to provide programs and services to meet the needs of the community.

Standard II: Student Learning Programs and Support Services

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

- A. *Instructional Programs*
- B. *Library and Learning Support Services*
- C. *Student Support Services*

As indicated in the response for Standard I, Taft College offers instructional programs aligned with the College's mission statement. To the extent that the automotive technology program was not meeting the needs of the community, it was deemed to be not only unsustainable but a waste of resources. The quality and rigor of the automotive technology program was investigated not only using internal program reviews but by an external expert. The program was found to be lacking and, combined with the low demand for the program, the recommendation was made to terminate the program. As is true for all programs at Taft College, student support services were available for students enrolled in the automotive technology program. At the time the program was terminated, all CTE programs including the auto technology program had a dedicated counselor to help guide students through the maze of academic requirements for degrees and certificates in the automotive technology field.

Standard III: Resources

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

- A. *Human Resources*
- B. *Physical Resources*
- C. *Technology Resources*
- D. *Financial Resources*

Taft College's automotive technology program, like all programs, required human resources, physical resources, technology resources, and financial resources. All of these resources were evaluated in the April 2008 evaluation commissioned by Taft College to ascertain the viability of its automotive technology program. The report concluded that the program's then current resources were inadequate to offer the program at the level of quality it needed to be. Consequently, consistent with Taft College's mission, the program was terminated. The sequence of events leading up to the automotive technology program termination and the termination of the program itself are aligned with the ACCJC's Standard III in regards to effectively using resources.

Standard IV: Leadership and Governance

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

- A. *Decision-Making Roles and Processes*
- B. *Chief Executive Officer*
- C. *Governing Board*

As indicated previously, the decision to terminate Taft College's automotive technology program was not haphazard; an outside expert was brought in to evaluate the feasibility of sustaining the program and his recommendations were brought to the Academic Senate for review, as appropriate given the Senate's role in overseeing academic programs. All levels of the institution were involved in the decision. Ultimately, the decision to terminate the program was made by the administration consistent with the needs of the community and students. Provisions were made for existing automotive technology program students to complete the automotive technology portions of the program at Bakersfield College and all other portions of the program at Taft College. Consequently, although no automotive technology courses were offered beginning in fall 2011, the last degree and certificates in this program were awarded in 2012-2013. Subsequently, a formal process for terminating instructional programs was adopted by the Academic Senate and approved in xxx.