



TAFT COLLEGE

WEST KERN COMMUNITY COLLEGE DISTRICT

2018 ACCREDITATION MIDTERM REPORT

SUBMITTED BY:

Taft College | West Kern Community College District
29 Cougar Court
Taft, CA 93268

SUBMITTED TO:

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

————— OCTOBER 15, 2018 —————

CERTIFICATION OF THE MIDTERM REPORT

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Debra S. Daniels, Superintendent/President
Taft College
29 Cougar Court
Taft, CA 93268

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Debra S. Daniels, Superintendent/President Date

Dawn Cole, President, Board of Trustees Date



Oleg Bespalov, Executive Director of Institutional Research and Planning Date

Geoffrey Dyer, President, Academic Senate Date

Greg Hawkins, President, California State Employees Association Date

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Report Preparation

The Midterm Report was prepared by the Strategic Planning Committee (SPC), which includes members from all major constituent groups. (**evidence:** charter) The SPC began the process by establishing a timeline at its October 6, 2017 meeting (**evidence:** minutes). From October 2017 to July 2018, committee members worked with various college employees to gather evidence, and write the narrative portions of the Midterm Report. During August and September 2018, the Midterm Report was reviewed and approved by the SPC, Governance Council, and Academic Senate (**evidence:** minutes). Finally, the Midterm Report was approved by the Board of trustees on October 10, 2018 (**evidence:** agenda).

Table 1: Participants Contributing to the October 2018 Midterm Report

	Participant	Title
Strategic Planning Committee	Amanda Bauer	Executive Director of Fiscal Services
	Brandy Young	Classified Representative, Secretary
	Dr. Debra S. Daniels	Interim Vice President Instruction
	Dr. Greg Golling	Academic Senate Representative
	Kayla Meyer	Associated Students Representative
	Oleg Bernal	Executive Director of Institutional Research & Planning
	Primavera Arvizu	Dean of Student Success
	Severo Balason	Vice President Student Services
	Dr. Sharyn Eveland	Academic Senate Representative
	Dr. Vicki Jacobi	Vice President Academic Senate, SLO Coordinator, Articulation Officer
	Participant	Title
Members of Editing Team	Dr. Dan Hall	Distance Education Coordinator
	Geoffrey Dyer	Academic Senate President
	Jessica Grimes	Interim Dean of Instruction and Grants

Self-Identified Actionable Improvement Plans

Self-Identified AIP 1		
Actionable Improvement Plan	Standard	Outcome
AIP 1: To improve, fully implement the one-year annual program review and planning cycle.	IA4	Annual program review fully implemented since January of 2016.
The Strategic Planning Committee met over summer of 2015 and discussed how the eighteen-month annual program review cycle did not align with the annual budget cycle. Information was shared with Governance Council in August of 2015 and incorporated into the How-to Guide.		
Evidence		
AIP 1.01	SPC Minutes from Summer of 15 (FIND)	
AIP 1.02	August 28, 2015 Governance Council Minutes "2015/2016 Program Review Timeline"	

Self-Identified AIP 2		
Actionable Improvement Plan	Standard	Outcome
AIP 2: To improve upon ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes implement the annual dialogue day focused on developing, implementing, and evaluating strategies to improve student learning.	IB1	SLO days occur twice a year during in-service.

Taft College has instituted two dialogue days as SLO Days during fall and spring in-service. Monthly, the SLO Committee reviews SLO data to report to Academic Senate. Faculty participated in the NISOD training for OEI reflecting on course pedagogy and learning outcome.

Evidence

AIP 2.01	SLO Day Programs
AIP 2.02	SLOASC Minutes
AIP 2.03	Training material for NISOD (Dan)
AIP 2.04	In-service schedules

Self-Identified AIP 3

Actionable Improvement Plan	Standard	Outcome
AIP 3: To strengthen the efforts to achieve the SAP goals and other goals associated with student access and success, continue to develop the interactive calendar on the College's research website that allows easy monitoring of student access and success metrics.	IB2	As part of the new Strategic Action Plan, the college now monitors goal progress on a dashboard.
The interactive calendar was updated to include a reporting form. Completed reports from the 2015-16 to 2017-18 Strategic Action Plan are on the Taft College Planning Page. The interactive calendar was used by the Governance Council to schedule and receive regular updates on Strategic Action Plan objectives. The new SAP does not include objectives but instead identifies goals as leading and lagging indicators, which use current status indicators, replacing the calendar.		
Evidence		
AIP 3.01	Planning Page	
AIP 3.02	SAP	



Self-Identified AIP 4

Actionable Improvement Plan	Standard	Outcome
AIP 4: To improve, the SPC will redesign and recommend the annual program review and planning process to begin and end in a one-year cycle as opposed to the current 18-month cycle. To improve, the SPC will revise the annual program review and planning data set and program review forms to include data and fields that are more strongly linked to the recently identified SAP goals of the College.	IB3	Programs work from a variety of outcomes data in completing APRs. Program Review goals are aligned with SAP goals.
The Annual Program Review process has been revised to reflect a one-year cycle with a scoring rubric for resource allocations aligned with SAP goals that are mapped through other campus plans and initiatives (see cross walk in SAP).		
Evidence		
AIP 4.01	APR-Based Budget Request Scoring Rubric	
AIP 4.02	APR Goal Form	
AIP 4.03	SAP	
AIP 4.04	APRs themselves	

Self-Identified AIP 5

Actionable Improvement Plan	Standard	Outcome
	IB4	



AIP 5: To improve, the SPC will refine the process by which program leads, division chairs, and vice presidents rank or score resource requests to strengthen the linkage between student learning, student achievement, the College's mission and strategic plan, and resource allocation.		Process of ranking resource allocations has been refined to strongly link outcomes data and the college's mission and plans.
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New rubric for scoring APR-Based Resource Requests allows for alignment with any institutional plans, not only SAP objectives. Governance Council refined process of ranking so that its members have access to completed APRs sooner. Impacts of APR-based resource allocations have been evaluated by Governance Council in February of 2017 and 2018.

Evidence	
AIP 5.01	Rubric
AIP 5.02	Goal forms
AIP 5.03	Revised APR timeline
AIP 5.04	Final Tally of GC Rankings
AIP 5.05	February GC Materials (Geoffrey)
AIP 5.06	Recent GC meeting when timeline was changed (Geoffrey)

Self-Identified AIP 6

Actionable Improvement Plan	Standard	Outcome
AIP 6: Progress has been made in many areas across the College. Faculty in various disciplines, programs, and activities regularly discuss, assess, and evaluate SLOs. Unfortunately, this documented progress is not consistent	IIA1c	Assessment Guidebook created. Board Policy and Administrative Procedure 4024 on SLO Assessment adopted.

across the College and has not reached the level of institutionalization. More must be done to move the College forward in this area. With that recognition in mind, the College has requested a resource team through the Institutional Effectiveness Partnership Initiative (IEPI). The College was notified that an Institutional Effectiveness Partnership Resource Team (IEPRT) will begin working with the College in fall 2015.

An IEPI resource team has visited Taft College and a plan was developed to direct the College to meet this standard. See letter. An assessment guidebook outlines timelines and scheduled assessments on an on-going basis for all areas of the college.

Evidence

AIP 6.01	Assessment Guidebook
AIP 6.02	SLO Day Programs
AIP 6.03	BP/AP 4024

Self-Identified AIP 7

Actionable Improvement Plan	Standard	Outcome
AIP 7: While Taft College meets this standard, in the near future instructional scorecards and department/division dashboards for tracking student success after leaving	IIA3a & IIA3b	Taft College continues to assess the general education areas listed in the standards. The SLOs were developed in conjunction with the local CSU and value rubrics as well as compliance to title 5 regulations. Taft College has reflected on these during our SLO Days.

<p>the College (based on an instructional data mart) will be implemented in response to SB 1456. Furthermore, graduate success surveys will be implemented and made available on these dashboards. Other work in progress includes collaboration with local CSU partners ensuring alignment of GE SLOs.</p>		<p>Done. The college now participates in the CTE Employment Outcomes Survey (CTEOS) survey.</p>
TBD . . .		
Evidence		
AIP 7.01	GELO eLumen data	

Self-Identified AIP 8		
Actionable Improvement Plan	Standard	Outcome
<p>AIP 8: Current plans are to administer the [community/global consciousness and responsibility ISLO student] survey . . . that has been developed to ensure assessment, and to then close the loop for courses that have embedded affective SLOs to validate their treatment of these SLOs.</p>	I1A3c	<p>Assessment results shared with faculty. Discussion of results informed professional development on implicit bias.</p>
<p>This standard is covered in many of the social science and humanities courses at the GE level and integrated throughout the curriculum in identified ethnic studies courses. Student services survey, which included questions on the ISLO of community/global consciousness, was administered in spring of 2015 and the results were shared broadly with faculty. The assessment is scheduled again for the 2019-2020 year. [Vicki]</p>		
Evidence		



AIP 8.01	Community Global Consciousness Report
AIP 8.02	Academic Senate minutes—early fall of 2016
AIP 8.03	Assessment Guide
AIP 8.04	Kimberly Papillion Presentation

Self-Identified AIP 9		
Actionable Improvement Plan	Standard	Outcome
AIP 9: Prepare a Substantive Change Proposal for the Auto Program and the Welding Program.	IIA6b	Automotive program has been discontinued, and welding program has been approved by ACCJC.
A Substantive Change report was submitted September of 2016 for Welding. In January of 2016, ACCJC advised that a substantive change report was not required for the discontinuation of the automotive program.		
Evidence		
AIP 9.01	Substantive Change Proposal	
AIP 9.02	Email from ACCJC	

Self-Identified AIP 10		
Actionable Improvement Plan	Standard	Outcome
AIP 10: With the advent of the web the challenge is how to reliably maintain accuracy. To improve, Taft College is working to address this by integrating web updates into an IPM, as outlined in the College's EMP.	IIA6c	Smart Catalog has been purchased and implemented. BPs and APs are regularly updated and posted electronically



The college elected not to use a web-updated IPM. However, the college has purchased the Smart Catalog.

Evidence

AIP 10.01	Smart Catalog
AIP 10.02	APs and BPs

Self-Identified AIP 11

Actionable Improvement Plan	Standard	Outcome
AIP 11: Taft College will continue to evaluate ways to provide the best services to students at sites throughout the District. The College will continue to improve the online orientation by developing additional video and module content and will continue to explore other platforms such as Comevo. An accurate and updated website, continual refinement of website navigation, along with branding guidelines and enhanced ADA website compliance and accessibility will also be beneficial for efficiency, consistency, and comparability of distance education student support services.	IIB1	Website is ADA compliant. Additional support resources for students have been secured.
Taft College contracted with and piloted NetTutor and Cranium Café. As a new member of the 2018 Equity Cohort of the Online Education Initiative, Taft College will have access to enhanced student support services, including Quest, NetTutor, and Cranium Café. In the 2017/2018 year, an operational 508 Compliance Committee was created, which began to meet in spring of 2018. College website has been reviewed for 508 compliance.		

Evidence



AIP 11.01	OEI Agreement
AIP 11.02	508 Committee Charter
AIP 11.03	508 Minutes
AIP 11.04	Evidence of Website Compliance? [Ask Jason Zsiba]

Self-Identified AIP 12		
Actionable Improvement Plan	Standard	Outcome
AIP 12: Taft College will periodically review Student Services hours of operation and consider providing extended evening hours for students unable to visit during their normal hours.	IIB3c	Student Services hours are adjusted during peak demand times to accommodate students.
Counselors are available in evenings during registration period and other peak times.		
Evidence		
AIP 12.01	Email from Severo to Counselors—August 7, 2018	

Self-Identified AIP 13		
Actionable Improvement Plan	Standard	Outcome
AIP 13: Review and evaluate the recommendations of the 2015 Human Resources Report and improve selection committee training. Complete the Equal Employment Opportunity Plan and	IIIA1a	EEO Plan completed. Trainings conducted.



submit it to the State Chancellor's Office.		
EEO Committee was created to form EEO Plan. The HR department reviewed the 2015 Human Resources Plan, improved selection committee training, and also completed the Equal Employment Opportunity Plan.		
Evidence		
AIP 13.01	HR APR 15-16	
AIP 13.02	HR APR 17-18	
AIP 13.03	EEO Plan	

Self-Identified AIP 14		
Actionable Improvement Plan	Standard	Outcome
<p>AIP 14: Taft College will complete the current HR/Staffing study and will consider its recommendations in future planning.</p> <p>Evaluate the recommendations in the 2015 HR/Staffing plan and implement new practices and other improvements where appropriate.</p>	<p>IIIA2 & IIIA6</p>	<p>Executive Director of HR Position created.</p>
Collaborative Brain Trust was contracted to conduct a staffing study and survey. The study, in combination with APR recommendations, led to reorganization of HR.		
Evidence		
AIP 14.01	HR Project Final Report	
AIP 14.02	HR APR 15-16	



Self-Identified AIP 15		
Actionable Improvement Plan	Standard	Outcome
<p>AIP 15: To improve, Taft College should ensure that all subcommittees reporting to the GC are evaluated each year as indicated in their charters. The evaluations should include:</p> <ol style="list-style-type: none">1. How well each subcommittee is meeting its charter.2. Whether each subcommittee's charter reflects the actions of the subcommittee.3. How each subcommittee met its goals for that year. <p>Feedback from these evaluations should be included in the subcommittee's processes to increase the effectiveness of the subcommittees in achieving their charters and meeting their goals.</p>	IVB2b	The Governance Council implemented a new annual process for evaluating committees.
A new committee evaluation procedure was created and approved by Governance Council in fall of 2017. All Governance Council committees completed the evaluation.		
Evidence		
AIP 15.01	Completed Committee Evaluations	

Recommendation 1

In order to increase effectiveness, the team recommends that student and learning support services and administrative units actively participate in regular program review cycles including outcomes assessment. Results should be evaluated and used as a basis for improvement.

(I.B.3, I.B.6, II.B.4, II.C.2, IV.A.2.b, IV.A.5)

To ensure that all student and learning support services and administrative units actively participate in regular program review, the Executive Director of Institutional Research and Planning had one-on-one meetings with each program review lead from the respective units for the 2017-2018 program review cycle (**evidence:** program review meeting tracker abridged to remove comments, email from Prima to all Student Services leads). These meetings provided program review leads an opportunity to have a private and honest discussion about their outcomes assessment results, and how these results can be used as a basis for improvement. Subsequently, 100% of all program reviews for 2017-2018 were completed and posted publicly on the college website. (**evidence:** IARP website). As a final step, the Vice Presidents of Student Services and Administrative Services reviewed their units' respective program reviews to ensure each section was completed correctly, especially sections related to using results as the basis for improvement.

To sustain the successful outcome of the 2017-2018 program review cycle, the Executive Director of Institutional Research and Planning will continue to meet with each program review lead annually.

Recommendation 2

In order to increase effectiveness and address the needs of online students, the team recommends that the College expand, diversify, and provide technology-related workshops that are based upon identified needs of distance education faculty.

(II.A.1.c, II.A.2.a, II.A.2.b, II. A.2.e, II.A.2.f, II.B.4, III.A.5.a, III.A.5.b, III.C.1.c)

Taft College continues to expand, diversify, and provide technology-related workshops that are based upon the identified needs of distance education faculty.

As new online teaching faculty have joined the college, we continue to maintain the requirement that all online faculty must have completed training on how to the Canvas LMS. Several faculty completed their training through the Online Network of Educators ([@One](#)) (2.1), but 33 Taft College faculty (full-time and adjunct) completed their Canvas training through our own online in-house workshops in late-Spring 2017 through Spring 2018 (2.2 – 2.6).

At the end of the Spring 2017 semester, twenty of our more experienced Canvas-using faculty completed a three-day **Advanced Canvas** workshop designed specifically for our faculty by the instructional designers from [@One](#) (2.7 – 2.9).

Much of the professional development offered to our faculty and staff in the 2017-2018 academic year was based on responses received on the Professional Development Needs Analysis survey given to all Taft College employees in fall 2017. Two of the three topics that were selected the most, out of 16 professional development options given on the survey, were Student Engagement Strategies and Distance Education. Thirty-eight of the 102 responders indicated their interest in learning more about each of those topics (2.10 – 2.11).

The college became an Institutional Member of National Institute for Staff and Organizational Development ([NISOD](#)) in 2017-2018 (2.12). With this membership, all Taft College employees gained access to upcoming webinars, archived webinars, and publications that are geared for "...promoting and

celebrating excellence in teaching, learning, and leadership at community and technical colleges” (2.13 – 2.16).

In the Spring 2018 semester, Taft College became part of the [newest cohort](#) of the OEI Consortium. OEI Consortium colleges willingly take on the responsibility to strengthen the quality of a collection of their online classes to undergo an extensive peer-review process with the goal to offer the collection of online classes on the statewide OEI Course Exchange (now being called California Virtual College).

Given the opportunity to participate in the OEI Consortium, Taft College offered a three-day workshop at the end of the Spring 2018 semester for all faculty who wanted to work on bringing at least one of their online classes up to the standards of the OEI Course Design Rubric (2.17).

Recommendation 3

*In order to increase effectiveness of distance education, the team recommends the College develop and implement a Distance Education Plan, which addresses issues of student achievement and faculty training that is consistent with AP 4105 - Distance Learning, and that this plan is incorporated into college governance dialog and the integrated planning process.
(II.A.2, III.C.1.c)*

Taft College continues to carry out our Distance Education Plan adopted in 2017. This commitment to following the Distance Education Plan likely played an integral part in Taft College's acceptance into the newest cohort of the OEI Consortium (<http://ccconlineed.org/about-the-oei/college-participation/>). With this acceptance, the college is looking forward to even greater improvements to the quality of our online courses—specifically starting with those courses that will be placed in the OEI Course Exchange and eventually impacting all online courses offered at Taft College. The exchange courses we offer will benefit from having access to the OEI Accessibility Specialists and to the OEI Instructional Designers. Moreover, the college will institute our own local Online Course Review Team that will use the OEI Course Design Rubric to promote quality online course design for all of our online courses. All online courses at the college will also benefit from the technology resources that will be provided by the Consortium, such as: online proctoring service; plagiarism detection; online tutoring; and an online counseling platform.

Taft College's Distance Education Plan has been incorporated into college governance dialog and into our integrated planning process, as evidenced by our Strategic Action Plan and our Professional Development Plan.