

TAFT COLLEGE SENATE-OF-THE-WHOLE AGENDA  
WEDNESDAY, JANUARY 16, 2019  
11:00AM TO 1:00PM  
COUGAR ROOM

Call to Order

Public Commentary

**Action Items**

1. December 3, 2018 Meeting Minutes (1 minute) **pg. 2**
2. California Academic Pathways Partnership (CAPP) Guided Pathways Alignment Grant—Vicki Jacobi (15 Minutes) **pg. 4**
3. Officer and Academic Senate Council Representative Nominations (5 Minutes) **pg. 25**
  - a) President
  - b) Secretary
  - c) Adjunct Representative
  - d) CTE Liaison
  - e) Applied Technologies Representative
  - f) English Language Arts Representative
  - g) Liberal Arts Representative
4. New Faculty Position Request Ranking (70 Minutes)
  - a) Business (attachment to follow)
  - b) English **pg. 26**
  - c) Chemistry (attachment to follow)
  - d) Kinesiology (attachment to follow)
  - e) Learning Center Coordinator **pg. 34**
  - f) Life Science (attachment to follow)

**Information/Discussion Items**

5. Zero-Cost Textbook (ZTC) Grant Update—Mike Jiles (10 Minutes)
6. Vice President of Instruction Candidate Forums: January 14-17 (3 Minutes)
7. ASCCC Visit: January 17, 1-3pm (5 Minutes)
8. Relevant Committee Minutes as Update (Can be discussed if time allows)
  - a. Academic Senate Committees
    - i. Academic Development Committee **pg. 36**
    - ii. Curriculum & General Education Committee **pg. 37**
    - iii. Career Technical Education Committee **pg. 40**
    - iii. Distance Education Committee **pg. 43**
    - iv. Dual Enrollment Committee **pg. 44**
  - b. Governance Council Committees
    - i. Budget Committee **pg. 46**
    - ii. Strategic Planning Committee **pg. 49**

**Open Forum for Announcements**

**Adjournment**

*The next meeting of the Academic Senate Council is Wednesday, January 30, at 12:00pm in the Cafeteria Conference Room. Next meeting of the Academic Senate-of-the-whole is Monday, February 4, at 12:00pm in the Cougar Room.*

## **Taft College Academic Senate Minutes**

Monday, December 3, 2018

Cougar Conference Room

**Members Present:** President: Geoffrey Dyer, Vice President: Vicki Jacobi, Secretary: Candace Duron, Tina Mendoza, Antonio Alfaro, Kamala Carlson, Tony Thompson, Carly Flowers, Shelly Getty, Ruby Payne, Diane Jones, Kristi Richards, Juana Escobedo, Darcy Bogle, Kelly Kulzer-Reyes, Adam Bledsoe, Joe'll Chaidez, Amar Abbott, Michelle Oja, Janis Mendenhall, Mariza Martinez, Julian Martinez, Lourdes Gonzalez, Heather Silvis, David Mitchell, Joy Reynolds

**Guests:** Brandy Young

The meeting was called to order at 12:10 P.M.

### **Public Commentary**

- None

### **Action Items**

#### **1. November 5, 2018 Meeting Minutes**

- Minutes approved by unanimous consent.

#### **2. Student Learning Outcomes Assessment Steering Committee Charter Updates**

- Adopted by unanimous consent.

#### **3. Distance Education Committee Charter Updates**

- Updates to include a faculty co-chair now that the Distance Education Director is no longer faculty, membership to include a minimum of three faculty, Advisor updated to Counselor, quorum is simple majority, committee to follow Roberts Rules of Order.
- Adopted by unanimous consent.

#### **4. Business Faculty Replacement**

- Applied Technology Division would like to replace Adam Bledsoe's Business faculty position.
- Adam presented the evaluation request put forward by the division.
- On a motion by Diane Jones, seconded by Tony Thompson, discussion from Vicki Jacobi regarding faculty minimum qualifications, specifically with Economics, the Business Faculty replacement position advertised in January with a fall 2019 start date was approved.

### **Information/Discussion Items**

#### **5. AB 705: Placement, High School GPA, and High School Coursework**

- Reviewed Fall 2018 ASCCC Resolutions:
  - 8.01 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices
  - 18.01 Guided Self-Placement
- Joe'll Chaidez presented the Guided Self-Placement website, asked/received feedback, and will continue to develop with the help of Academic Development Committee.

**6. Faculty Position Request Ranking: January 16**

- The Faculty Obligation Number report shows TC at 60 and the required obligation is 58.7; the district is meeting the obligation.
- It is still a value to have a Senate ranked list prepared.
- Geoffrey Dyer has asked Division Chairs to prepare presentations and have materials ready at least 72 hours in advance so they can go out with the packet Senate agenda.

**7. ASCCC Visit: January 17, 1-3pm**

- Faculty minimum qualifications training will be during spring in-service.
- Division Chairs, anyone with an interest in serving on screen committees, and Human Resources personnel are encouraged to attend.

**8. Academic Senate Elections: February 4**

- Elections will be held for the following positions: President, Secretary, ASC Applied Tech Representative, ASC English Representative, and ASC Adjunct Representative.

**9. Relevant Committee Minutes as Update**

- Michelle gave kudos to the Distance Education Committee work and enjoyed reading the minutes.

**Other/Open Forum**

- None

Meeting adjourned at 1:01 PM.

Submitted by Candace Duron, Secretary



## CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

### **Request for Proposal (RFP): Guided Pathways Alignment Project (GPAP): Enhancing Equity and Excellence in Higher Education**

Date: October 31, 2018

To: College Presidents: Guided Pathways Alignment Project (GPAP)  
Leads: Guided Pathways Alignment Project (GPAP)

From: California Academic Partnership Program (CAPP)

RE: **Request for Proposal (RFP):**

#### **I. Purpose of Grant:**

The purpose of the **Guided Pathways Alignment Project (GPAP)** is to fund partnerships between community colleges and high schools that will explore linkages and relationships between the guided pathways offered by the community college and the pathways or academies offered by high schools, enhance transition courses, and assist in the implementation of AB705. The outcome of the GPAP is a sustainable partnership that supports Guided Pathways at the Community College with linkages at the high school and successful implementation of AB705.

The ultimate vision of the grant is to establish seamless transitions for students from high school to community college that are mutually beneficial to both systems as they move forward with the student-centered state initiatives they are responsible for implementing. Partnerships may choose to work on implementing AB705 to help students successfully complete credit bearing courses, particularly in the area of English Composition and Mathematics/Quantitative Reasoning by the use of shared one level below transfer courses, dual enrollment, and other options leading to successful college completion.

CAPP seeks to encourage the partnerships to consider ways each system can leverage state initiatives to enhance the work that each is already engaged in.

- For the community colleges, these include Guided Pathways, AB705, performance-funding formula, the vision for student success goals, and the student equity framework.
- For the high schools these include the College and Career Readiness Dashboard and the Local Control Funding Formulas (LCFF), which have impacts on K-12 achievement.

The GPAP, designed to form strategic partnerships between community colleges and high need high schools, focuses on increasing student success and advancing an equity agenda. Grantees will be expected to:

- establish a robust and viable partnership with one or more high schools;
- identify appropriate activities based on current academic needs and the local context;
- implement a data driven continuous cycle of improvement to measure impact of specific strategic activities and interventions, and make adjustments, as necessary;
- collaborate on professional development for educators from both segments to build a common vision for high quality instruction, a common set of expectations for college and career readiness, and, a shared understanding of student success;

- define a clear and transparent set of expectations for students that partnership institutions agree to, such that they facilitate a seamless transition from high school to the community college; and,
- identify mutual benefits to each system as part of a sustainability model.

The timeframe for the Guided Pathways Alignment Project has three phases:

**Phase I:** five months for Capacity Building

**Phase II:** a three-year funding cycle to implement seamless transitions for students within both systems; and

**Phase III:** a potential two-year renewal for solidifying sustainability activities. The third phase of funding will be dependent on demonstrated success in Phase II, the first three years.

## **II. About CAPP**

The California Academic Partnership Program (CAPP) is administered by the California State University system in cooperation with public education segments, including the University of California, the California Community Colleges, and the State Superintendent of Public Instruction. CAPP was created by the Legislature in 1984 to develop “cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college” (California Education Code Section 11000). For more information on CAPP, visit the CAPP website at <http://www.calstate.edu/CAPP/>.

For over three decades, CAPP has funded projects focused on improving the high school curricula and support services for students in high need schools, with the goal of increasing the number of students eligible for college admission and prepared to do college-level work, especially low income and under-represented minorities. CAPP has provided resources to schools to implement standards-based instruction and assessments in mathematics and English Language Arts, build professional learning communities and develop innovative instructional school leadership. Additionally, CAPP provides support to the Mathematics Diagnostic Testing Project (MDTP) and the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES), which was initiated by CAPP to improve public education and close the achievement gap through regional pre-K-through-college collaboration.

This new GPAP grant aligns with the goals of the California State University, the University of California, the California Community Colleges, the California Department of Education, and the State Board of Education to improve access and success of students in postsecondary education. The college and career readiness standards of the Common Core State Standards (CCSS) and the Vision for Success Initiative at the Community Colleges provide a foundation for all segments to build upon as they develop curriculum, assess student needs, and create systems to support a seamless successful transition from high school to postsecondary education.

## **III. Who is Eligible to Apply**

Eligible participants for Phase II are the 10 Community College sites participating in the Capacity Building Phase of the GPAP grant and their high school partners.

CAPP will support partnerships that are committed to exploring mutually beneficial ways to enhance and increase student success as defined by each system, taking the local context into account.

It is anticipated that each partnership that applies will receive an implementation grant of approximately \$50,000 per year for the first three years (total \$150,000). The Community College Partner will be the fiscal agent for the funds. It is CAPP’s expectation that funds will be expended in both segments to achieve the outcomes identified. Successful partnerships can then apply for a

two-year extension (Phase III) to collect and analyze student level data, to develop a sustainability plan and to disseminate what they have learned.

#### **IV. What the GPAP Grant will Provide**

CAPP will provide grant funds to support activities, such as:

- faculty teams (including but not limited to English/Language Arts, Mathematics) to address the requirements of this grant including developing partnerships, updating the needs assessment, designing collaborative professional development activities, and documenting a continuous cycle of improvement;
- substitutes for teaching staff (from participating high school(s) and college) to attend professional learning activities directly related to the grant;
- extra duty pay for teaching staff or honoraria for partners to develop curriculum and/refine policies;
- a centralized representative to facilitate cross-site collaboration and articulation; and
- aligned counseling support to meet identified student needs.

#### **V. What CAPP will Provide**

In addition to the grant funds awarded to the college, CAPP will provide the following:

- sustained support from a CAPP Facilitator who will be selected in consultation with the grant recipient;
- periodic professional development and support for educators from a CAPP Facilitator or other consultant with relevant expertise;
- professional development for faculty/administrators on the use of data for continuous improvement, supporting instructional improvement, developing teacher leadership, and forming partnerships; and,
- support from the CAPP Director, GPAP Project Director, and CAPP Advisory Committee in carrying out the responsibilities of the grant.

#### **VI. Grant Details**

##### **1. RFP Timeline/Deadlines/Workshops**

- **RFP release: October 31, 2018**
- Proposals due to CAPP: **January 31, 2018 by 5:00 p.m.**
- **Email submissions to [capp@calstate.edu](mailto:capp@calstate.edu)**
- Notification of award: **February 14, 2019**
- Grant Cohort Institute: **Summer 2019** (Location, Date, and Topics TBD)

##### **2. Grant Terms**

The GPAP grant will require the active involvement of key personnel at the community college and the high school(s). Additionally, the grant will require the active participation of key student services personnel and faculty from a community college. District superintendents are expected to be involved in the grant implementation, especially when policies are being discussed and crafted.

The funds cannot be used for capital outlay. CAPP funds are intended to support human resource expenses needed to improve instruction and student achievement. Examples of allowable expenditures include:

- release time for a lead staff to serve as the site project director and coordinate the activities of the grant;
- release time for site teams to engage in instructional coaching and/or curriculum leadership;
- release time for evaluation and data analysis as related to a continuous cycle of improvement;
- substitute costs for curriculum development during the school day;
- extra duty pay for faculty working on common courses and/or in professional learning communities collaborating on site or with partner sites;
- designing and implementing supplemental support for student learning; and,
- honoraria for partners who are writing joint curriculum, supporting collaborative professional development, and/or developing policy.

CAPP will provide and separately fund the following:

- at least ten days per year of on-site support from a CAPP Facilitator;
- professional development sessions and site visits for principals, district representatives, teacher leaders, and postsecondary partners on implementing a continuous cycle of improvement, improving teaching and learning, building and maintaining partnerships, and conducting needs assessments;
- summer professional development institutes; and,
- guidance and support from the GPAP Project Director.

### **3. Reporting and Evaluation Requirements**

At the end of each year, grantees will submit an annual report to CAPP, the college president, and the district superintendent. To help CAPP assess the program, the annual report will include:

- a description of grant related activities for the year;
- a description of the partnership, commitment of partner institutions, and roles and responsibilities of partners;
- a quantitative and qualitative assessment of the impact of the program on the schools, teachers, and students and progress towards developing and implementing strategies to support transitions from secondary to postsecondary institutions;
- an expenditure report for the year (due by September 30 of each year); and,
- a proposed work plan and budget for the following year.

### **4. Expectations for Implementation**

The overarching goal of the grant is to improve successful matriculation of students to college and careers in a seamless transitional path. This grant is intended to 1) support teams of community college and high school faculty and administrators as they collaborate strengthen instruction and improve student learning, 2) evaluate local policies impacting the transition to higher education; and, 3) implement an evaluation system that is based on a cycle of continuous improvement. To this end, grant activities should include:

- collaboration by teaching staff and administrators from at least one community college and at least one high school to assess local student academic needs to meet college and career readiness standards;
- selection of measurable goals and data to be collected and analyzed to determine improvements in student preparation for college and careers and strategies for successful transitions to postsecondary education;

- development of courses that students can take in their senior year to ensure college and career readiness at postsecondary institutions (dual enrollment/concurrent enrollment included);
- collaborative professional learning opportunities for school teams from the high school and postsecondary partners focused on college and career readiness; and
- attendance at the CAPP-sponsored professional development and summer workshops for curriculum mapping, partnership building, evaluation design principles, and other topics identified by grantees that support development and implementation of project activities.

The actions expected of the **Community College Leads** are:

- collaborate with the identified high school(s) to ensure a seamless transition for students from high school to a higher educational institution;
- manage the budget and monitor all identified activities;
- participate in CAPP project convenings and in ongoing professional development associated with this project; and,
- participate in a continuous cycle of improvement to evaluate the joint efforts of implementing the college and career readiness standards.

The actions expected of **High School Partners** are to:

- engage with higher education partners to ensure a seamless transition from high school to the community college;
- collaborate with higher education partners and principals from other CAPP schools to ensure successful implementation of the college and career readiness standards;
- participate in CAPP project convenings and in ongoing professional development associated with this project; and,
- engage in a continuous cycle of improvement as a way to evaluate college and career readiness.



## **GUIDELINES FOR WRITING THE PROPOSAL**

- Signature Page
- School Demographics (College and High School(s))
- Goals, Activities, and Measurable Outcomes
- Statement from College Lead
- Statement from the participating Principal(s)

Statements from the college lead and the high school(s) principal(s) are required for the proposal. If there is more than one high school participating in the grant, the principal from each school must complete a statement. Please have each person respond to the appropriate questions below:

### **Community College Statement:**

In no more than **three** pages, your community college lead should address the questions listed below:

1. Describe your awareness of the K-12 college and career indicators that impact your institution.
2. What challenges do you face as a community college in addressing AB705 requirements and how can partnering with a high school can help address these challenges?
3. How do you expect this particular grant to help you address the equity challenges that your college faces?
4. Describe how you plan on collaborating with your secondary school and district partners.

### **Principal(s) Statement:**

In no more than **three** pages, each principal should address the questions listed below:

1. Describe your school's current efforts in preparing students to be college and ultimately career-ready. What have you accomplished thus far and how do you see this grant helping those efforts?
2. What challenges do you face in your school in ensuring that students successfully meet the academic demands of postsecondary courses?
3. Describe the ways by which your school will measure success and determine when adjustments need to be made.
4. Describe how you have collaborated to date with your postsecondary partners and plans for future collaboration.

## **GUIDELINES FOR SUBMITTING THE PROPOSAL**

**Completed proposals must be received by January 31, 2019 by 5:00 pm.**

**Please submit via e-mail to [CAPP@calstate.edu](mailto:CAPP@calstate.edu).**

**A completed proposal includes all appendices in one file.**

**Signature pages may be sent as a separate PDF or faxed to: 562-951-4866**

Proposals will also be accepted by US Mail or Delivery at:

CAPP Office – RFP

CSU, Office of the Chancellor  
401 Golden Shore, 6<sup>th</sup> Floor  
Long Beach, CA 90802

### **For Questions on the RFP**

All questions related to the RFP should be directed to:

Zulmara Cline, Ph.D., Statewide CAPP Director

CSU, Office of the Chancellor

401 Golden Shore, 6<sup>th</sup> Floor

Long Beach, CA 90802-4210

Tel. (562) 951-4780

Fax (562) 951-4866

E-mail [CAPP@calstate.edu](mailto:CAPP@calstate.edu)

### **APPENDICES (Please include Appendices I-VI in the proposal packet.)**

- 1. Signature Pages (Appendix I)**
- 2. Demographics for College (Appendix II)**
- 3. Demographics for each High School in Project (Appendix III)**
- 4. Statement of Goals, Activities and Outcomes (Appendix IV)**
- 5. Statement from College Lead (Appendix V)**
- 6. Statement from High School Principal(s) (Appendix VI)**

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM  
CAPP Guided Pathways Alignment Project (GPAP) Grant**

**Signature Page**

COLLEGE LEAD : TAFT COLLEGE

College Lead Administrator: Severo M. Balason Jr	
College Lead Administrator Position: Vice President of Student Services	
Street Address: 29 Cougar Ct.	
City: Taft	Zip Code: 93268
Telephone: 661.763.7810	
E-mail: <a href="mailto:sbalason@taftcollege.edu">sbalason@taftcollege.edu</a>	
College Lead Administrator Signature:	Date:

College Fiscal Representative Name (please print): Amada Bauer	
Street Address: 29 Cougar Ct	
City: Taft	Zip Code: 93268
Telephone: 661.763.7853	
E-mail: <a href="mailto:abauer@taftcollege.edu">abauer@taftcollege.edu</a>	
District Fiscal Representative Signature:	Date:

**Signature Page: High School**  
**(please fill out one for each high school in the partnership)**

**HIGH SCHOOL LEADS**

District/County Office of Education: Taft Union High School District	
Street Address: 701 Wildcat Way	
City: Taft	Zip Code: 93268
Telephone: 661.763.2300	
E-mail: xxxxxxxxxxxx	
Superintendent Name (please print): Blanca Cavazos	
Superintendent Signature:	Date:

High School: Taft Union High School	
Street Address: 701 Wildcat Way	
City: Taft	Zip Code: 93268
Telephone: 661.763.2300	
E-mail: <a href="mailto:mfinn@taftunion.org">mfinn@taftunion.org</a>	
Principal Name (please print): Mary Alice Finn	
Principal Signature:	Date:

(If there will be a lead faculty associated with the project, please fill out the following)

High School: Taft Union High School	
Street Address: 701 Wildcat Way	
City: Taft	Zip Code: 93268
Telephone:	
E-mail: <a href="mailto:TSutherland@taftcollege.edu">TSutherland@taftcollege.edu</a>	
Lead Faculty (please print): Tammy Sutherland	
Lead Faculty Signature:	Date:

**Please submit completed proposals, via e-mail to: [capp@calstate.edu](mailto:capp@calstate.edu), no later than January 31, 2019. Signature pages maybe sent as a PDF or a FAX to: 562-951-4866.**

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM  
CAPP Guided Pathways Alignment Project (GPAP) Grant**

**Demographics (Community College)\***

College:	Taft College
Name and Title of Project Lead:	Vicki Jacobi/Vice President Academic Senate
Address:	29 Cougar Ct.,
E-mail:	vjacobi@taftcollege.edu
City/ Zip/Telephone:	Taft /93268 /661.763.7719

**I. Community College INFORMATION**

	Community College Total	Incoming First Year Students From Partner High School	From Second Partner High School (if applicable)	
Number of Students	10,499	170	N/A	
Students by Ethnicity (%)				
African American	171			
American Indian	35	1 (.0095%)		
Asian	10			
Filipino	24			
Hispanic	1238			
White	724	1 (.0095%)		
Other/Unknown	8297	168 (1.6%)		
Other Student Data				
Pell Grants	\$5,569,375.00	\$354,219.00		
English Learners	85	11		

***\*List the source for the above data***

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM  
CAPP Demonstration Partnership (CDP) Grant**

**High School Demographics\***  
(please fill out one for each high school in the partnership)

District:	Taft Union High School District
High School Name:	Taft Union High School
Name and Title of Contact Person:	Mary Alice Finn
Address:	701 Wildcat Way
E-mail:	mfinn@taftunion.org
City / Zip Code / Telephone:	Taft/93268/

<b><i>Students by Ethnicity (%)</i></b>	
African American	
American Indian	
Asian	
Filipino	
Hispanic	
White	
Other	

<b><i>Students by Grade (Number)</i></b>	
Nine	
Ten	
Eleven	
Twelve	
<b>Other Student Data (%)</b>	
English Learners	
Free/Reduced-Price Meals	

***\*List the source for the above data (may be available at [www.cde.ca.gov/ds](http://www.cde.ca.gov/ds))***

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM  
CAPP Guided Pathways Alignment Project (GPAP) Grant  
Goals and Activities and Outcomes Chart**

**Goals of the Grant:** To establish a seamless transition from high school to postsecondary education by aligning curricula, pathways, processes, structures, and student-centered activities.

**Focus:** (Describe your focus areas that address the Grant Goals, the Benchmarks, and Measurable Outcomes {as many pages as needed})

Increase by 60% the number of Taft Union High School (TUHS) Students who transition to Taft College (TC) as fully prepared for both math and English transfer courses by 2022.

Increase by 20% the number of TUHS students awarded an associate degree, certificate, or specific skill set from Taft College.

**Activities and Outcomes**

IMPLEMENTATION ACTIVITIES	MEASURABLE OUTCOMES & RESULTS FOR 2018-19/ 2019-2020 (maybe included)	PERSON(S) RESPONSIBLE & THEIR ROLE	ESTIMATED COST	
1) Conduct a one-day <b>Summit</b> with high school and college instructional faculty to review courses within the math and English sequence, and discuss student success and support courses for at-risk students. Review course content to align structures.	1) Faculty from both institutions will have a better understanding of the gaps in instruction between the two and begin the process of increasing the success of at-risk students by 3% per year.	1)CAPP task force/oversight of the project	1) \$7,400	
2) Administer to at-risk students in the sophomore year the Success Navigator tool to determine what support services the college needs to develop prior to the students coming to college.	2) The tool should serve to identify the needs of incoming freshman and allow the college time to prepare services for those students.	2) College counselors to administer and report aggregated data back to the high school.	2) \$3,000	
3) Use CCGI to share high school GPA with college to prepare for college	3) Identify the number of college courses needed for incoming freshman. 4) Have a major map for each student as they enter Taft College. 5) Parents can help their children make a more informed choice of courses and majors. 6) Have 20% increase of TUHS students attending &	3) VPSS		

<p>courses and support to incoming freshman.</p> <p>4) Mapping degrees and certificates to high school pathways. Counselor summit.</p> <p>5) Parent orientation</p> <p>6) Data day to review data from both institutions and planning</p> <p>7) Transitional tutoring</p>	<p>graduating from TC by 2022.</p> <p>7) A 10% increase of graduating TUHS students attending TCF by 2022.</p> <p>8) Reduce the equity gaps so that there is less than a 20% gap between groups by 2022.</p>	<p>5)College counselors</p>	<p>3) No cost</p> <p>4) \$7,400</p> <p>5) \$2,500</p> <p>6) \$7,400</p> <p>7) \$10,000</p>	
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**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM**  
**CAPP Guided Pathways Alignment Project (GPAP) Grant**  
**Community College Lead Statement**

Name: Dr. Vicki Jacobi	Position: Vice President Academic Senate
Institution: Taft College	

**1. Describe the college's awareness of the K-12 college and career indicators that affect Taft College.**

The current College/Career Indicator Reports and Data show the last cohort of students from 2016. This cohort is comprised of 215 students who graduated from Taft Union High School (TUHS). The two largest groups are white and Hispanic. Seventy-two and six tenths percent (72.6%) are socioeconomically disadvantaged. Moreover, the data shows that one third of these students leave high school under-prepared, thus making them at-risk for not being successful.

Most of these first-generation college students are going to need full financial aid since they are socioeconomically disadvantaged. The demographics between the college and the high school are quite similar.

**2. What challenges does the college face in addressing AB 705 requirements and how can collaborating with the high school help address these issues?**

Currently, there are no specific collaborative activities with the high school pertaining to AB 705. There is ongoing dialog with the high school to support student success in dual enrollment and several CTE efforts underway.

Due to the significant achievement gaps in math and English, at the high school and the college, there is a need to generate collaborative opportunities. This might include sharing curriculum with math and English faculty. Counselors and administrators might identify specific gaps in the students' understanding of college requirements and eliminate those barriers for the at-risk students who may think college is impossible. Additionally, the college will strive to increase parental understanding of

the importance of college attendance by reaching out to parents at TUHS, thus allowing parents to assist their children in making informed choices.

To address the impact of AB 705 on college students, the college has increased tutoring for college level math and English via providing additional peer and faculty tutors. The college encourages high school students to complete four years of math rather than the two-year requirement.

**3. How will this grant support equity issues that Taft College faces?**

Similar to other community colleges, Taft College has not moved as many students through either the math or English sequence to transfer level courses as desired. There is a high attrition rate, especially among first generation and at-risk students. This grant will allow further collaboration between the two institutions. The focus of the grant will be to address the equity issues of first generation students.

**4. Describe the plan on collaboration with our secondary partners.**

The vision of this grant is to expand collaboration efforts and serve at-risk students who are not served through Special Admits, dual enrollment, the CCAP (AB 288), the TC Promise, or Career and Technical Education Transition Grant. A clear pathway needs to be developed so that students can successfully transition into math and English transfer level courses.

To meet the needs of the West Kern Community College District, Taft College in collaboration with Taft Union High School will strive to develop a sustainable partnership in order to attain the vision for success by 2022. We will accomplish these goals with several key activities.

*Goal One: Increase by 20% the number of TUHS students who transition to TC as fully prepared for both math and English transfer courses by 2022 with the following supportive activities:*

- Administer the Success Navigator to at-risk students during their sophomore year in order to help identify their needs. This would provide the college with two years to plan and establish needed supports to ensure that these students will make a smooth transition to college.

- Conduct a “Spring and/or Summer Summit” for instructional faculty from both institutions in order to understand transition curriculum, GPAs, and sequencing of courses between the institutions.
- Conduct “Data Day” so that the two institutions can share data and understand what the data means in terms of providing services and programs for students.
- Hold a “Counselor Conference” in order to share information about academic programs and services for program mapping.
- Concurrently, Taft College can use California College Guidance Initiative (CCGI) for GPA and course work data to place properly students into correct college level math and English courses by using the default guidelines as per the Chancellor’s Office.
- Provide tutoring to high school students for at-risk students when transitioning to TC.

*Goal Two: Increase by 20% the number of TUHS students who are awarded an associate degree, certificate, or specific skill set from Taft College, thus preparing them for an in-demand job by 2022 through the following activities:*

- 1) Ensure the use of a Guided Pathway model of completion that offers a clear road map between high school courses, community college, and four-year programs.
- 2) Reduce the equity gaps across the metrics established by the Chancellor’s Office so that no group is more than 20% different from any other group.
- 3) Develop additional cohort support services to students. Establish a cohort model by having all TUHS students take Educational Planning (STSU 1001) selected by Meta major.
- 4) Ensure all eligible students receive his or her maximum financial aid.
- 5) Provide some dorm housing to identified homeless TUHS students at TC.

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM**  
**CAPP Guided Pathways Alignment Project (GPAP) Grant**  
Principal Partner Statement

Principal: Mary Alice Finn	School: Taft Union High School
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**1. Describe your school's current efforts in preparing students to be college and ultimately career-ready. What have you accomplished thus far and how do you see this grant helping those efforts?**

Taft Union High School (TUHS), with over 100 years of history in serving the community of Taft and the surrounding areas, has prided itself on providing an exceptional education that equips our students for their future. TUHS has broadened its view on the community it serves, recognizing that a high percentage of our students come from low socioeconomic families. In addition, our percentage of second language learners continues to increase. We see our students functioning in the larger global society. In an effort to meet the needs of our students, we have made significant changes in how we prepare them for their future. Much of these changes began over 10 years ago with the start of the dual enrollment program with Taft College. Students are now able to take five dual enrollment courses while at TUHS. This established relationship has worked to better prepare our students for their post-secondary education and beyond. More recently, our efforts have shifted to the area of Career Technical Education (CTE). In defining 12 established pathways on our campus, we are now working toward delineating and articulating these pathways with Taft College and other nearby institutions of higher learning. Given that the focus of education has shifted in placing value on both the core academic courses and the CTE courses that students need to be successful and ultimately career-ready, our view has also widened to include even more paths to success for our students.

**2. What challenges do you face in your school in ensuring that students successfully meet the academic demands of postsecondary courses?**

A two-pronged approach is required to address the challenges we face. One major challenge for ensuring students successfully meet the academic demands of post-secondary courses are the level of English and math preparedness. While our high achieving students are taking advantage of the dual enrollment opportunities in English, many of our students are not performing at the level that would allow them to be successful in college level courses when transferring directly from high school. Additionally, because our current high school graduation requirements for math do not compel students to take courses to a level that would prepare them for college, there is a gap in the math preparation for our average and struggling students. Since over 60% of our incoming freshmen come to us below grade level in math, to get them to grade level and then push them beyond grade level has been a significant challenge. That, combined with a growing number of English Language Learners in our community, has meant an additional strain on meeting the curricular needs of our students in English, while also addressing their language gaps. The other challenge is, as post-secondary education has become an achievable goal for more students, many students do not realize the accessibility of a college education. We miss the opportunity to motivate the average and struggling students beyond the minimum expectation of the graduation requirements. In other words, we have a culture problem. We must bridge the gap in curriculum for both math and English through the collaboration with faculty and counseling staff from both institutions. Secondly, we need to inform our students and their families about the possibilities of post-secondary education at Taft College.

**3. Describe the ways by which your school will measure success and determine when adjustments need to be made.**

The major indicator of success is our student achievement scores on the California Assessment of Student Performance and Progress (CAASPP) in both math and English. Other measures of success include the College/Career Readiness Indicators found on the California School Dashboard. Annual review of these measurements will determine when the adjustments need to be made. TUHS will also utilize the data provided through the Local Control and Accountability Plan (LCAP), to triangulate the findings. Through the LCAP, process there is a significant amount of time spent gathering perception

data from our students, their parents, the faculty, the staff and the community we serve. We regularly ask about student preparedness. We will use this data to determine if our concerted efforts to address the culture issue related to career readiness through post-secondary education are affecting the perception of our stakeholders.

**4. Describe how you have collaborated to date with your postsecondary partners and plans for future collaboration.**

The last two years TUHS has seen the significant collaboration with Taft College. Most recently, the planning meeting related specifically to the Guided Pathways Alignment Project allows TUHS a valued voice as well as in the Dual Enrollment Committee meetings at Taft College. Taft College has made it a priority to participate in the Steering Committee for our California Partnership Oil Technology Academy. TC also participates in the mentorship program with the Oil Technology Academy. These coordinated efforts have been beneficial for both institutions, as we reap the benefits of these relationships; the relationships continue to deepen and continue to flourish. TC has also been supportive in helping students transition from high school to college by providing a dual enrollment coordinator who works with the high school students to guide them through the process. In addition, TC supplies a counselor and outreach personnel to assist current high school students with the application, orientation and educational planning. This assistance allows our students to build connections to the college while still in high school. Another indicator of the outstanding collaboration between the college and high school has been the yearly “Cougar Day” held in the spring at Taft College. All TUHS seniors may attend this event. Any senior student interested in attending Taft College after graduation is given help with the college application and orientation before “Cougar Day” so students are ready to enroll into classes. During Cougar Day, students tour the campus and attend presentations of support programs such as EOP, TC Promise, and TRIO. Finally, students meet with a counselor, develop abbreviated educational plans, and ultimately register for their first semester classes. 50% of seniors participate.

Our plan is to focus to target “middle” and “at risk” students by changing the current through education and awareness opportunities for both students and their parents. Currently, our culture is that when students struggle parents allow the student to take the “easy way” by moving to less challenging classes, which usually leaves the student underprepared for college and career. Through this grant, we plan to include a parent education component so that parents understand the importance of challenging their student to take the most rigorous courses possible and fully appreciate what is needed for the student to be successful at the post-secondary level. We will also attend collaboration summits with the college faculty. These summits will bring together faculty from math, English and counseling to discuss course and pathway alignment, gaps, transitions and plans for the future. Finally, we plan to work with the college to implement early diagnosis and intervention so that students who are behind during their 9th or 10th grade year can understand the steps that need to be taken to find success at Taft College and beyond.



**CAPP Guided Pathways Alignment Project**  
**FY2018-2019 Proposed Budget**  
 Budget \$50,000.00

Personnel	CAPP funds budgeted	Explanation
1.1 Lead Professor Release Time (extra duty pay)		
1.2 PD Meetings (extra duty pay)		
1.3 Other Personnel (honorarium for high school partners)		
<b>Operating Expenses</b>		
2.1 Supplies & Services (for meetings, includes hospitality)		
2.2 Travel (to and from meetings)		
2.3 Other		
<b>Summary</b>		
Total Personnel Budget (1.1-1.4)		
Total Operating Budget (2.1-2.3)		
<b>TOTAL 2018-19 BUDGET</b>		

Please attach additional page(s) of explanation if necessary.

<b>Name of Principal Investigator</b>	<b>Signature</b>	<b>Date</b>
<b>Fiscal Agent Name</b>	<b>Signature</b>	<b>Date</b>
<b>Fiscal Agent Email</b>	<b>Phone number</b>	

**Budget explanation :**

- 1.1 Lead Faculty release time/extra duty pay
- 1.2 Faculty release time/extra duty pay
- 1.3 Partner Honorarium/Admin Costs
- 2.1 Materials for meetings/hospitality
- 2.2 Local meetings (teachers, administration and partners)
- 2.3 Other operating expenses



		SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019
President	Geoffrey Dyer		X					
Past President	Tony Thompson							
Vice President	Vicki Jacobi					X		
Secretary	Dan Hall							
	Candace Duron			X				
CTE Liason	Tori Furman	X				x		
Applied Tech	Don Thornsberry	X						
	Kanoe Bandy			x				
English	Kamala Carlson	X						
	Danielle Kerr							
	Kelly Kulzer-Reyes				x			
Learning Support	Juana Escobedo	X				X		
Liberal Arts	Bill Devine	x						
	Gary Graupman		x					
	Debora Rodenhauser							
Math/Science	Greg Golling	X				x		
Social Science	Mike Jiles	X				x		
Adjunct Faculty	Vicki Waugh	X						
	Kristi Richards				X			

**Request for Faculty Position: English Professor**  
**English and Language Arts Division**  
**Submitted by Kamala Carlson, Division Chair**  
**Spring 2019**

**1. Immediate Impact on Existing Programs:**

English courses have an immediate impact on every student whose goal is to graduate with an AA degree. Therefore, every matriculating Taft College student must complete one or more English courses to graduate with an AA degree. Providing enough sections of English, primary 1500, compounds the need for a full-time English professor.

**Immediate Need:**

- 1). Most course offerings that were trimmed from the schedule have returned.
- 2). Enrollment increases must be met.
- 3). AB 705 has resulted in an increase of the number of 1500 sections offered, as well as the potential need for the development of new English classes.
- 4). English 1000, as of spring 2018, is 4 units to match the C-ID descriptor.
- 5). English is continually asked to create new courses, namely a teacher preparation course and an introduction to literature course.
- 6). Three new creative writing courses have been created and offered to serve students affected by the state mandate that creative writing can no longer be repeatable.
- 7). The state also mandated that for 1600 to articulate with the C-ID descriptor, it had to become 4 units instead of 3 units.
- 8). More than five new literature courses have been developed and offered to satisfy components of the transfer model curriculum for the recently approved AA-T in English.
- 9). Literature course offerings, per semester, have expanded to meet the needs of students in the English major.
- 10). This year, 90 units are taught by adjunct faculty, which is an overall increase of 18 units from last academic year.

These factors illustrate the continued and urgent need for a full-time English faculty for the 2019-2020 academic year.

As the fall 2018 chart below indicates, a total of 121 units in English were taught by full-time faculty and one full-time temporary, one-year instructor; of those full-time professors, two were hired to teach in other disciplines. The overall unit load has increased from 107 to 121 since the last academic year. A total of 48 units were taught by 9 adjuncts.

**Instructor Hours for Fall 2018**

Units-English	Units-Other	Instructor
6.0	3.0-Reading 3.0-Writing Lab (WL)	K. Carlson
16.0		C. Chung-Wee
21.0	3.0-WL	W. Devine
12.0 (12 are concurrent)		G. Dyer
20.0		S. Wallace (Temporary replacement for J. Grimes)
14.0 (1.0 lab)	3.0-WL	D. Kerr
17.0	3.0-WL	K. Kulzer
48.00 Adjunct Units		9 Adjuncts
<b>Total Units: 169.0 (1.0 lab)</b>	71.6% Full-Time Faculty/28.4% Adjunct	

The spring 2019 chart illustrates 4 full-time English, with 1 full-time English professor not teaching any courses, 1 full-time ESL, 1 full-time Reading, and 1 full-time temporary, one-year instructor teaching a total of 133 units of English, up 13 units from spring 2018. The chart also depicts 9 adjuncts teaching 42 units, which is up from 5 adjuncts teaching 25 units last spring.

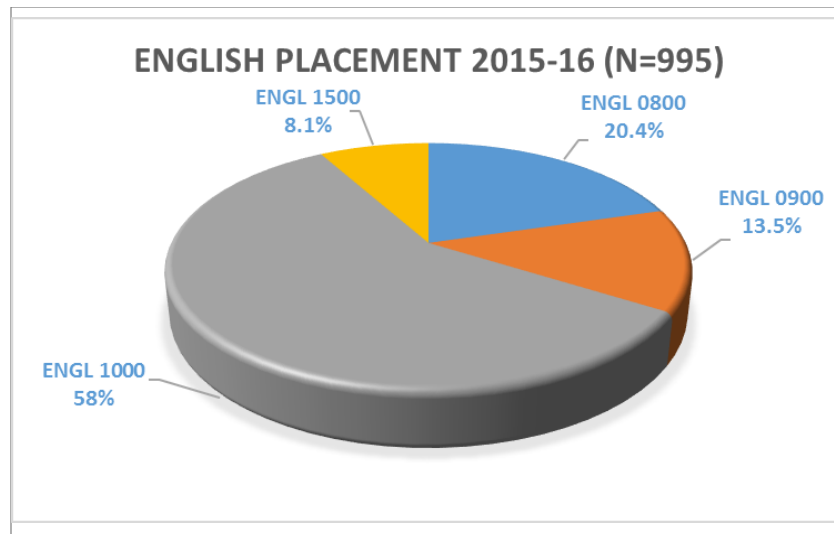
**Instructor Hours for Spring 2019**

Units-English	Units-Other	Instructor
12.5	3.0-Reading 6.0-WL	K. Carlson
16.0		C. Chung-Wee
17.0		W. Devine
NA		G. Dyer
16.0		S. Wallace (Temporary replacement for J. Grimes)
25.5 (12 are concurrent)	6.0-WL	D. Kerr
23.00	3.0 Disability Studies 5.0-WL	K. Kulzer
42.00 Adjunct Units		9 Adjuncts
<b>Total Units: 175.0</b>	76% Full-Time Faculty/24% Adjunct	

As is commonly known, teaching more than a very minimal overload is overwhelmingly burdensome for English faculty. Grading, providing feedback, and returning each step of the students' work in the writing process in a timely manner is not only critical but also time intensive: thesis and topic sentences, evidence list, outline, rough draft, and final draft for each essay mandates English faculty devote individualized attention to each student above and beyond the norm, particularly with the implementation of AB705. To facilitate this correction and continuous improvement of students' writing skills, English faculty must maintain a standard teaching load to be effective, hence the on-going need for an additional full-time faculty.

Furthermore, an overwhelming majority of TC's students place into one of the Basic Skills English courses. The chart below for the academic year 2015-2016 exemplifies a typical year. Only 8.1% of the students placed directly into a transfer level English course: English 1500, while 91.9% of the students placed into a basic skills course. Certainly, the single greatest course needed for students is English 1000. It should be noted that there was a 3% increase of students who placed into a basic skills course in 2010-2011 and another 3% increase in 2012-2013. In other words, since 2010 the need for basic skills courses has increased by 6%. However, with the passage of AB705 basic skills English and reading classes have been virtually obliterated; therefore, English 1500 course offerings have expanded.

This new reality, in conjunction with AB705, may mean that English faculty would be required to **develop and teach new, smaller unit, co-requisite, and/or supplemental courses** as a means to help these basic skills students meet academic standards in the face of this expedited curriculum process. Student success demands we find a way to help students thrown in the deep end by the new law, especially if students self-select beyond their current capabilities. An immediate action taken, fall of 2018, by the English faculty to facilitate student success has been to **work in the Writing Lab**. These **additional teaching responsibilities take up current faculty teaching load, thus creating a need for a new faculty member.**



Source: Institutional Research Office, Program Review Data, Fall 2015

The following charts specify the number of FTES generated by English. With the recent change made in financial aid, which allows for students to have access to monies during summer session, more English courses will need to be offered. Moreover, it should be noted that **English is one of the top 3 generators of FTES campus wide.**

**English FTES totals per Academic Year**

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017
232.43	256.85	257.68	252.50	248.00	245.99

Source: Institutional Research Office

**English FTES totals per Semester**

Fall 13	Spring 14	Summer 14	Fall 14	Spring 15	Summer 15	Fall 15	Spring 16	Summer 16	Fall 16	Spring 17
129.70	94.17	24.9	128.1	95.1	27.7	115.2	89.9	30.3	119.5	96.2

Source: Institutional Research Office

Therefore, the need to hire a full-time English faculty is vital, for the immediate impact on students is critical. **Even with the hire of a full-time faculty, an average of 30 units would still need to be distributed among English adjuncts, per semester.**

## 2. Impact on Major Requirements:

English courses impact the matriculating student who needs English courses to graduate with an AA degree. Written expression is one of the Golden Four of a CSU education, so it is the core of California education. All students need English courses.

Additionally, the development of the English Major at TC has been great for an increasing number of students as the major has grown. However, now that many literature courses have been created to meet that need, this has resulted in some of the full-time faculty teaching an overload. The result then is to rely more heavily on adjuncts to teach English 1500 and 1600. It is vital that the English Division offers two literature courses each semester to ensure students majoring in English can complete the degree in a timely manner.

## 3. Impact on Transfer/Completion for Certificate Programs

There is a direct impact leading to transfer and completion that make it essential to offer English courses both online and face-to-face to ensure students matriculate.

The chart below shows the number of students on the waitlist as of the first day of class for Fall 2018. This chart demonstrates the need for at approximately NINE more classes.

**English Waitlists: Fall 2018**

<b>English 1500</b>
222

Source: Office of Institution

## 4. Distinction Between GE and Programs (Gen Ed. is precedent) Transfer/CTE/Basic Skills

English courses impact almost every student who walks onto the Taft College campus and registers, and therefore, are mandatory to meet GE requirements as well as transfer and basic skills students.

## 5. Number of Students Served

As exemplified in the chart below, an average of **over 1,000 students are served each semester.**

### Enrollment on Census

Course	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Mean
ENGL 0800 OC	24	21	27	14	21	17	19	11	18	9	8	17.2
ENGL 900 OC	80	68	75	61	53	31	39	35	48	22	44	50.5
ENGL 0900 DF	NA	NA	NA	NA	NA	NA	NA	NA	NA	23	NA	23.0
ENGL 1000 DF	26	NA	NA	NA	NA	NA	10	NA	7	NA	18	15.3
ENGL 1000 DN	84	80	93	83	77	79	85	86	86	69	56	79.8
ENGL 1000 OC	357	138	340	140	354	150	254	144	296	129	280	234.7
ENGL 1500 DF	25	26	NA	24	NA	27	NA	6	NA	22	NA	21.7
ENGL 1500 DN	139	107	146	115	165	120	191	132	191	170	201	152.5
ENGL 1500 OC	202	199	234	197	236	194	244	187	264	183	280	220.0
ENGL 1600 DF	NA	28	NA	25	NA	NA	NA	NA	NA	NA	NA	26.5
ENGL 1600 DN	85	58	68	61	75	61	114	88	100	87	103	81.8
ENGL 1600 OC	67	120	76	131	90	142	90	110	76	138	86	102.4
ENGL 1700 OC	28	25	18	7	12	19	21	6	15	11	15	16.1
ENGL 1725 OC	NA	NA	NA	NA	4	2	1	3	1	3	4	2.6
ENGL 1750 OC	NA	NA	NA	NA	3	3	4	4	2	6	5	3.9
ENGL 1775 OC	NA	NA	NA	NA	NA	1	1	1	3	NA	1	1.4
ENGL 2100 DN	NA	NA	NA	NA	NA	NA	NA	NA	10	NA	NA	10.0
ENGL 2150 DN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	16	16.0
ENGL 2150 OC	NA	NA	NA	NA	NA	NA	NA	NA	15	NA	NA	15.0
ENGL 2200 DN	NA	15	NA	NA	NA	NA	NA	NA	NA	NA	NA	15.0
ENGL 2300 DN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ENGL 2400 DN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ENGL 2400 OC	NA	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	7.0
ENGL 2600 OC	13	NA	NA	NA	9	NA	NA	NA	NA	NA	16	12.7
ENGL 2600 DN	NA	NA	4	NA	NA	NA	NA	NA	NA	NA	NA	4.0
ENGL 2650 DN	NA	NA	NA	NA	NA	17	10	NA	NA	NA	NA	13.5
ENGL 2650 OC	NA	NA	NA	NA	NA	NA	NA	NA	NA	5	NA	5.0
ENGL 2700 DN	NA	NA	NA	NA	NA	6	NA	12	NA	NA	NA	9.0
ENGL 2750 DN	NA	NA	NA	NA	9	NA	NA	11	NA	22	NA	14.0
<b>TOTAL</b>	<b>1,130</b>	<b>892</b>	<b>1,081</b>	<b>858</b>	<b>1,108</b>	<b>869</b>	<b>1,083</b>	<b>836</b>	<b>1,132</b>	<b>899</b>	<b>1,133</b>	<b>1,002</b>

Source: Institutional Research Office

## 6. Student Need (professional services needed to help student success i.e. counselor)

The students served by this division will require the same academic, career, and personal counseling services as all other Taft College students. Almost every semester, **counseling requests that more English courses be added to the schedule**; therefore, the hiring of a new English faculty would help to address this need. Spring semester 2019 will likely be no exception with the passage of AB705. **Moreover, enrollment has increased in English at Taft College and additional growth is likely.**

## 7. Number of Other Faculty Remaining in Division

There are 5 full-time English faculty, **1 full-time faculty whose primary load is taught in English with a small portion allotted to reading, and 1 full-time ESL faculty whose load is now primarily in English, yet the need to hire a full-time English faculty persists.**

## 8. Linked to Program Review and Planning

**Since 2010, the English position has been continually requested in Program Reviews.** Thanks to faculty realizing the intense need for a full-time English professor, that goal was fulfilled Fall 2013. The expected outcome of that goal as stated in the *Annual Program Review* is to **“[i]mprove student success by decreasing faculty overload, improving ratio of full-time to part-time faculty, and meeting the demand for weekly student contact hours.**” This should increase student retention, and the rates at which students obtain degrees and transfer status. Students should also have more opportunity for gateway classes.” This goal is the English faculty’s priority and remains of utmost importance. Consequently, to continue to serve students better and increase continuity across courses, there is still a paramount need to hire another full-time English faculty.

Furthermore, the “Program Summary” section in the *Annual Program Review* stipulates that “[t]he English program develops students with the analytical and critical thinking skills to be successful if they transfer or go into the workplace. It provides important academic skills and awareness of our multicultural and ethnically diverse society. **It imparts communication skills that include speech, writing, research, and critical thinking.**” The hiring of a new English faculty would potentially allow more course offerings, reduce overloads, and ultimately prepare students for the intense writing, research, and critical thinking required in collegiate level courses.

## 9. Fits Mission of the College – CTE and Transfer, community needs, student needs.

Mission Statement: “Taft College is committed to student learning in transfer and career and technical education programs supported by pre-collegiate basic skills and a wide range of student services. All programs and services are focused on the educational needs of a community of learners.”

*Annual Program Review’s* “Program Mission Statement”: “The English major develops communication skills and mastery of the English language; aesthetic awareness and critical thinking skills that enable students to appreciate and evaluate texts across disciplines; analytical skills to decipher cultural codes and value systems; an appreciation of our multicultural inheritance and identity; an awareness of ethnic diversity; and ethical research practices. The purpose of the English major is to develop citizens with an awareness of their own humanity and the importance of reflection on, analysis of, and empathy for the human condition.”



The achievement of students across disciplines relies on well-developed English skills and necessitates professors who maintain rigor to advance the quality of students' written word; therefore, English courses are imperative to the success of all students at Taft College since English indisputably aligns with the college's mission statement and the *Annual Program Review's* mission statement.

## 10. Campus/Faculty Resources

Except for the cost of the faculty position, there should be little additional cost to the District.

## 11. How Many Students in Each Major:

As noted before, the focus must be directed primarily on the number of students who need to take English courses rather than the number of students who declare English as their major, although hiring an English instructor would expand the likelihood of students declaring themselves English majors because of the increase and flexibility of course offerings.

**Declared Majors**

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/17	Mean
<b>English</b>	36	50	73	72	43	48	52	82	57.00

## 12. Length of Time Position has been Vacant

The English faculty are extremely grateful that our colleagues and administrators also saw, six years ago, the need to hire a full-time English faculty. Again, a full-time position is requested due to an increase in sections, new state mandates, new literature courses, and the implementation of the English AA-T degree and an increase in students at Taft College.

## 13. Financial Costs of Instructors

This should be similar for all of the positions being requested.

**Position Recommendation**  
**Learning Center Coordinator (tenure track)**

**Current Faculty Overload-** n/a

**Adjunct Faculty Units-** n/a

**FTES Per Year-** n/a

However, for Fall 2017 and Spring 2018, the Learning Center had 11,366 separate total log ins. This position also currently (Fall 2018) supervises 30 people (23 student workers and 7 classified employees).

**Percentage of Units Being Taught in Adjunct and Overload-** n/a

**Narrative on Any Type of Trends-** The total Learning Center budget has increased each year due to increased basic skills funding and a change in the state's funding formula. The number of budgets used to support the Learning Center has also increased from two to seven. Most of these should be considered voluntary and temporary contributions from different departments and grants. Student worker weekly hours have increased from 108.5 in Fall 2017 to 313 in Fall 2018. Business hours have increased from 48 per week in Fall 2016 to 52 per week in Spring 2019. All of this requires extensive supervision and planning.

**Narrative on What Programs this Position Serves-** This position serves basic skills (chair of Academic Development Committee), Supplemental Instruction (2.5 classified employees and approximately 12 classes per semester), and Tutoring (one full time and two part time classified tutors, face to face, online, walk-in, small groups, and appointments).

**Majors Covered by this Position-** This position covers all majors that are for degree or transfer, as we tutor in most English and math courses, as well as writing across majors, and some general science courses.

**Actual Declared Majors-** n/a

**Narrative on the Courses that this Position will Include-** n/a

**Are Those Courses GE, Transfer, CTE, or Basic Skills-** See "majors covered by this position" above. This position provides tutors for GE, transfer, and basic skills courses. We do not currently offer CTE tutoring.

**Enrollment Data-** 11,366 log ins in 17-18 (not counting summer), according to Tutor Trac data. Log ins have increased over the past three semesters. Fall 2017 had 5368, Spring 2018 had 5998, Fall 2018 (not counting finals week) has had 6751 thus far.

***What services the students will need to be successful-*** We are the department that provides these services for many courses (28+ Fall 2018 tutoring, History, Psychology, and Math Fall 2018 SI).

***Narrative on the remaining faculty in the Division-*** There are no other faculty in the Learning Support Division that duplicate these services.

***Program Review and Planning-*** This position completes three Annual Program Reviews- Basic Skills, Tutoring, and Supplemental Instruction. This position is also over two budgets- Tutoring and Basic Skills.

***Mission of the College-*** 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.

This position supervises and plans the student support services for both foundational and transfer programs.

***Breakdown of Majors-*** n/a

***Is there Sufficient Student Population for this Position?-*** Yes. 11,000 + log ins in an academic year, not counting summer, plus serving approximately 12 classes through Supplemental Instruction in an academic year, not counting summer, is a sufficient student population.

***Time Position has Been Vacant-*** This general position has existed for a little over two years. It is currently non-tenure track, Equity (SEAP) funded. Before that, it was part of an administrator's duties (Dean of Instruction- Grants). That particular position was housed upstairs, which made for very little actual supervision (two hours per week plus one staff meeting approximately each week). Before that, it was part of the duties of a teaching faculty who was on a ten month contract, meaning there was no summer supervision.

## ACADEMIC DEVELOPMENT COMMITTEE MINUTES

Wednesday, December 5, 2018

### 3:00 COUNSELING CONFERENCE ROOM

**Members Present:** Lori Sundgren, Joe'll Chaidez, Diane Jones, Danielle Kerr

**Guests:** Vicki Jacobi, Juana Escobedo

**Members Absent:** Windy Martinez, Stacey Falgout, Janis Mendenhall, Kamala Carlson, Kent Miller, Celina Aldaco

**1. Approve November minutes**

*Approval by Diane. Second by Danielle.*

**2. High school GPA data (Joe'll)**

*Joe'll introduced a packet of informational data that he has been collecting from students during the assessment process. Collection started in October 2017. This info includes self reported high school gpas, as well as where the gpas fall as compared to the state default placement recommendations.*

**3. CCC Apply (Joe'll)**

*Taft College is working with Cal Pass Plus and CCC Apply to turn on the self-reported gpa component. This will map to the SOATEST screen in Banner (this is the screen that used to have Accuplacer scores).*

**4. Guided Self Placement (Joe'll)**

*Joe'll introduced a packet from a Digital Futures Tech Talk by Dr. Omid Pourzanjani. It gives timelines and next steps from the Chancellor's Office in regards to Guided Self Placement. GSP recommendations will be coming from the Chancellor's Office. ADC discussion was in regards to the committee holding off GSP recommendations for now in light of this info.*

**5. CAPP Update (Vicki)**

*Vicki gave an update on the draft of the CAPP/ GPAP narrative. Concern was expressed by Diane of the cost of the activities vs. the amount of the grant. Diane also shared that math faculty would not be interested in a summer institute, and only possibly would be interested in a spring institute.*

**6. Math lab incentivizing visits vs. not**

**7. Budget/ Professional Development**



**OFFICE OF THE VICE PRESIDENT OF INSTRUCTION  
CURRICULUM AND GENERAL EDUCATION COMMITTEE**

Minutes of the Curriculum and General Education Committee Meeting  
November 30, 2018, 10:30 a.m. to 12:00 p.m., in S - 11.

*Members Present:* A. Bledsoe, K. Carlson, J. Chaidez, T. Furman, J. Grimes, V. Jacobi, J. Martinez, M. Mayfield, M. Oja, B. Young, and W. Null-ASO Representative

*Members Absent:* S. Balason, K. Bandy, J. Rangel-Escobedo

*Guests:* T. Payne, T. Thompson, A. Abbott

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The next meeting of the Curriculum and General Education Committee will be held on **Friday November 30, 2018 from 10:30 am - 12:00 pm in the Cougar Room.**

**AGENDA**

**I. APPROVAL OF MINUTES:** From the October 26, 2018 Curriculum & General Education meeting

*On a motion from M. Oja, seconded by K. Carlson, and unanimously carried by all, the October 2018 C & GE minutes were approved.*

**II. CONSENT ITEMS:**

**A. Course Revisions:**

1. PHIL 1531 The World's Living Religions
2. HIST 2231 History of the United States to 1877
3. HIST 2232 History of the United States Since 1877
4. BIOL 2370 Basic Nutrition
5. MATH 1520 Finite Mathematics

**B. Distance Learning Request:**

1. ENGL 1650 Introduction to Literature
2. MGMT 1565 Professionalism
3. EDUC 1520 Introduction to Elementary Education for the Contemporary Educator

*On a motion by M. Mayfield, seconded by M. Oja, and unanimously carried by all, the consent items were approved to move forward to the district Board meeting held on December 12, 2018.*

**III. NEW BUSINESS:**

**A. Course Revisions:**

1. IES 1100 Basic Employee Safety for General Industry
2. IES 1104 Supervisor Safety Training
3. IES 1106 Hazardous Material (HAZMAT) First Responder Awareness
4. IES 1107 Medic First Aid Training/CPR
5. IES 1108 Hazardous Waste Operations Emergency Response (HAZWOPER) Annual Refresher
6. IES 1109 Emergency Response Technician Training

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*On a motion by T. Furman, seconded by J. Martinez, and unanimously carried by all, the new business items were approved to move forward to the district Board meeting held on December 12, 2018.*

**B. NEW Courses:**

1. HIST 2212 World Civilization since 1500

*On a motion by M. Oja, seconded by J. Martinez, and unanimously carried by all, HIST 2212 was approved to move forward to the district Board meeting held on December 12, 2018.*

**IV. Action Item:**

**A. Disciplines/Textbooks on COR**

*Taft College practice requires instructors to teach only using textbooks listed on the COR. In order to avoid future issues, TC is in the process of adopting a new policy. A question was asked whether an instructor can create his/her own “book” consisting of a collection of relevant articles, topics, lessons, etc. This “Content Packet” option would only come into effect if an appropriate book was not available. Content packets would be created and maintained by divisions. The group discussed other campus’ and how they run “print shop” style bookstores. A vote was had to initiate a policy draft for Textbooks on CORs. On a motion by M. Oja, seconded by J. Grimes, and unanimously carried by all, the vote to create a draft, was approved. The first reading of the draft will take place during In-service, January 2019.*

**V. DISCUSSION ITEMS:**

**A. Guided Pathways/Meta Majors**

*V. Jacobi shared a brief update on the Guided Pathways/Meta Majors. Counselors making progress on the site. More updates will follow.*

**B. Upper Division coursework Policy**

*T. Thompson shared his experience regarding the effects of accepting upper division course work. The Chancellor’s office currently allows CC’s to adopt a local policy. This causes inconsistency across the state, as some campuses do accept it, while others do not.*

**C. AP on Transcripts**

**D. Catalog Additions**

*Items C and D will be discussed at our next C & GE meeting held in Spring 2019.*

**VI. INFORMATIONAL ITEM:**

1. Program Status, please see the table below:

Program	Tech Review Approved	C & GE Approved	Board Approved	State Approved	Revisions
*AA-T Elementary Teacher Education	2/24/2015	3/9/2015	4/8/2015	Revision Requested	
AA-T Sociology	1/16/2018	2/6/2018	3/14/2018	Revision Requested	
AS Engineering	1/16/18	2/6/18	3/14/18	Approved	
AS Dental Hygiene	1/16/18	2/6/18	3/14/18	Approved	

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<b>AS Energy Technology</b>	2/20/18	3/6/18	3/14/18	Approved	
<b>AS Physical Science</b>	3/13/18	4/3/18	4/11/18	Approved	
<b>*ADT – Economics</b>	4/24/18	5/3/18	6/13/18	Revision Requested	
<b>Liberal Arts Area of Emphasis: Math and Science</b>	9/18/18	9/28/18	10/10/18	Under Review	

**\* New Program**

**VII. NEXT MEETING: January 2019 in the Cougar room**



**TAFT COLLEGE**

**CTE COMMITTEE**

*SUBCOMMITTEE OF THE ACADEMIC SENATE*

**Minutes**

Thursday, 12/06/18

12:30PM-1:30PM in Room S11

**Attendees:** John Eigenauer, Tori Furman, Vicki Jacobi, Kristi Richards, Becky Roth

**Welcome**

**Approval of Minutes**

John Eigenauer motioned to approve minutes, Vicki Jacobi seconded.

**Information Items (10 minutes)**

1. CTE APR

Tori Furman shared the Dean of Instruction & CTE was receptive and appreciative of the feedback the CTE Committee provided last month. She made the recommended changes and suggested the cost analysis be initiated from the divisions since they control the programs.

2. ECE Permitting

Becky Roth was not present at beginning of meeting. Item tabled for February meeting.

**Discussion Items (45 minutes)**

3. CTE Funding Request

Group reviewed the two CTE Funding Requests that were submitted which included a professional development request from Dental Hygiene and permitting orientation/support from Early Care Education. Vicki questioned if we had enough to cover both requests. Tori confirmed we have roughly \$10,000 and the requests totaled \$3,100. John moved to recommend funding the Dental Hygiene request, Vicki seconded. The group discussed the need for clarification on the ECE permitting orientation/training request as material copying cost (where would printing occur? Why does it cost?) and CTE staff support cost (outside of work hours? Who specifically would be providing support? What does this look like? Can it be done as a service with existing personnel and no cost) were not clearly presented in question 4. Tori agreed to send the request back to the ECE department requesting further clarification.

Tori also provided the summary of last year's CTE APR Goal Forms and asked the group if they would like to recommend any of the needs listed on there since there was remaining money. The question arose regarding what had already been funded and what hadn't. Vicki suggested getting a copy of which APR Goal Forms had been funded from Justin Madding and that it should be listed in March Governance Council.

4. Faculty Resource Packet



Tori asked for feedback from the group regarding the Faculty Resource Packet that was briefly covered last meeting and sent via email for further review. Group noted that it contained meaningful information. Vicki suggested that we add information regarding advisory committees. Vicki also inquired about its purpose. Tori shared it was to serve as an educational document for those CTE Faculty who do not attend the CTE Committee meetings, as well as a tool for committee members to use when gathering information from non-committee members about their programs and needs to bring back to the group. Tori shared the idea, inspired by Jessica Grimes, that the CTE Committee could use the CTE program APR's to fuel the discussion instead of having committee members do the legwork and that this packet could simply be informational. The group agreed that rooting as much as we can into the APR process and keeping it simple was the preferred approach. Future meetings will include strategizing on how to schedule/plan the topics. Vicki mentioned requesting all of the CTE APR's from Brandy in February and reviewing in detail in March.

Tori pointed out that using the APR goal forms in lieu of the CTE Request Forms would also be nice. Once the CTE Master Plan is approved by the board and added as a funding option of the APR goal form and as we continue to educate everyone on metrics and allowables, this may be possible.

## 5. CTE Master Plan

Tori introduced the request from the Interim Dean of Instruction & CTE for the CTE Committee to review and make recommendations to the CTE Master Plan. Vicki began the discussion by sharing that much of the information in the draft CTE Master Plan is outdated, inaccurate, or not meaningful. Specific examples include Accounting and Information Technology Management being discontinued, notation that not much had been done on CTE SLO's, an ADMJ transfer degree stated as in development but has been approved for years, as well as graphs that presented CTE student enrollment without clarification if it means in CTE courses or general courses or both. Tori floated the idea of using core indicator data to develop graphs in an effort to become more consistent with data and create more meaning and clarity within the plan.

John moved and Vicki seconded sending each program their "page" for a completion revision and update of information. The group continued discussion suggesting that the program page templates be overhauled and that the CTE Master Plan dates be 2019-2024. The CTE Committee would like to take time identifying concrete, simplified questions the plan needs answers for (completion index, grant metrics, year by year More & Better CTE goals with dates and accountability, etc.) so that it becomes less of a review of meaningless information and more of an action plan leading to change. Becky shared that when Sam was here, he worked with each division to set goals and would call and check on them periodically, which was helpful and meaningful. Vicki talked about the 5 year comprehensive program review process that existed prior to the one year process. The 5 year process was a robust, in-depth look at programs that helped with long-term planning whereas the one year is more of a shallow snapshot review.

John suggested removing everything in current CTE Master Plan template that "doesn't do anything" and involve stakeholders from across campus (Vicki suggested SPC) to create

meaningful questions. Once those questions are developed, put them in a living spreadsheet that can be viewed and updated online by anyone. This spreadsheet information can lead to the new CTE Master Plan template, which would lead our CTE activity.

**6. CTE Program Updates/Needs/Project Ideas**

Tori provided update on Bilingual Certification idea. The Testing Center investigated the idea and determined it is not of interest at this time and students will be referred to BC. Will revisit if need or interest increases.

Tori mentioned idea inspired by Jessica Grimes to replace this section with APR information or grant topics with discussion formulated around each CTE program APR. Group supported this change and setting aside time in agenda for CTE program representatives to bring forward any need for discussion.

**Other/Open Forum for Announcements (5 minutes)**

Becky stressed the need for educating students on the permitting process and reimbursement program. Vicki and Tori sought clarification on ECE CTE Funding Request and Becky shared she wasn't sure what it would look like but wanted to put the idea out there. As topic was discussed the focus shifted away from weekly workshops for students and into requesting training for CTE Faculty and Staff on the permitting process and integrating the permitting process into an ECE Career Readiness course which would cover a plethora of topics from career options, to resources, to differences between certs and permits, etc. Tori suggested surveying the students at the beginning of every term to identify target population by asking which students are currently employed in field of study and which students want to apply for permitting this term. This information should be shared with Student Services for just-in-time support. Another course idea ECE Hot Topics in Early Care Education with a module set up came to light as a great option for professional development for current professional.

Becky with draft COR for ECE Career Readiness in Early Care Education and share with Tori and Vicki in January so that we can use model for other CTE courses.

**Next meeting Thursday, 2/7/19 12:30pm-1:30pm**

Information Agenda Items: ECEF Permitting (Becky Roth)

Discussion Item: CTE Master Plan Questions

**Adjourn Meeting**

**TAFT COLLEGE**  
**Distance Education Committee Minutes**

November 16, 2018

**Attendees:** Amar Abbott, Jennifer Altenhofel, Nicole Avina, Jill Brown, Adam Bledsoe, Geoffrey Dyer, Kelly Kulzer-Reyes, Sara Wallace.

**Absent:** Brian Jean, Joy Reynolds

1. Meeting called to order by Adam
2. Approval of the Minutes of the October 19, 2018 Meeting- Kelly was not present, fix minutes. Correct spelling of Amar's last name. All in favor of minutes being approved (thumbs up), Kelly abstains.
3. Course Approvals for Distance Learning
  - a. EDCU 1520 - (Re-submission) Clarification made on how addressing accessibility would take place.  
Motion to approve from Kelly, Amar seconds, in favor.
  - b. ENGL 1650 – (Re-submission for questions 4 and 8)  
Motion to approve from Kelly, Sara seconds, all in favor.
  - c. MGMT 1565 – (New Course)  
Motion to approve from Kelly, Jennifer seconds, all in favor.
4. Distance Education Committee Charter- Changes discussed:
  - a) Committee chair will no longer be a Faculty member. We will need a co-chair
  - b) Voting members- All accept for the non-faculty chair member and the Vice President
  - c) Non-faculty Chair only votes to break a tie
  - d) Minimum of 3 faculty members on committee
  - e) DE Advisor changes to Counselor
  - f) Membership and meeting policy changes: Quorum is a simple majority. Roberts's rules of order.
  - g) Meeting scheduling, agendas, and minutes: Change verbiage to shall meet 'at least' once a month...  
Kelly motions to approve edits for the DE Committee Charter, Jennifer seconds, and all in favor.
5. Distance Learning Approval Form
  - a. Question #3 guiding information needs to be added to the form. Link to what REC is as well as accessibility guidelines.
  - b. Remove verbiage: "This course is to be taught: Online\_ Hybrid\_ Offline\_ "  
Forms, once approved, are for all DE modes.
  - c. We will re-address the form at the next meeting.
6. Next Meeting Date- January 18th, 2019
7. Other- There will no longer be an "other" item on the agendas.

## **Minutes – Taft College Dual Enrollment Committee**

### **Wednesday, December 5, 2018**

Attendees: Greg Golling, Diane Jones, Caroline Schoneweis, Darcy Bogle, Vicki Jacobi, Tori Furman, Tammy Sutherland, and Bill Devine

Minutes were approved for the 11/07/18 meeting

#### **1. Special Admit Policies and Procedures Update**

Tammy reported with the instructor's signature no longer being required she does have to check that the students do not enroll in more than the 11-unit limit. Darcy also reported that if the students are flagged correctly in our system then they are unable to enroll in more than 11 units.

#### **2. Dual Enrollment for Academic Year 2018-19**

Diane researched the collective bargaining issues related to dual enrollment programs and because the Taft College Faculty Association represents all fulltime and adjunct faculty the issues regarding minimum qualifications for faculty teaching the classes, class size limits, and unit load (no more than 67% or 10 units per semester) all need to be followed in order to not violate the contract. Diane also reported that most community colleges have MOU's with the respective high school districts that clearly outline the program and she has agreed to bring a draft MOU to the February meeting for the committee to consider. Tammy fully supports following the TC Faculty contract, however currently TUHS has 40 students enrolled in TUHS Anatomy and most of them will enroll in TC Biology 1510 for the Spring 2019 semester. If TC adds an additional section of the Biology 1510 course, the current instructor will be over the 67% allowed unit load by 2 units at the high school and the instructor is also scheduled to teach other TC Spring 2019 courses, potentially putting the instructor 8 units over the allowed unit load. The other option is for TC to keep the one section and over enroll the course to accommodate the TUHS students. This would violate the class size limit for the Biology 1510 course. The committee is recommending to TC's Vice-President of Instruction that the lesser of the two evils is to over enroll the one section of Biology 1510, and the high school will split the course into two classes. The committee further agreed that moving forward the dual enrollment program would not violate any part of the TC Faculty contract and that a MOU should be put in place to outline these guidelines. Elements of what should be included in the MOU were discussed and the question was raised as to whether TUHS faculty can decline to teach a dual enrollment class. Tammy reminded the committee that juniors or seniors can enroll in the Psychology and Speech courses, however only seniors can enroll in English 1500 and English 1600. There was discussion about how AB 705 affects dual enrollment courses. We believe that AB 705 would not have any impact on English 1500 at the high school. Vicki has not yet heard back from Laura Hope at the Chancellor's office regarding this issue. Hopefully Vicki will be able to report back at our next meeting.

#### **3. Student Success Course at BVHS**

Greg reported that Jessica was unable to attend the meeting and asked that this item be tabled until our next meeting.

#### **4. CCAP Welding Agreement**

Tori Furman mentioned the need to document that Taft College has pursued this option due to the requirements of the CCP2 grant, which runs through 2021. The

committee believes that concurrent enrollment is a better option until the high school can build the need from the freshman level up. Currently there is not CCAP agreement between TC and TUHS.

**5. Other**

Greg mentioned that when TC instructors get substitutes for their classes the substitutes must also meet minimum qualifications for the course. This would also apply to the TC dual enrollment courses taught at the high school. Tammy asked if any math classes should be added to the TUHS preference sheet for the fall. Diane reported that the earliest a dual enrollment math class might be offered would be Spring 2020. Due to lack of time, Diane stated that she would provide an update with the potential obstacles involved in offering Stat 1510 or Math 2100 at the February meeting.

**Next meeting** – Wednesday, February 6, 2019, at 12:10pm in the Cougar Room



## **BUDGET COMMITTEE MINUTES**

November 9, 2018, 8:00 a.m. to 9:30 a.m.

Members Present: Brock McMurray, Sharyn Eveland, Geoffrey Dyer, Amanda Bauer, Sheri Horn-Bunk, Jessica Grimes, Brandy Young, Whisper-Lynn Null

Members Absent: Bill Devine

Guests: Justin Madding, Recorder

The Budget Committee meeting of November 9, 2018, was called to order by Brock McMurray at 8:10 a.m.

### **1. Minutes**

The minutes from September 14, 2018, and October 12, 2018, were reviewed and approved by consensus.

### **2. 19/20 Budget Development Calendar**

McMurray said that the 19/20 Budget Development Calendar was submitted to Governance Council, and will be submitted to the Board for approval next week. We are on schedule.

### **3. Budget Adjustments**

McMurray referred the committee to a handout with various budget adjustments. He said that we pass a tentative budget in June to be able to operate, and a final budget in September. Between those times, and even afterward, things will come up where we need to make some adjustments. The adjustments are made and brought to budget committee for informational purposes, and also submitted to the Board.

Bauer said that these are all routine adjustments. The books close during the first quarter of the following year, and these items represent carryover. As to the decrease to Guided Pathways she said that she had put the 5 year allocation in one line, so she corrected it to reflect one year of funding that will repeat for 5 years.

Bauer briefly explained how carryover works, and the committee discussed the Strong Workforce carryover.

### **4. Budget Update**

McMurray said that he attended the ACBO conference a couple of weeks ago where they presented some budget forecasts from UCLA and the Department of Finance. The UCLA forecast predicted an earlier economic slowdown, while the Department of Finance was more optimistic. Sales tax revenues are strong and ahead of the Governor's budget for this year. We should get through this year strong. He said that historically the economy has been cyclical, so eventually it will cycle down. We have a new governor, and he is very much in line with the old governor. Of course, the Chancellor's Office is asking for base increase and funding of programs under the new funding formula.

McMurray said that there is a workgroup looking at the new student success funding formula, but he does not think there will be any significant changes to the formula. There is discussion of periodic and ongoing evaluation of the new funding formula at the state level.

Dyer and Eveland touched on the subject of TOPS codes for courses and the necessity for flexibility in scheduling courses. Null asked, if for example Jones retired, how would we provide coverage for the courses that students need? McMurray said that if someone like Jones were to retire, replacement of that position would be a high priority.

## **5. APR Funded Items Update**

McMurray referred the committee to the APR funded items list. He said that this is an ongoing list, but there is no new status at this time. The committee briefly discuss the S-4 APR item and the impacted science classes.

## **6. Review of Committee Evaluations and Goal Setting**

McMurray guided the committee through our previously completed 17-18 self evaluation with the purpose of reviewing 18-19 goals. He asked if any members would like to add any goals to the three already listed.

Dyer said that for the APR funded items goal, some faculty were confused by what it meant to be on the list. Is there a need for a goal to clarify to personnel the meaning of being listed as a funded item?

McMurray said that we have changed this form to have much more information, including the amount of funding, the source, and the person responsible.

\*\*\*GOAL #4\*\*\* Clearly identify the funding source and amount appropriated for each particular goal on the APR Funded Items List.

Eveland said that she thinks the new list format addresses the prior concerns. As a division chair she always initiated communication with the VP to inquire about APR funding. Dyer commented on how short the funded APR list is this year.

Grimes suggested a goal about how all of our funding sources align. McMurray said that the diversity of membership on this committee addresses funding alignment. Bauer said that she is going to make a chart for alignment and bring it back to the next meeting.

McMurray said that maybe a goal could be to look at the Student Centered Funding Formula metrics and data definitions in detail.

\*\*\*GOAL #5\*\*\* Integrated study of the Student Centered Funding Formula.

\*\*\*GOAL #6\*\*\* Understanding of the various funding sources and their corresponding acronyms, and how they are integrated.

## **7. Other**

None.

Budget Committee

November 9, 2018

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Meeting adjourned at 9:25 a.m.

Respectfully submitted by:

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Justin Madding





## **Minutes of the Strategic Planning Committee**

**3:00 p.m. to 4:00 p.m.**

**Friday, November 9, 2018**

**Counseling Center Conference Room**

**Members present:** Severo Balason, Sharyn Eveland, Tori Furman, Greg Golling, Jessica Grimes, Windy Martinez and Julie Marty-Pearson

**Members absent:** Vicki Jacobi and Amanda Bauer

**Secretary and Classified Representative:** Brandy Young

**Approval of Minutes – November 9, 2018 - Minutes were approved without changes.**

### **Planning Guide**

- Sharyn has made all edits and changes that were proposed at the previous meeting
- Severo will provide Sharyn with the new SEA (Student Equity Achievement) plan
  - The new Student Equity Plan is due to the Chancellor's Office June 30, 2019
  - The SEA Program will have an annual report due in January 2020
- Vicki is still working on the Instructional Plan-an outline has been made

Severo gave an overview of two documents: New Student Equity Plan Template, and Programmatic Updates.

### **Mission and Vision Statement Update – Outline Process**

At the November 9<sup>th</sup> Governance Council meeting, the SPC was asked to discuss the review process of the Mission and Vision Statements and bring back a recommendation on how to conduct the upcoming review process. The statements were last updated in 2015. Brandy gave a brief overview of how the review and update process was previously conducted. The committee agreed that the Mission is foundational and that the college still serves the same population regardless of the new initiatives, AB705 and Guided Pathways. The committee agreed to discuss how the Mission is defined in light of AB705 and Guided Pathways; looking at it in a different perspective. The recommendation to the Governance Council is:

- The SPC does not feel that the process should involve an inservice activity (like last time)
- In light of the next Institutional Self Evaluation, making any big changes would be poor timing
- The Governance Council should review the Mission and Vision in context of what we are doing as a college, has there been any "big shifts" in what we do?

### **Review ACCJC Standards**

Our ACCJC liaison and another trainer will be coming to Taft College on Friday, January 25 to provide initial training in preparation of the upcoming ISER. They will provide an overview of the process and will spend time reviewing the standards. They will assist in interpreting the standards as well. They will provide a draft agenda for our review. The committee decided to wait for the training in January before proceeding with the review process.

**The next SPC meeting is scheduled for January 10 at 9:00 a.m. in the Counseling Center Conference Room.**

**Respectfully submitted by: Brandy Young**