

**Taft College - Guided Pathways Plan-An Integrated Model for Equity (2022-23)** CERTIFIED

## Details

**Plan Title \***

Taft College - Guided Pathways Plan-An Integrated Model for Equity (2022-23)

**Plan Description**

The following is a five year plan to advance the integration of the Guided Pathway framework through the institution.

### Lead Institution

**Lead Institution**

Taft College

**Address**

N/A

**Community College District**

West Kern CCD

**Website**

N/A

### Timeline



**The start year for this plan**

2022-23

**The start quarter for this plan**

Q1

**The funding year for this plan**

2022-23

**The number of fiscal years this plan will span**

4 year(s)

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## Guided Pathways Work Plan

### 1. Successful Enrollment and Entering Students \*

#### 1.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process. \*

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.\

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

50% to 75% complete

##### 1.1.1 (50% to 75% complete) What is your local goal? \*

Our local goal is 35%. Pre-pandemic numbers were 35% in 2015-2016 and current numbers are 31% according to LaunchBoard. Low point was in 2019-2020 where we were at 26%.

##### 1.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? \*

Student Equity Plan does not list out barriers.

##### 1.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? \*

Create a new on-line orientation

Create a Cougar Day and Black and Gold events so students can register for classes in one day with assistance from counselors.

Engage high school partners to involve first-generation and Hispanic or Latino students and their families before they get to college, once they arrive on campus, and throughout the entire transfer process by parent welcoming days.

Develop a Welcome Center to promote frequent and positive interactions such as “you belong here” with a particular focus on the interactions between faculty and staff and first-generation and Hispanic or Latino male identifying students.

TC Promise has been created to provide hands on counseling and assistance for local high school graduates specifically for first-time, first-generation students where they can easily access resources and information.

Hired additional outreach personnel to meet with high schools, targeting populations identified in our Student Equity Plan.

#### 1.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? \*

- Using our TC Promise model of having students participate in a student success class, expand idea for all cohort groups so students build a sense of belonging and build social capital.
- Increase presence on high school campuses
- Expand dual enrollment opportunities
- Increase outreach to recruit new, underrepresented students in the community through direct marketing, sponsoring and attending cultural events with direct outreach to non-traditional students with different language options.
- Clarify the Taft College website for easy accessibility for all current and potential students
- Expand culturally responsive student success programs like MESA, Puente, and Umoja
- Provide extended orientations for students
- Provide more empowerment days for students by groups such as the recent Male Empowerment Summit.
- Dual Enrollment: In November, the Board approved waiving tuition for concurrent/dual enrollment. This is being publicized during TC outreach events.
- TC Free bus ride is being publicized at TC outreach events.
- Hybrid Counseling: students have the option to see a counselor via zoom, live or face to face.
- Counseling Outreach event for local high schools to complete education plan and registration in one day, hosted at several high schools or at or college. This event will be hosted in late April and May for incoming Freshman.
- February and March: TC is promoting application workshops throughout Kern County.
- CSAC has mandated every graduating High School student to apply to FAFSA thus we have a list of students to reach out to for applications workshop and our summer Cougar Day.
- Traditional high school outreach: visit, registration, campus tours, college fairs. TC representatives have attended over 50 outreach events.
- Student Services is hosting second round interviews for the Outreach Director. The goal is to have them on board by February.
- ASO will be training two of their members to be outreach ambassadors.
- Student Services has two outreach ambassadors.
- Taft High School has a Taft College representative every Friday to assist seniors with TC applications.
- Hired a new Academic Advisor with outreach and matriculation duties.
- TC Open House in December and June.
- Cougar Day for all local high schools and some Bakersfield schools

**1.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

Taft College plans to scale up our efforts to remove student friction points by creating a more welcoming front for students through on-going professional development opportunities for instructional and non-instructional faculty training directed towards DEIAA. Taft College will increase Group Advising opportunities and peer mentoring by second year students. We will increase outreach and academic counseling to WESTEC students to inform them of the educational advancement opportunities in industry specific jobs.

**1.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? \***

Taft College has several institutional plans that direct our Guided Pathways work starting with the Educational Master Plan with the Strategic Action Plan to provide guidance for all plans on campus. The Student Equity Plan through this foundation outlines the activities to implement the policies and procedures to remove barriers for enrollment and friction points. The College has started working on a strategic enrollment management plan to address enrollment inequities. Ranking of budget requests should be prioritized by identified Guided Pathway goals.

**1.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

The College has many plans that appear to overlap and are not integrated across the various segments of the campus. Although there is a formal institutional structure, there is a lack of coordination in these activities. Looking at outreach activities, e.g., these might be generated from the student services area but within this area, various programs might do their own outreach. These activities are visible on a singular calendar so all can see when and what is occurring. Our Governance Council has become a place where information is shared after the fact and setting the priority of the activities before they occur. The College has implemented a pilot Comprehensive Program Review and plan allowing for more oversight into plan implementation. The new Program Review also has a DEI lens and focus to address potential barriers.

**1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

**1.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. \***

For the improvement of the enrollment measure, the College is developing a strategic enrollment management plan where data will be disaggregated by student demographics of race, ethnicity, gender, age, and socioeconomic status within majors and hopefully to the course level. By analyzing the data, the College can make informed decisions to implement strategies to overcome the disparities as seen in our Student Equity Plan. Maintaining a dashboard that is updated and functional towards the Guided Pathways goals is a priority.

**1.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? \***

- Enrollment management plan
- Increased professional development

- Prioritize activities at the Governance Council level

## 2. Persistence: First Primary Term to Secondary Term and Entering Students \*

### 2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. \*

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Less than 50% complete

#### 2.1.1 (Less than 50% complete) What is your local goal? \*

The College has had low persistence rates as noted in the LaunchBoard. In 2014-15, the persistence rate was 39% and 2021-22 year we are at 38% for all students. When looking at the data for students with a transfer or degree seeking plan, persistence rates in 2014-15 were 74% with current rate of 64% for 2021-2022. Our goal is for the College to retain 74% of the goal minded students, rather than all students which includes students taking one required class to maintain their oil industry job.

#### 2.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? \*

- Asian students have the highest retention rates at 77% but demographically are the smallest groups (N=23). Our lowest group is Black/African American with 53% (N=23). Two or more races is also low at 52%. Many of these students appear to have changed to another community college. (Black/African American 60% persistence from fall to spring at any community college.) There were no African American students from our single local high school. All other students commute at least 35 miles from Bakersfield. Transportation may be an issue.

#### 2.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? \*

- Student enrolled in a student success course on college survival to build a cohort as part of our TC Promise program.
- Increase support programs such as EOPS and the new MESA program.
- Identify and provide additional financial support that allows students to prioritize school while minimizing their financial hardships.
- Develop and establish recognition of "milestones" competition such as First generation first year celebration.
- Enhanced use of peer mentoring and coaching services for identified groups with meaningful follow-up.
- Identify housing for housing insecure students within the community.
- Develop and establish learning communities.
- Flexible course schedules.
- Expand learning support services such as embedded tutoring and supplemental instruction.
- Establish a Welcome Center.
- Create a Black student Union.
- Establish other centers on campus such as Veteran Center, LGBTQA+ Center.

- In Fall 2022 students were reminded to register on time via email, website, and emails from counseling. The categorical departments also reached out to their students to ensure they were enrolling in courses. The Athletics Counselor met with each TC athlete to register them for TC courses.
- Spring 2022 intrusive counseling to non-returning students via emails, and Zoom. We worked with IT to find out who the non-returning students are, and staff at the front desk call each student and offer a counseling meeting. We did this in Spring, Summer and are currently calling students who did not persist from Fall 2022 to Spring 2023.
- Spring 2022 intrusive counseling to ensure student register on time phone call and email reminders.
- Counseling Education Plan Campaign to encourage students long term education goal planning. The campaign is robust. 95% of the Fall students received an educational plan and they were recognized for reaching this milestone with a TC "I got a Plan" t-shirt and planner.
- In December student services hosted a "Celebrate the Student Campaign" so that students felt valued and to support persistence.
- Created a new counseling culture of care appointment, every counseling appointment is 45 minutes long to ensure that counselors can chat for at least 5-10 minutes on students well-being.
- Will begin the implementation of a online wellness program called Timely.
- Began a Undocu Alley program: hosted four events in Fall 2022 and one event in 2023.
- In the process of hiring a new academic advisor to support mental health outreach, athletics and a welcome center.

**2.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

Taft College has embarked on a holistic student approach with meeting basic needs of students with a Student Resource Center offering food and clothing, dorms for housing insecure students, mental health services, embedded tutoring, learning center with both math and writing labs, as well as other on boarding services. TC Promise students receive additional services related to college expectations, time management, study strategies, financial aid options, intrusive counseling, graduation requirements, transfer majors, transfer schools, job opportunities and internships.

**2.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward? \***

Emphasis should be placed on the Student Equity Plan to maintain the structure of plan implementation. The DEI/AA Committee with coordinator will ensure equity of persistence is of the highest priority.

**2.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

If we track and analyze the activities in our Student Equity Plan then the progress being made in that plan should help to both identify barriers and provide meaningful way to overcome them. This might mean reviewing our policies and procedures to ensure equity is being maintained through our practices.

**2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

### 2.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. \*

Counselors monitor which programs every student is in and how far along they are in completing the requirements. Students with comprehensive education plans, about 95% of the students have plans in Degree Works, which tracks their progress.

### 2.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? \*

Although students have a comprehensive educational plan, students do not always meet with their counselor to keep their plan updated when not following the plan or failure to pass a class. Students might change their major and a new plan has not been developed. Counselors need additional professional development to create reports using Degree Works data to identify those students who are 'off' track or have changed their major.

This will also help with enrollment management. We could also identify those students who have not enrolled for the next semester. Efforts are currently underway to identify those students and reach out to them by email and text messages. We are implementing Salesforce to assist in these efforts.

## 3. Completion of Transfer-Level Math & English and Entering Students \*

### 3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. \*

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Less than 50% complete

#### 3.1.1 (Less than 50% complete) What is your local goal? \*

For both math and English for degree and transfer seeking students, White students currently 12%, Hispanic students 9%, all masked values 8%. All other groups too small to report. When looking at all students, the average is 6% for white students, 4% for Hispanic students and 4% for all masked values. Local goal is 7% is indicated in our most recent Strategic Action Plan.

#### 3.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? \*

1. We currently include students from our WESTEC program which continues to skew the data for this goal as these students have no intention to take math or English.
2. Local high school district has only a two year math requirement so many students stop taking math after their sophomore year.
3. For many students, English is not their first language. Taft College does not have an ESL program.

**3.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your taken to begin the process? \***

- Conversations to develop (revive) an ESL program.
- Co-requisite math support courses have been developed and are waiting Chancellor approval.
- Enhanced English composition course has been developed, recently offered fall 2022 for those students who need additional assistance to be successful in Freshman Composition.
- Dual enrollment of English and math are available at the high school.

**3.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

Continue to scale up co-requisite and supplemental support services for those students needing additional assistance. Provide more one on one tutoring. Consideration of cohort model for assistance for under-prepared for college.

**3.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward? \***

Automated placement into transfer level courses. Building instructional support and professional development activities through Math Bridge programs and CAPP.

**3.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

Providing a structure for oversight of the plans. Many additional strategies will be considered to mitigate the gaps however this is a long process and culture shift especially with the high school with their large student population of migrant students with little to no formal education. Conversations across institutions down to middle school are being developed, especially with regards to math.

**3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance 'Transfer-level Math & English Completion' equitably and not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

**3.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. \***

Continue to analyze the data to see if strategies are working to improve the gaps.

**3.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? \***

- Identify where in the student's journey support is needed.
- Lean in on your network, that is learn from other colleges about professional development, student data and self-assessments. Use strategies with evidence.
- Redesigning resources to meet the needs of students takes time.
- Have a transformation team to create a culture of change.
- Acknowledge the push back when change is happening.

- Design with the student in mind.
- Place programs into pathways.
- Maintain effective communication and supports with students.
- Personalize messages to encourage engagement at all level of the campus.
- Trust the process.

## 4. Transfer and the Student Journey \*

### 4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. \*

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Less than 50% complete

#### 4.1.1 (Less than 50% complete) What is your local goal? \*

Current transfer rate is 11% and has been steady between 10-13%. Local goal—increase from 258 in 2019-2020 to 267 in 2022-2023 (3.34% annual increase). This is the goal in our Strategic Action Plan.

#### 4.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? \*

We are currently a HSI, and a growing number of our college going students are from Oaxaca, Mexico. This community speaks a different indigenous dialect from other Spanish speaking communities.

#### 4.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? \*

We are creating ways to narrow the gaps between our Oaxacan, English first language speaking, and traditional Spanish speaking communities. This year, we are planning a study abroad program to Oaxaca that will include both folks from the our Oaxacan and other communities.

#### 4.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \*

We are still in the process of working out our Guided Pathways plan before we can scale it up. The goal is to rebuild our meta majors in way that will allow for courses to map which will support the all students on campus including Hispanic/Latino males, African American, First Generation and low income students.

#### 4.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward? \*

We have put together a guided pathways transformation team composed of senior leadership in both student services and instruction, faculty members, classified professionals, and students.

**4.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

We will convert the newly formed guided pathways team into a committee which will be a part of the governance structure of the college.

**4.2 With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

**4.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

We need to continue to work on the process as it relates to transfer.

**4.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

We need a transfer center dedicated to the continuous improvement efforts for our transfer students. We currently have a transfer counselor and dean of student services but not real transfer center.

## **5. Completion and Student Success \***

**5.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys. \***

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Less than 50% complete

**5.1.1 (Less than 50% complete) Which areas of Completion does your college identify as Less than 50% complete? \***

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion

- Degree Completion

#### 5.1.2 (Less than 50% complete) What is your local goal? \*

We want to increase number of degrees awarded from 468 to 501 which a 3.1% in 2023-2024.

#### 5.1.3 (Less than 50% complete) What are the major barriers for your college to reach this goal? \*

Currently, our main barrier is our college going rate with male student in our district. In terms of the other disproportionately impacted student populations, our N is so small that is difficult to make a statistically significant difference.

#### 5.1.4 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? \*

The creation of a Transfer and Career center.

#### 5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \*

- Comprehensive Educational Plans are offered to all students. Students have access to counseling at all times during the year. IT provides counseling a roster of students who received an educational plan and those who still need one. Counseling had a 95% ed plan completion rate and the office calls all the students who need a plan to schedule a counseling session.
- Student Success classes assist students with planning their education goal. Plans to use this for a cohort model.
- Degree Works to assist with educational planning. Every student's Educational Plan is in Degree Works, and students have remote access to this program through their MYTC. Degree Works assists student to know what classes to register for.

#### 5.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? \*

The Guided Pathways Transformational Committee will be a part of the college's committee structure.

#### 5.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \*

See above.

#### 5.1.8 (Less than 50% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Not Entered

### 5.2 With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students? \*

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

#### 5.2.1 (In Progress) Which areas of Completion does your college wish to discuss for this selection? \*

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion

**5.2.2 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

We want to increase number of certificates awarded from 30 in 2020/2021 to 33 in 2023-2024 which is a 3.33% increase.

**5.2.3 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

We have a Dean of Instruction and CTE working with multiple advisory groups in a effort to learn what is need to either create more certificate programs or increase the enrollment in current programs.

**5.2.4 (In Progress) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:**

Not Entered

## **6. Student Equity and Achievement (SEA) Program Integration \***

**6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration In Progress

**6.1.1 (Integration In Progress) What are some present challenges that affect reaching full integration? \***

We have just completed our 2022-2025 Student Equity Plan that is moving forward for approval at our June Board of Trustees meeting.

**6.1.2 (Integration In Progress) What are the actions your college has taken / plans to take to overcome these challenges? \***

We can now follow/implement the identified strategies in the SEP.

**6.1.3 (Integration In Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response.

	Outcome Response
<b>Immediate Outcome:</b>	Reevaluate our current pathways and course mapping
<b>Intermediate Outcome:</b>	Include our SEP into all the other efforts currently underway
<b>Long-Term Outcome:</b>	We will have scaled up all the wrap around/support services for every student

**6.1.4 (Integration In Progress) How will your college evaluate these listed outcomes? \***

We will create a Scale of Integration Assessment that will be incorporated into the program review process.

## 7. Associate Degree for Transfer (ADT) Integration \*

### 7.1 Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics. \*

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

#### Starting Integration

#### 7.1.1 (Starting Integration) What are some present challenges that have impacted integration? \*

- We currently do not have disaggregated data that would provide us with the information we need to begin the integration process.
- We have not and do not have the student voice included in the creation of the guided pathways plan.
- We have not fully explored the transfer needs of students

#### 7.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \*

The College will have disaggregated data for comprehensive program review for specific program areas.

#### 7.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \*

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Ensure ADT program requirements are accessible to all students
<b>Intermediate Outcome:</b>	Enhance the catalog to be more inclusive of various pathways

	Outcome Response
<b>Long-Term Outcome:</b>	Complete accessibility of the college website

#### 7.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \*

Using the 10 Guided Pathways continuous improvement principles

1. Identify where in the student's journey support is needed.
2. Lean in on your network, that is learn from other colleges about professional development, student data and self-assessments. Use strategies with evidence.
3. Redesigning resources to meet the needs of students takes time.
4. Have a transformation team to create a culture of change.
5. Acknowledge the push back when change is happening.
6. Design with the student in mind.
7. Place programs into pathways.
8. Maintain effective communication and supports with students.
9. Personalize messages to encourage engagement at all level of the campus.
10. Trust the process.

## 8. Zero Textbook Cost to Degree (ZTC) Program Integration \*

### 8.1 Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics. \*

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Starting Integration

#### 8.1.1 (Starting Integration) What are some present challenges that have impacted integration? \*

Not all faculty are aware of ZTC goals. Some are not familiar with available resources, or may prefer course materials that have a cost.

#### 8.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \*

Expansion of ZTC opportunities is ongoing. The college is in the planning process to structure long-term faculty roles to promote and provide resources and oversight for the expansion of ZTC.

#### 8.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \*

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Finish creating faculty compensated roles for ZTC,
<b>Intermediate Outcome:</b>	Identify faculty interested in these roles, faculty start this work.
<b>Long-Term Outcome</b>	ZTC is more accepted, resources easily identified, ZTC more widespread.

**8.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \***

Faculty participating in the five identified ZTC roles beginning in fall 2023 will establish measurable objectives and goals for each role. Evaluations will be based on progress toward the goals. Roles include, e.g., liaison with ZTC and OER statewide networks, and promotion of ZTC at faculty in-service events.

**9. California Adult Education Program (CAEP) Integration \***

**9.1 Using the scale below, describe your college’s progress integrating CAEP with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Starting Integration

**9.1.1 (Starting Integration) What are some present challenges that have impacted integration? \***

Taft College is a member of the West Kern Consortium, led by the West Kern Adult Education Network. Disproportionately impacted groups, programs, and goals among all the consortium members are not identical. We are beginning to work toward integration.

**9.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \***

We meet regularly with the consortium leads for planning purposes.

**9.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome	Continue planning with consortium members for integrated programs.

Outcome Response	
<b>Intermediate Outcome</b>	Programs in place for student progression through pre-college to college.
<b>Long-Term Outcome</b>	Complete integration of programs in the consortium.

**9.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \***

Continued marketing and outreach to increase student participation among disproportionately impacted groups, tracking outreach efforts toward increased outreach; increased student participation across all consortium members; increased student success rates among consortium members.

## 10. Strong Workforce Program (SWP) Integration \*

### 10.1 Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics. \*

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

#### Starting Integration

#### 10.1.1 (Starting Integration) What are some present challenges that have impacted integration? \*

CTE programs funded through Strong Workforce are designed primarily with labor market data as the driving factor. Programs are designed to provide students with a livable wage in jobs that are in demand, but with a focus on providing job training and upskilling to underserved students. As programs are being created and updated, more attention needs to be paid to a focus on outreach and persistence supports for our identified disproportionately impacted groups.

#### 10.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \*

Continue working with industry partners and educational partners to identify areas in their industries with highest need, and creating/updating programs to fill those needs. Increase outreach to underserved students to make them more aware of job training opportunities at the college through low-unit and higher-unit certificates, keeping stackable certificates in mind.

#### 10.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \*

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Outcome Response	
<b>Immediate Outcome:</b>	Create and update CTE certificate programs targeting d.i. students.
<b>Intermediate Outcome:</b>	Continue working with industry, adult ed, and K-12 to integrate programs.
<b>Long-Term Outcome:</b>	Stable and current CTE programs for students that benefit the region.

**10.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \***

Continue to participate in our regional CTE consortium to keep current on labor needs and relevant partnership opportunities. Tracking outreach, registration, persistence, and completion rates in the programs for all students, with a focus on disproportionately impacted groups.

## Certification

### Plan Approver

**Brock McMurray**

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Approved by Brock McMurray

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