

**Taft College - Guided Pathways (2021-22)** APPROVED

**PREVIEW**

**Details**

**College**

Taft College

**Assurances**

**Guided Pathways**

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

**Student Success Metrics**

I am familiar with the [Student Success Metrics](#).

Yes

**Contacts**

**Project Director**

**Dr Vicki Jacobi**

Vice President Academic Senate

[vjacobi@taftcollege.edu](mailto:vjacobi@taftcollege.edu)

(661) 763-7719

**Project Editor**

**Leslie Minor**

Interim Superintendent/President

[lminor@taftcollege.edu](mailto:lminor@taftcollege.edu)

(661) 763-7710

**Chief Business Officer**

**Brock McMurray**

Interim Superintendent/President

(661) 763-7811

## Approvers

### Chancellor/President

**Brock McMurray**

Interim Superintendent/President

[bmcurray@taftcollege.edu](mailto:bmcurray@taftcollege.edu)

(661) 763-7811

Approved by Deb Daniels

03/21/2022 08:08 AM PDT

### Academic Senate President

**Sharyn Eveland**

[seveland@taftcollege.edu](mailto:seveland@taftcollege.edu)

(661) 763-7866

Approved by Sharyn Eveland

04/01/2022 02:39 PM PDT

## Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

### SSM Data Sharing

I agree with the SSM data sharing.

Yes

# Pillar 1. Clarify the Path

## Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice \*

Taft College created meta majors that are used for the initial placement of students in their education path. The meta majors are in CCC Apply, and on the website under career exploration and on the Guided Pathway dashboard. Marketing has been focused on CTE careers. We have discussed major changes to the catalog to give students more information about each major.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

## Next Steps

### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

We would like to see some changes to the Annual Program Review to include meta majors. For better understanding of the educational process and matriculation guidelines a new orientation has been created in Canvas with a hope to launch for fall 2022. It currently is only in English, but we hope to have a Spanish edition as well.

### Term and Year

Not Entered

### Term - Detail (optional)

Fall 2022

## Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. \*

**Support Needed - Detail \***

Data is not disaggregated. We need assistance in getting the data disaggregated and see what other campuses are doing.

**Type(s) of Support**

- Connections with other Guided Pathways teams
- On-campus/individual training
- Reporting/data

**Practice B**

**Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice \***

Students have the option and are encouraged to meet with counselors so that a well developed educational plan can be individualized to meet their needs. The programs have been well designed so that students are prepared for either transfer or employment. The catalog does not provide students with a well designed program template to guide them into employment. For transfer programs, counselors develop educational plans for students to show the sequence of courses to complete their degree and how to transfer to the universities. The catalog provides links to basic career and transfer information. This is an underdeveloped area in the college catalog currently. All CTE programs have active Industry Advisory Committees that meet at least once a year to provide input on program development, curriculum design, and industry needs. Taft College is in the process of a web redesign. With the new design, we will be incorporating both transfer and employment information in department webpages as well as program templates.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale \***

Taft College needs to spend time working on each program through mapping and sequencing of courses plus adding the general education courses. We also need additional information on employment and transfer. We would like to get EMSI data to include it not only in our program reviews but also add it to the catalog so it is readily available to students can see the advantages of the completion of certificates and degrees. There is a web design committee and the expectation is that the website will have a new design including the sequencing of courses.

**Term and Year**

Not Entered

**Term - Detail (optional)**

Dec, 2023

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**Support**

No support requested

**Practice C**

**Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.**

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice \***

The employment and further educational opportunities are not on the college website. The college has been understaffed in the Institutional Research department so the data for this area is not readily available. Taft College joined the Clearinghouse so the information can be obtained for transfer information however it is still a matter of assigned time to complete this on-going project.

**Timeline for Progress to Date****Term and Year**

Not Entered

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale \***

Taft College is working on gathering the information for employment and further education transfer options for students that will be include for each majors completed for the 2022-23 catalog. Collection of data for both employment and further educational opportunities have not been readily available. We are redesigning some of our webpages to incorporate this information. Now it will be a matter of time assigned to this project and personnel to complete the work. Looking to make the schedule of classes and catalog more interactive so students can make more informed choices about their classes and instructors.

Spring - 2023

**Term - Detail (optional)**

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

Lack of data and personnel to complete the work.

**Support Needed - Detail \***

With our limited staff, the college has not been able to extract the data and share it across the campus to meet this area. If the Chancellor's Office could provide the data, we might be able to incorporate it onto our website.

**Type(s) of Support**

- Reporting/data

## Practice D

**Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.**

**Scale of Adoption at Our College**

Scaling in progress

## Progress to Date

**Progress to Date Implementing Practice \***

Mapping of programs is done by counselors in Degree Works so that when a student has an educational plan, they can see what courses they need each semester. Critical courses such as math and English are identified, and students are informed about what grade they need to make in these critical courses. This is not systematic nor is it on our website currently.

## Timeline for Progress to Date

**Term and Year**

Spring - 2019

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## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

Currently programs are not clearly mapped out for students with specific general education and course sequencing. Taft College has made some templates of majors available but they still need to be put on line on the website rather than just through Degree Works once a counselor builds the educational plan for the student. As part of the division redesign of the website, it is planned that the information of roadmaps will be made available to students. Additional templates to be created for part-time students (3 or 4 years) as well as various transfer destinations.

### Term and Year

Not Entered

### Term - Detail (optional)

Spring 2023

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## Support

No support requested

## Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice \*

The information is available by meta major and not by the students' field of study, however each educational plan identifies the appropriate math needed for the major and transfer school.

## Timeline for Progress to Date

### Term and Year

Fall - 2021

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## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

The information for math requirements is on meta major advising sheet. Taft College needs to roll out this information to area high school counselors so they can share it with their students. No next steps identified. As programs go through their annual reviews, the math requirements will be updated, as necessary.

#### Term and Year

Not Entered

#### Term - Detail (optional)

Not Entered

## Support

No support requested

## Pillar 2. Get on the Path

### Practice A

**Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.**

#### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

Some counselors conduct career exploration and majors with students during counseling appointments. TC has career exploration classes. All student meet with a counselor to develop the comprehensive education plan.

Undecided students are encouraged to take one of several career exploration classes. In the initial counseling session, careers are explored with the student. For early registration of high school students, an abbreviated education plan is developed and once in their first semester, follow-up appointment with counselor is needed to develop the comprehensive educational plan. There are incentives for the ed plan like earlier registration dates. Students are encouraged to complete the plan development as soon as possible. Mapped 9-12 Career Pathways with the college's Meta-



high school actively pursuing dual enrollment courses.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Taft College needs a method to ensure that all students are getting comprehensive educational plans. If they do not have a plan, then counselors need to have them schedule an appointment. There needs to be a system where this is automatic perhaps through degree works or banner. College provides summer bridge programs and transitional classes for perspective high school students. College will be using the CCGI program that includes a career exploration piece. Career and major information is provided to students in the on boarding process. Exploring career/college options sometimes happens in classes and clubs.

### Term and Year

Not Entered

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice B

**Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.**

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice \*

At this time, Taft College has tutoring for students who need assistance in math and English courses. Other tutoring is available in STEM courses as needed and availability of student tutors. We have not the data available to determine what

705, there has been a slight increase in completion of transfer level math and English.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Taft College needs to identify the gateway courses in each major or certificate that may be causing a bottleneck in the student's progress and provide support in those courses.

Other next steps could include fully-funding the Supplemental Instructional program again.

Identifying DI groups and implementing programs like Puente would also be some next steps here.

### Term and Year

Not Entered

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into. \*

Provide technical training for personnel within the IR departments to extract the information needed from Banner. Technical training to keep local technicians up to date on latest technological infrastructure within the system that is cheaper to obtain on a state level than at local individual campuses.

#### Support Needed - Detail \*

Data has not been made available to discuss other strategies to assist underprepared students because it is difficult for small colleges to have the necessary personnel and resources to run the data reports.

### Type(s) of Support

- Reporting/data

## Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice \*

As stated in the previous Practice B, Taft College offers a math lab staffed with student tutors, classified tutors as well as instructors from the math classes to provide assistance to students. Students are introduced to the math lab housed in the library when they meet with a counselor and some instructors give credit to students who complete assignments in the lab as a method of getting students familiar with the assistance that is available to them.

As stated in practice B, Taft College offers free tutoring for students in their math courses. Tutoring is available for Algebra to Calculus and Statistics. Hours for tutoring are the same as the library hours, however, when things changed in spring 2020, tutoring went totally on-line for students. Some initial face to face tutoring has returned spring 2021. Face to face tutoring returned to full status fall

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

Taft College needs to conduct an analysis to determine how well students are progressing through the math gateway courses in each major. We can then look at the data as to whether under-prepared student utilized the tutoring services and if not, discuss what other strategies might be helpful.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Support

## Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice \*

Taft College is using the Chancellor's Office default placement guidelines and placing students directly into Freshman English. English faculty are now working in the writing lab to provide additional assistance to students in all their writing, not just in English courses. The college has created an additional course for freshman English with an additional unit for those students who might need additional in class assistance to be successful. this course will not be offered until it has been approved for both GE Breadth and IGETC for written communication. As stated in practice B, Taft College offers free tutoring for students in their freshman composition class. Tutoring is available for any student needing assistance. Hours for tutoring are the same as the library hours, however, when things changed in spring 2020, tutoring went totally on-line for students.

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## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Taft College will conduct an analysis to determine if the steps currently being taken are assisting students in completing freshman English during their first academic year. If the through put is not sufficient, additional strategies will be considered.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

No support requested

## Practice E

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

### Scale of Adoption at Our College

Not occurring

## Progress to Date

### Progress to Date Implementing Practice \*

Taft College is currently not able to provide intensive support to students who would be considered poorly prepared since there is no mechanism to identify these students early in the orientation process.

Taft College does not have a system in place to conduct early identification of students that need early assistance. The athletic advisor conducts a manually review of all athletes by contacting each one of the students' instructors to see how well they are doing. Progress reports are sent out on the 8th and 12th weeks of the semester. This is done manually and is a very labor-intensive process. By the time the information is returned to the advisor, little intervention can happen.

Athletic coaches work with the students in need. This system is not necessarily assisting the poorly prepared students.

This process is not reaching all students in need. EOPS can have more interventions with their students due to the lower caseloads and two contacts per semester requirements. EOPS counselors do not get direct feedback from instructors as the athletic advisor does.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Taft College is working to secure the CCGI so that we can have access to high school GPAs early in the assessment process to determine what supports might be needed for poorly prepared students. The college still offers a variety of below college level math and English courses so students can work on those skills before attempting more rigorous college level work.

### Term and Year

Fall - 2021

Not Entered

## Support

No support requested

## Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice \*

Taft College has been actively working with our feeder high school. Counselors participated in Wildcat night for perspective students and parents. Students come from various high schools outside of our district and we do not have the same relationship with those schools as we do with our feeder high school other than outreach activities. Taft College started a Promise program where we closely work with those students. The English departments from the two institutions are working on course alignment and assistance through the CAPP grant offered by the CSUs. The college has outreach programs, summer bridge classes and transitional classes from high school to college. College is expanding our dual and concurrent enrollment course offerings.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

The college plans to have a presence on the high school campus each week and provide information through the guidance center. Taft College will participate in parent night and orientations offered through the high school. Taft College develops clear policies and college leadership continue to provide support for the expansion of dual enrollment and 9-12 Career Pathways. Expand our efforts to include K-8 in the planning.

Fall - 2021

**Term - Detail (optional)**

Not Entered

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## Support

No support requested

## Pillar 3. Stay on the Path

### Practice A

**Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

#### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

Taft College has implemented Degree Works in order to development comprehensive educational plans and track student success towards completion of that educational plan. Some majors still do not have templates so the majors has to be put into the system course by course. Taft College monitors students by using Degree Works to see how they are progressing in their major. All students are encouraged to have a comprehensive educational plan. There are incentive points towards earlier registration dates if students have a completed comprehensive educational plan. Specific counselors are assigned to specialized program areas or meta majors.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Taft College to prioritize reports from Degree Works to allow counselor to know those students are no longer on track with their educational plans so counselors can reach out to those students and provide them with the necessary supports to either keep the student on track or get the student back on track. Department liaison counselors can then share where

assist those students. Continue to ensure students have comprehensive educational plans.

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**Practice B**

**Students can easily see how far they have come and what they need to do to complete their program.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice \***

At this time, not all students have a comprehensive educational plan in Degree Works so they can see their progress. One reason a student may not have an educational plan is that they have self enrolled in courses and have not met with a counselor. Another reason is that the counselor has not created a plan in Degree Works. Currently, students cannot build their own educational plans in Degree Works. Students who have a comprehensive education accurate to their current major can see what they have accomplished and what more they need to do.

**Timeline for Progress to Date****Term and Year**

Fall - 2021

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale \***

Counselors to build educational plans for all students that meet with them.

**Term and Year**

Not Entered



Not Entered

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## Support

No support requested

## Practice C

**Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.**

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice \*

There are categorical programs and two internal promise programs where students are tracked on an individual basis and students in CTE, counselor monitors to make sure students stay on track. Each program may contact students to advise them that they are falling behind or off their program.

Some of these programs have policies or standards in place to make sure students stay on track or are dropped from the service program. The supports maybe additional major specific tutoring, close monitoring, advisement and counselor and mentoring.

Taft College does not have an alert system to advise when a student is at risk at falling off their plan. Degree Works does show when a student is not taking the classes as planned but a counselor needs to review each student to determine if they are still on track. There is availability to tutoring for students who are struggling in math and English and some other subject areas when student tutors are available. EOPS and athletics closely monitor students within their program areas as well as students who are using services through DSPS.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

programs. Counselors need to be notified when students are at risk. Additional support strategies need to be put in place so students and counselor have access to those practices.

#### Term and Year

Spring - 2022

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

## Practice D

**Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.**

#### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice \*

Taft College has only one limited access program-dental hygiene and it is unclear as to whether these students are redirected into another more viable path. Students entering the engineering field are redirected to Energy Technology or Occupational Safety and Health if unable to keep up with the rigor of calculus and transfer options might be Environmental Resource Management or Industrial Automation. Some students are redirected to occupations outside of the STEM field if they are struggling with math or science courses and yet are doing well in the arts and humanities general education courses.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

web page.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**Practice E**

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice \***

Taft College has both limited facilities and limited faculty to provide modified schedules each semester. The tradition has been to roll over schedules since the current scheduling has been determined to be the most effective use of location and personnel.

Taft College is working at developing an enrollment management plan to ensure students get all the classes they need for each major within a two-year period.

**Timeline for Progress to Date****Term and Year**

Not Entered

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale \***

Taft College has been working on developing a two year predicable schedule through the Access Committee. Taft College needs to research enrollment patterns to minimize the amount of time for students to complete their educational plan. The college could offer more late start classes when it is discovered what classes the students need to finish and earn

hybrid offerings might be an efficient use of space.

**Term and Year**

Spring - 2022

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

## Pillar 4. Ensuring Learning

### Practice A

**Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**

**Scale of Adoption at Our College**

Planning to scale

### Progress to Date

**Progress to Date Implementing Practice \***

For CTE programs, program level outcomes are aligned with industry standards and Career Regional Consortium credentials. The outcomes within the Dental Hygiene program are aligned with Licensing standards.

In regards to employment outcomes, we do work closely with industry to assure students are learning the proper skills needed to gain meaningful employment. We have advisory committees to help facilitate proper learning. Likewise, our curriculum committee is always in the process of reviewing student outcomes so that they meet UC and Cal State standards. Program level outcomes are reviewed at least twice a year during in-service.

Program learning outcomes are aligned for most programs either with the universities or employment for CTE programs.

### Timeline for Progress to Date

**Term and Year**

Not Entered

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## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

Taft College will begin the alignment project first by looking at the degree outcomes for all AD-T program to ensure alignment with receiving universities and colleges. We will work with our industry partners through the advisory committees to ensure alignment with industry expectations.

It is our goal to work closer with industry partners to assure student learning. We would like to increase the number of industry partners and set up a standardized process to assure student learning outcomes that are always current to industry standards. Similarly, academically we want to put forth a concentrated effort to utilize SLO's to improve learning. We also want to assure our learning outcomes are in-line with UC and Cal State learning outcomes. It is our plan to work closer with our Student Learning Outcome team to assure these outcomes.

A next step is to require use of PSLOs in APRs, and reviewing aggregate PSLOs when students earn a degree.

### Term and Year

Spring - 2022

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice B

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

Some courses have applied learning with embedded critical thinking in the assignments. All transfer level courses have the writing and critical thinking requirements within the course.

Applied learning is being highlighted throughout the campus. However, it is not the consistency we would like. Authentic assessments are used not as extensively as we would like.

Program introductory courses are also general education courses for the most part so as much active and applied learning is encouraged.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

As courses go through their five-year review, these requirements will be reviewed.

Taft College will identify the key courses (specifically the introductory courses) and expand professional development activities for faculty as to ensure that students are actively engaged in meaningful problem solving and discussion of relevant issues within the discipline as it relates to students.

Moving forward, with the assistance of our SLO team, we want to employ authentic assessment campus wide. This is a very big endeavor; however, systematically and steadily it is feasible to improve engaged student learning. In addition, extending critical thinking assessments with in all courses will help to achieve our goal..

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

### Scale of Adoption at Our College

Planning to scale

**Progress to Date Implementing Practice \***

Some programs now have a work experience course within the discipline so students can see their learning applied within employment. Taft College has expanded internships to many of our CTE programs. Some classes have group projects outside of class.

The internship program has grown. We have a dedicated person to concentrate on these efforts. The services include internships and work experience. We have also expanded our outreach to engage more students with disabilities to participate in the work experience courses (TIL Cohort). Group projects are apart of some teaching strategies; however, there has not been a concentrated effort to make this learning outcome scale-able.

Taft College has expanded its' internships and job placement supports. Work based learning is incorporated in several courses. More programs have work experience offerings.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale \***

Taft College will continue to promote our work experience and expand internship opportunities. We will continue to work with our local industry partners to prepare students for the local workforce. In regards to embedding group project throughout the curriculum, this will start with a needed conversation with faculty. place. This could possibly be a goal for the Curriculum and General Education Committee to start as early as Spring 2023 to representatives from across the campus. support faculty in developing these types of courses through Extra Duty assignments or other ways.

**Term and Year**

Spring - 2022

**Term - Detail (optional)**

Not Entered

**Support**

No support requested

**Practice D**

**Faculty/programs assess whether students are mastering learning outcomes and building**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

Taft College currently assesses students individually in each course section. Thus, we are assessing students' mastery levels on an individual level as opposed to aggregated data. Assessments of SLOs occurs twice a year (Fall & Spring). In addition, we continue to encourage faculty members to complete section improvement plans (SIPS) when assessing so that these can be used when completing the annual program reviews for program and course improvement.

SLOs are used to assess development of skills in all courses each semester. This information is used in the annual program review.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

The goal is to increase participation in the SLO assessment process. We want to make sure assessments are consistent in all areas of the college including CTE, Science and arts. One of the strategies to accomplish this is connecting eLumen with Canvas. By doing this we predict more faculty members will increase participation. We plan on connecting Canvas and eLumen in early Spring 2022. Continue with the same cycle of assessments and improvements.

#### Term and Year

Fall - 2022

#### Term - Detail (optional)

Not Entered

### Support

No support requested



## Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice \*

Currently much of the improvement of SLOs is done on an individual basis. The SIP's (section improvement plans) submitted are reviewed, but not on a systematic basis, which leads to inconsistency across the curriculum. There is not an official process that has been institutionalized to address the above goal. Furthermore, the professional development efforts are scarce and not promoted on a grand scale. We do have two SLO days where these conversations can take place.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

The goal is to bring this conversation to our faculty during our Spring 2020 in-service. The conversation of how we are using SLO's to improve our teaching will be a focal point of our SLO day. In addition, we plan on having guest speakers from eLumen to help guide this conversation. Moreover, there is an SLO symposium scheduled in February and we will encourage as many representatives as budgets allow to attend.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice \*

Portfolios have only been implemented in the Early Childhood Education course per individual instructors. eLumen does have capacity to give individual student learning outcome results although not all students are being assessed in all their courses so the record would have gaps in the student learning. Taft College has considered using ePortfolio software however without more program buy in we are weighing to expense with the benefit of use.

Resume and mock interviews are available to students along with a speaker bureau where employers from the community meet with students to discuss the skills they are looking for. Students can document their learning in the resume. We do not have portfolios except in the ECE program.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

It is the long term goal of our SLO team to one day provide students with all the SLO's they have learned from each class taken at TC. This accumulation of SLO's can be used to help transfer and or enhance their resume.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice \*

Taft College has been using the CCSSE for many years. The information is shared with the Governance Council and other groups so that professional development activities can be created.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

Work through Academic Senate, Faculty Professional Development committee, Career Enrichment committee, and other institutional groups to increase consistency using assessment results to create targeted professional development.

### Term and Year

Spring - 2023

### Term - Detail (optional)

Not Entered

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## Support

No support requested

# Student Engagement & Support

## Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Student focus groups
- Other

### Other

Taft College has a Promise Program with our feeder high school, Taft Union High School. We are using this cohort group to help guide our directions in Guided Pathways. There are 56 first time freshman in the program who are asked for their input on some o

### Engagement Efforts - Details \*


Taft College has administered several types of student surveys from the CCSSE to locally created student services survey through Survey Monkey. The results are then shared campus-wide to assist with planning and improvement. Taft College in its committee charts include a student representative as a standing member of those committees, however, there are not always students willing to serve on those various committees. Taft College only recently has held student focus groups to obtain information for campus improvements.

## Course Alignment

Taft College needs to complete the process of mapping out each degree into templates and have them available in Degree Works with transfer options. For example, one for transfer requirements to CSU and another for UC transfer. We should continue building the templates for high volume transfer schools so if student wants to go specifically to CSU-Bakersfield for Engineering, there is a template for that school. Each plan could start with a two year option. As time allows, we could build three year options since we know the majority of our students go part time to school since they have other obligations such as family and work. These plans could be pre-populated into Degree Works once a student chooses a major in the CCCApply application process.

The counselor and student could then refine the plans during initial and on-going counseling follow-up to make sure the student is taking the appropriate courses. With ed plans, we can determine the number of courses on 2 year schedule.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">Scale of AdoptionApril2019.pdf</a>	Self-Assessment	11/19/2019, 10:57:03 AM	N/A

## Success Story (Optional)

## Story: Title

### Title

Not Entered

### Follow-up Contact Persons(s)

No contacts assigned

### Barrier(s)

Not Entered

### Success Story

Not Entered

### Outcomes

Not Entered

### Vision for Success Goals

- × Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- × Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- × Decrease the average number of units accumulated by California Community College students earning associate degrees
- × Increase the percent of exiting CTE students who report being employed in their field of study
- × Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- × Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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