

## Taft College - Student Equity Plan (2022-25) CERTIFIED

Workflow: Preview

### Details

#### Assurances

##### Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC 78220.pdf](#)

##### Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

#### Campus-Wide Equity Approach

[View Memo](#)

##### Race Consciousness in Equity Plan Development \*

In developing this plan, we chose to prioritize equity by continuing to use an Equity First approach that promoted race consciousness across the campus. The Equity First approach focuses on the mindset and belief that every student can succeed. Our race consciousness efforts are demonstrated in our goal development and how they have been integrated in our college plans. The integration framework is driven by the college's mission and vision and will be aligned with our new Educational Master Plan (Spring 2024). All of the goals of the equity plan are to address and close equity and achievement gaps for our disproportionately impacted student groups as identified by the state Chancellor's Office.

### Summary of Target Outcomes for 2022-25

#### Successful Enrollment

##### Black or African American

1-year outcome: Increase the number of outreach activities by 50 % at the feeder high schools that enroll Black or African-American students

2-year outcome: Increase access for African and racially minoritized students of color (excluding WESTEC students) by 2% over the baseline to 6.97%

3-year outcome: Increase access for African and racially minoritized students of color (excluding WESTEC students) by 2% over the baseline to 8.97%

##### Economically Disadvantaged

1-year outcome: We are working to increase the college going rate of males from our largest feeder high school. We will be increase by 2% each year.

##### Completed Transfer-Level Math & English

##### Hispanic or Latino

2-year outcome: Redevelop Guided Pathways

##### Persistence: First Primary Term to Secondary Term

##### Economically Disadvantaged

2-year outcome: Rewrite our Guided Pathways framework to match the new Vision for Success 2030.

##### Transfer

##### First Generation

3-year outcome: New students successfully completing transfer level math and English in first year - Increase from 4.0% in 2018-2019 to 7.0% in 2023-2024.

##### Completion

##### Black or African American

2-year outcome: Increase the number of African American students by 2% per year.

##### Hispanic or Latino

2-year outcome: Decrease equity gaps by 10% each year.

### District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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## Equity Plan Reflection

### 2019-22 Activities Summary

- Outreach to WESTEC Students
- Outreach to Underserved Students Eligible for Categorical Programs

### Key Initiatives/Projects/Activities \*

#### Students:

- Move online orientation from Comevo to Canvas (content built, IT programming needed for implementation-met w/ a consultant in Sum 21; project proposal still in queue and currently in progress/near completion)
- New videos for online orientation (project proposal submitted in Dec, 2021)
- Website/Mapper
- Add EMSI widget info to current catalog (in-progress/pending-recommended to add to website instead of integrate into catalog)
- Update onboarding content on web for new, continuing, returning, veteran, high school, and international students (completed, may need to revisit with new website structure)
- Preferred Name Project Proposal (submitted in spring 21, in queue, on hold until Banner 9 is implemented-DBA needed)

#### Faculty:

- Faculty ongoing opportunities for flex credit through Vision for Success related to equitable teaching practices, 2019-2023
- Lunch and Learn ongoing faculty seminars on various topics, 2020-2023, including (for example) Accessibility and Inclusion, Equity and the Law, Serving LGBTQ+ Students
- Faculty inclusive teaching practices, professional development for flex credit, Fall 2020 series, Mathematics Pathways
- One-day training focused toward staff and faculty groups, Dr. Frank Harris III, May 25, 2021
- Faculty in-service flex credit through CORA (Center for Organizational Responsibility and Advancement) webinars and NISOD (National Institute for Staff and Organizational Development) webinars, May 23-25, 2021
- College-wide workshop led by Dr. Tyrone Holmes, "The Impact of Unconscious Bias on Organizational Inclusion," August 16, 2021
- Faculty professional development in-service workshop, Cultural Curriculum Audit, May 23-25, 2022

### Evidence of Decreased Disproportionate Impact \*

The college has not done any evaluation of impact of the initiatives.

### 2022-25 Planning Efforts \*

The college learned that there has been a lack of integration of the many plans. Our goal for 2023/24 is to complete an Educational Master Plan that integrates all of our plans.

### Pandemic Acknowledgement

✓ Interrupted Work Fully

#### Provide an explanation (optional)

Towards the end of the pandemic, there was a change in executive leadership at the college. Although some of the work continued, there was not sufficient leadership leading, coordinating, and evaluating the goals and activities of the plan. Our 2022-2025 plan had been extremely delayed because of this transition.

✗ Catalyzed Work

✗ Delayed Work

### Executive Summary URL \*

<https://www.taftcollege.edu/about/offices-departments/vice-president-student-services/files/Taft%20College%20Student%20Equity%20Plan%20Executive%20Summary%20Draft%20groupedit.pdf>

## Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✗	✗	✗	✓
Hispanic or Latino	✗	✓	✗	✗	✓
Economically Disadvantaged	✓	✗	✓	✗	✗
First Generation	✗	✗	✗	✓	✗

## Successful Enrollment

### Black or African American

#### Structure Evaluation: Friction Points

##### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

##### Friction Points: Current Structure \*

Successful enrollment for African American students had declined in post-pandemic semesters from 760 in 2018-2019 to 299 in 2021-2022 and a 23% decline since the Pandemic. Also, 18.3% of black or African American persons in Kern County live in poverty

#### Structure Evaluation

##### Current Structure

- ✗ Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

##### What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \*

In the past, we have not had services that specifically support African American students on campus. We have a very small sample sized and the majority of the student from the population have been athletes. In the past two years, we have seen more African American students, especially in our Foster Youth, enrolling. Last year, students started for the first time a Black Student Union to address the needs of African American students on campus.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

##### Ideal Structure

- ✗ Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

##### What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? \*

We will continue to development of guided pathways that will help targeted populations as well as all students on campus.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

#### Structure Evaluation: Necessary Transformation to Reach Ideal

##### Necessary Transformation to Reach Ideal \*

We currently have a small number of Black/African American students coming from our feeder schools. We are expanding and training our outreach team to specific recruit BIPOC students.

#### Action

##### Action Steps \*

We will create more activities on campus to support African American students. We are currently supporting our Associated Student Organization with creating a Black Student Union organization.

#### Chancellor's Office Supports

##### Supports Needed

- ✗ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots

× Strategic and Operational Communication

**Explanation of Supports Needed**

Not Entered

**Economically Disadvantaged**

**Structure Evaluation: Friction Points**

**Friction Points**

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

**Friction Points: Current Structure \***

The biggest friction point is our location. Because we are centrally located new both oil and agriculture fields, most of the males plan to go to work directly to one of the fields after high school.

**Structure Evaluation**

**Current Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

**Ideal Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

**Structure Evaluation: Necessary Transformation to Reach Ideal**

**Necessary Transformation to Reach Ideal \***

We continue to provide financial aid and other wraparound services for our current students. Our community is in transition as it moves from an oil rich and thriving to community produced low to no oil.

**Action**

**Action Steps \***

There are not action steps to improve.

**Chancellor's Office Supports**

**Supports Needed**

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

**Explanation of Supports Needed**

Not Entered

**Completed Transfer-Level Math & English**

**Hispanic or Latino**

**Structure Evaluation: Friction Points**

**Friction Points**

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

**Friction Points: Current Structure \***

We are currently working to rewrite and update the our Guided Pathways that will better assist us in determining friction points related to transfer level Math and English. We are working to

### Structure Evaluation

**Current Structure**

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \***

We plan to revamp our Guided Pathways structure and develop a better implementation plan.

**Ideal Structure**

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

### Structure Evaluation: Necessary Transformation to Reach Ideal

**Necessary Transformation to Reach Ideal \***

We need to create pathways that include foundation course for the meta major.

### Action

**Action Steps \***

The Instruction department will work with faculty to revamp pillar 1 and map courses to each major into transfer and/or employment.

### Chancellor's Office Supports

**Supports Needed**

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

**Explanation of Supports Needed**

Not Entered

## Persistence: First Primary Term to Secondary Term

### Economically Disadvantaged

#### Structure Evaluation: Friction Points

**Friction Points**

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

**Friction Points: Current Structure \***

As part of our Strategic Action Plan, we have set a goal to provide funding all students in need. In 2019-2020, 84% of our students received financial aid.

### Structure Evaluation

#### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Structure Evaluation: Necessary Transformation to Reach Ideal

#### Necessary Transformation to Reach Ideal \*

Our newly created Guided Pathways will help to highlight financial equity gaps. There are more students on our campus needed financial assistance to be successful.

### Action

#### Action Steps \*

Rewrite our Guided Pathways framework.

### Chancellor's Office Supports

#### Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

#### Explanation of Supports Needed

Not Entered

## Transfer

### First Generation

### Structure Evaluation: Friction Points

#### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*

We have the same support services for First Generation students as we do with all underrepresented students. We have EOPS, Student Life, Veterans, Basic Needs Services, and other programs that serve our students. We also have academic support resources including tutoring, supplement instruction, math and writing lab, laptop computers, hotspots, textbook rental and vouchers, OER, MESA program, and math support courses.

### Structure Evaluation

#### Current Structure

- ✓ Instruction

#### What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \*

For courses related to AB1705 our practice and policy has changed and we have designed courses to support student success in their first year. Instructors in Math and English lead the respective labs so that student receive additional time with their specific instructor outside of office hours.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### Ideal Structure

- ✓ Instruction

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? \***

Continue to monitor the success of learning support courses to improve them leading to improved student learning outcomes.

- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

**Structure Evaluation: Necessary Transformation to Reach Ideal**

**Necessary Transformation to Reach Ideal \***

We need to make the necessary changes that align with the new Vision 2030.

**Action**

**Action Steps \***

Continue to provide faculty professional development on inclusive teaching strategies.

**Chancellor's Office Supports**

**Supports Needed**

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

**Explanation of Supports Needed**

Not Entered

**Completion**

**Black or African American**

**Areas of Completion**

**Areas of Completion \***

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

**Structure Evaluation: Friction Points**

**Friction Points**

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

**Friction Points: Current Structure \***

Our African American student population is small but growing.

**Structure Evaluation**

**Current Structure**

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \***

We have the same support services for African American students as we do with all underrepresented students. We have EOPS, Student Life, Veterans, Basic Needs Services, and other programs that serve our students. We also have academic support resources including tutoring, supplement instruction, math and writing lab, laptop computers, hotspots, textbook rental and vouchers, OER, MESA program, and math support courses.

- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

### Ideal Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

### Structure Evaluation: Necessary Transformation to Reach Ideal

#### Necessary Transformation to Reach Ideal \*

Our geographical location is a challenge for recruiting African American students that are not athletics. We have a low number of African American student coming from our feeder high schools. We are also challenged with recruiting African American faculty and staff. We understand that students need to see role models in their classes and within the support services they use. We are working to start a Black Student Union through our Associated Student Organization.

### Action

#### Action Steps \*

We need to develop more targeted outreach efforts to recruit African American students.

### Chancellor's Office Supports

#### Supports Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

#### Explanation of Supports Needed

Not Entered

### Hispanic or Latino

### Areas of Completion

#### Areas of Completion \*

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

### Structure Evaluation: Friction Points

#### Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*

As a college with the HSI designation, we have to develop more programs and retention strategic for the population.

### Structure Evaluation

#### Current Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

#### What is the impacted structure/process/policy/practice/culture on your campus related to this selection? \*

We have the same support services for Hispanic/Latinx students as we do with all underrepresented students. We have EOPS, Student Life, Veterans, Basic Needs Services, and other programs that serve our students. We also have academic support resources including tutoring, supplement instruction, math and writing lab, laptop computers, hotspots, textbook rental and vouchers, OER, MESA program, and math support courses.

- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

#### Ideal Structure



- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Structure Evaluation: Necessary Transformation to Reach Ideal

#### Necessary Transformation to Reach Ideal \*

We need to recruit more faculty representation from this demographic. We need to develop a strategic recruitment plan that helps us bring more Hispanic faculty and administrators.

### Action

#### Action Steps \*

We need to work with our HR department to develop a targeted strategic recruitment plan.

### Chancellor's Office Supports

#### Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

#### Explanation of Supports Needed

Not Entered

## Student Support Integration Survey

### 1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Not Entered

### 2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Not Entered

### 3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Not Entered

### 4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Not Entered

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Not Entered

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

## 5. Basic Needs

### 5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

### 5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Not Entered

### 5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Not Entered

### 5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Not Entered

## 6. Zero-Textbook Cost

### 6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Not Entered

## 7. LGBTQ+ Supports

### 7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Not Entered

## 8. Mental Health Supports

### 8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Not Entered

## 9. Institutional Planning

### 9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Not Entered

### 9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Not Entered

### 9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Not Entered

## Certification

### Chancellor/President

Brock McMurray  
Interim Superintendent/President  
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(661) 763-7811

Approved by Brock McMurray

01/16/2024 01:33 PM PST

### Chief Business Officer

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Approved by Dr Todd Hampton

01/16/2024 10:32 AM PST

**Chief Instructional Officer**

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Approved by Leslie Minor

01/12/2024 02:00 PM PST

**Chief Student Services Officer**

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Approved by Dr. Damon Bell

01/12/2024 01:59 PM PST

**Academic Senate President**

**Candace Duron**  
Academic Senate President  
[cduron@taftcollege.edu](mailto:cduron@taftcollege.edu)

Approved by Candace Duron

01/17/2024 12:49 PM PST

**Guided Pathways Coordinator/Lead**

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Approved by Leslie Minor

01/12/2024 02:00 PM PST



California  
Community  
Colleges

