

# Substantive Change Proposal

## Direct Support Education

Taft College  
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January 28, 2013

Submitted by:

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**Taft College**  
**Direct Support Education**

**Substantial Change Proposal Participant List**

The following Taft College campus community members participated in the research, discussion, and preparation of this proposal. This proposal itself was presented to a variety of shared governance committees and campus constituency groups from August 2007 to January 2013. In February 2013, a full initial draft of the proposal was sent to the following Taft College governance groups for approval:

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## **A. Description of Proposed Change and Justification**

### **1. A description of the proposed change**

Taft College has a long history of providing services for students with developmental disabilities through its Transition to Independent Living Program. There are approximately 22 staff members working diligently teaching these students the skills necessary to live independently. While serving students with developmental disabilities for the past 10 years, it was noted that people entering this field of work lack adequate understanding of the disabilities, training and skills required for working with individuals with disabilities. The creation of courses along with the certificate and degree programs have increased the skills of entry level workers in the labor force instead of relying on the employers to provide on the job training.

The Direct Support Education program is of interest to students from many different academic areas. Those interested in professions in teaching, social work, public health, nursing, medicine, architecture, and law may have a special interest in the applying their study to focusing on the needs of disabled populations. Through these courses, students will obtain both breadth and depth in their understanding of the conceptual and practical implications of disabilities.

This program is providing educational opportunities to people who work with individuals with disabilities in this new and expanding field.

### **2. Relationship to institutional mission**

The Direct Support Education program directly meets the overall mission of Taft College in that it provides career and technical training to individuals who wish to seek employment working with the disabled population.

The mission of the Taft College Direct Support Education program is to change lives by providing a relevant and meaningful education for the purpose of placing each graduate with the capabilities, skills, and expertise necessary to secure employment working with individuals with disabilities. Promotion of life-long learning is demonstrated by the educational option of earning an Associate of Science degree or Certificate of Achievement in this area of study.

### **3. Rationale for proposed change including labor market analysis**

In 2007, the Taft College's Transition to Independent Living Program personnel indicated a need for paraprofessionals to assist with individuals with disabilities thus commencing the conversations to develop a degree program to meet this employment need.

Labor Market Information specific to Direct Support Education is not available as it is not a readily identified field by the Department of Labor. The closest information according to the Labor Market Information of the Employment and Development Department (EDD) is Personal and Home Care Aides

(<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=399021&geograpy=0601000000> ).

## Labor market information

“Excellent job opportunities are expected for this occupation, because rapid employment growth and high replacement needs are projected to produce a large number of job openings.

Employment of personal and home care aides is projected for all occupations through the year 2014. The number of elderly people, an age group characterized by mounting health problems and requiring some assistance with daily activities, is projected to rise substantially. In addition to the elderly, other patients, such as the mentally disabled, will increasingly rely on home care. This trend reflects several developments, including efforts to contain costs by moving patients out of hospitals and nursing care facilities as quickly as possible; the realization that treatment can be more effective in familiar rather than clinical surroundings; and the development and improvement of medical technologies for in-home treatment.

In addition to job openings created by the increase in demand for these workers, replacement needs are expected to lead to many openings. The jobs are projected to grow much faster than average given the relatively low skill requirements, low pay, and high emotional demands of the work result in high replacement needs. For these same reasons, many people are reluctant to seek jobs in the occupation. Therefore, persons who are interested in and suited for this work—particularly those with experience or training as personal care, home health, or nursing aides—should have excellent job prospects.”

*Source: U.S. Department of Labor, Bureau of Labor Statistics*

## **B. Description of the New Program**

### **1. The educational purpose of the change is clear and appropriate**

This program consists of 6 courses designed for those students interested in seeking employment in the field of disabilities studies, with specific emphasis on developmental disabilities. The Direct Support Education program equips current and future professionals to be more effective communicators with others and help in understanding the system that is part of the developmental disabilities field. Courses cover the general guidelines and documentation methods, and the importance of confidentiality and ethics, as well as how to support people in safely managing their basic health needs, including self-advocacy and safety in the home and community. Courses also cover topics that deal with a wide variety of personal perspectives, historical perspectives of disabilities, cultures and life circumstances, and examine general learning principles to more effectively communicate with others in a variety of settings.

The System’s Office with the California Chancellor’s Office approved the program:<http://curriculum.cccco.edu/ReportsPublic/InventoryReport/Report?CollegeIds=78&TopCodeIdAlpha=&TopCodeId=&ProgramTypes=&ProgramGoalId=&NonCredCertResultId=&submitted=true>

**DIRECT SUPPORT EDUCATION: ASSOCIATE IN SCIENCE**

The Direct Support Education degree requires satisfying the degree requirements listed below with a 2.0 (C) grade point average or better, or pass (P) grade. The following curricula lists only the courses specifically related to the indicated major. The remainder of the student’s program should include courses needed to satisfy the Associate Degree requirements such as general education and elective requirements to complete 60 degree applicable units.

<b>Required Courses</b>			<b>Units</b>
DSE	1501	Introduction to Developmental Disabilities	3
DSE	1502	Documentation and Individual Rights and Choices	3
DSE	1503	Introduction to Medication Support	3
DSE	1504	Cultural Competency	3
DSE	1505	Teaching Individuals with Developmental Disabilities and Dealing with Challenging Behavior	3
DSE	1506	Maltreatment and Safety at Home and in the Community	3
<b>Total</b>			<b>18</b>

**CERTIFICATE OF ACHIEVEMENT: DIRECT SUPPORT EDUCATION**

The certificate program is designed for those students interested in seeking employment working in the field of developmental disabilities. Upon successful completion of the required courses with a 2.0 (C) grade point average, or pass (P), a certificate of achievement will be awarded.

<b>Required Courses</b>			<b>Units</b>
DSE	1501	Introduction to Developmental Disabilities	3
DSE	1502	Documentation and Individual Rights and Choices	3
DSE	1503	Introduction to Medication Support	3
DSE	1504	Cultural Competency	3
DSE	1505	Teaching Individuals with Developmental Disabilities and Dealing with Challenging Behavior	3
DSE	1506	Maltreatment and Safety at Home and in the Community	3
<b>Total</b>			<b>18</b>

Course Outlines of Record for the six required courses are included in Attachment A.

**2. The proposed program meets Eligibility Requirements, Accreditation Standards and Commission policies related to student learning programs and services and recourses**

The addition of the Direct Support Education Program fits the mission of Taft College and was created and approved through the stated curriculum development process and was submitted to the West Kern Community College Board of Trustees for approval. All courses and programs were submitted through the California Community College System Curriculum process by application and were approved. The attached program and course descriptions support the mission statement of the college.

**C. Description of the Planning Process**

**1. The change's relationship to the institution's planning, evaluation and stated mission**

In late 2007, Taft College realizing a need for knowledgeable, trained personnel for working with individuals with developmental disabilities commenced the process for establishing a new degree and certificate, Direct Support Education.

**2. The assessment of needs and resources which has taken place**

The Taft disAbilities Partnership Team (TAPT) had indicated a need for such a program (Attachment B). Six new courses were developed and approved by the Curriculum and General Education Committee (Attachment C.) Upon Board of Trustee approval (Attachment D), an application was submitted to the Chancellor's Office (Attachment E.) The Taft College Planning Council met on to discuss the viability of a Direct Support Education program. Consensus was reached to move forward with the planning and implementation of the program.

**3. The anticipated effect of the proposed change on the institution**

There is no negative effect of the proposed new program for Taft College. Because this college is rural in nature and must be selective in adding courses and programs that only enhance opportunities for its students, programs such as this are studied in depth. Additionally, because of the local Transition to Independent Living Program, jobs opportunities are at hand.

**4. A clear statement of the intended benefits that will result from the change**

This is an emerging profession which is not fully recognized as a profession as of yet. Taft College is excited to help bring this area to the forefront by establishing this certificate and degree program. For the most part, there are no professional standards or standardized minimum qualifications. Our hope is to change this by establishing those standards with this

program. Our plan is to continue working with the advisory committee and establish a Direct Support Education matrix that will outline the various certification level positions, the courses necessary to achieve the skills required and the hours of experience needed to obtain the certification or degree. In addition, articulation is taking place with two universities who have begun programs in this area. The University of California, Los Angeles is currently offering a minor in Disability Studies. The University of Arizona has a similar program and has agreed to accept our courses as prerequisites to their Bachelor Degree program. It is our hope to articulate our courses with their programs to ensure smooth transition and transfer for students interested in this emerging field of study.

#### **5. A description of the preparation and planning process for the change and when it went into effect**

As stated, an advisory group for the Taft College Transition to Independent Living Program met and discussed the need for this type of training program. From there, the Learning Support Division identified labor market needs and came up with the framework for the program. This division presented the program to the colleges planning group who agreed the program met the mission of the college. Division chairs, Patti Bench and Jeff Ross worked with the college's disabilities specialist to design the courses and the program, which was then sent through the appropriate approval processes. The program was put into effect in 2007. Unfortunately, the College neglected to submit a Substantive Change Proposal in a timely manner, something that the current administration has rectified and will not allow to happen in the future.

### **D. Evidence of Adequate Human, Physical, Technology, and Financial Resources and Processes Necessary to Support the Change**

#### **1. Adequate and accessible student support services**

The mission of Taft College is a commitment to student learning in transfer and vocational programs supported by pre-collegiate basic skills along with a wide range of student services. Taft College provides a comprehensive range of student services that support student development and learning within the context of the college's mission. Student services are regularly assessed and improved to meet the needs of all students. Similar services for distance learning students are in place and are expected to meet the same criteria as services offered primarily to on-campus students (<http://www.taftcollege.edu/academic/distance%20learning/index.php>).

Taft College offers the following student support services to all of our students:

- **Admissions:** Students can complete an online application to attend Taft College. This online application, available in both English and Spanish, can be found on the college website at ([http://www.taftcollege.edu/tcwp/esfa/?page\\_id=191](http://www.taftcollege.edu/tcwp/esfa/?page_id=191)) Technical support is available for any student having difficulty with the online application through a frequently asked question page, by calling the counseling center, or asking

for assistance from the front counter personnel in the Student Service Administration building.

- **Assessment:** Students pursuing a degree or certificate or who wish to enroll in classes with math or English prerequisites are strongly encouraged to complete assessment testing. The Direct Support Education classes at this time have only advisories, not prerequisites. Students who can provide documentation of previously completed math or English coursework may be exempt from assessment testing. Previous college assessment test scores are acceptable if placement recommendations accompany the scores. Copies of grade reports, transcripts, or test scores will be required to enroll in courses with prerequisites. All students may complete the Assessment step by attending an on-campus orientation. Students who cannot come to campus are encouraged to contact the advisor for more information on how they may complete their assessment process.  
([http://www.taftcollege.edu/tcwp/esfa/?page\\_id=191#step1](http://www.taftcollege.edu/tcwp/esfa/?page_id=191#step1))
- **Orientation:** Orientation is designed to provide students with basic information regarding Taft College's programs, processes, and services. The orientation process can be completed by attending an on-campus orientation or viewing one of the online videos available in both Spanish and English.  
([http://www.taftcollege.edu/tcwp/esfa/?page\\_id=191#step1](http://www.taftcollege.edu/tcwp/esfa/?page_id=191#step1))
- **Counseling/Advisement:** Academic counseling and/or advisement is available in person, by telephone, or through the Online Advising Center, ([http://www.taftcollege.edu/dl/help\\_desk.htm](http://www.taftcollege.edu/dl/help_desk.htm).) A number of activities will take place during this session. The counselor/advisor will review assessment test scores and prior academic history and assist in selecting a course load appropriate to the skill level and educational goal identified by the student. The counselor and/or advisor assists in developing an Individual Education Plan (IEP) to guide the distance learning student toward the attainment of his or her educational goal.  
([http://www.taftcollege.edu/tcwp/esfa/?page\\_id=191#step1](http://www.taftcollege.edu/tcwp/esfa/?page_id=191#step1))
- **Registration:** Once students have completed their application processes, distance learning students can register through the online registration process. Detailed instructions are included on the college website and staff is available to assist in person or over the telephone. [http://www.taftcollege.edu/tcwp/esfa/?page\\_id=191](http://www.taftcollege.edu/tcwp/esfa/?page_id=191)
- **Payment Processes:** All students may pay their fees onsite, online, or by telephone. Thorough financial aid processes and procedures are included on the website, ([http://www.taftcollege.edu/tcwp/esfa/?page\\_id=195](http://www.taftcollege.edu/tcwp/esfa/?page_id=195))
- **Bookstore:** Taft College offers a textbook rental program where students can rent or purchase their textbooks. Books can be picked up in person the week before classes begin or ordered online to be delivered through the mail. The Cougar Corner Bookstore offers a comprehensive bookstore with both online and storefront for all

students at Taft College to purchase books and supplies (<http://bookstore.taftcollege.edu/home.aspx>).

- **Online Help Desk:** The online Help Desk team is available to provide academic guidance, clarify policies and procedures, assist students in developing an individualized education plan, make referrals to on and off campus resources, and answer questions and support for students taking classes at Taft College. Emails through the system are answered by staff, and appointments can be set up by phone or in person to assist students ([http://www.taftcollege.edu/dl/help\\_desk.htm](http://www.taftcollege.edu/dl/help_desk.htm)).
- **Library and/or Learning Resources:** The library contains sufficient resources to support positive outcomes. The Taft College built a new library and it opened for the Winter/Spring Semester, 2007. The librarian signed off on the Direct Support Education application to the Chancellor's Office indicating adequate resources are available to support the new program. The Library also has an extensive on line collection of scholarly journals and resources.
- **Tutoring:** Taft College is proud to offer free and unlimited tutoring to all Taft College Students. Tutoring can be done either on campus or through distance learning by appointment. Distance learning tutoring can be accomplished by telephone, Skype, or by e-mail. (<http://sites.google.com/site/taftcollegetutoring/home>)
- **Online Help Desk:** The online Help Desk team is available to provide academic guidance, clarify policies and procedures, assist students in developing an individualized education plan, make referrals to on and off campus resources, and answer questions and support for students taking online courses. Emails through the system are answered by staff, and appointments can be set up by phone or in person to assist distance learning students. ([http://www.taftcollege.edu/dl/help\\_desk.htm](http://www.taftcollege.edu/dl/help_desk.htm))

## 2. Sufficient faculty, management, and support staffing

- **Faculty:** The instructors teaching the DSE courses meet the minimum qualifications for the subject area in which they teach. These standards have been developed by the Board of Governors of the California Community Colleges in conjunction with the Academic Senate for California Community Colleges and are consistent with Title 5 of the California Code of Regulations. If taught by on line modality, the duties and expectations for faculty teaching using the distance learning modality are the same as for faculty who teach on campus. As needed, adjunct instructors from the industry were recruited to teach courses. It is Taft College's practice to follow guidelines for minimum qualifications for its adjunct instructors. Classes are scheduled in conjunction with instructor availability to ensure flexibility and access to fully maximize opportunities for instruction.
- **Management:** Management of Taft College's Direct Support Education program is the responsibility of the Vice President of Instruction for the instructional components and the Vice President of Student Services for the student services components.

Daily coordination and management of the instructional component is provided from the faculty Learning Support Division Chair. The student services coordination and management is led by the Coordinator of Counseling and Matriculation.

- **Support Staff for Course Offerings:** Support staffing for overall management educational programs follows all other support processes. Instructional staff provides support and secretarial assistance for divisions in which the Direct Support Education program is housed along with all other aspects of their daily duties. Distance learning technical and general support is provided by three distance learning staff members: an Integrated Support Technician, a Distance Learning Instructional Aide, and a Multi-media Support Technician. Basic computer support and assistance is provided by staff in the college's Information Technology department.

### **3. Professional development for faculty and staff to effect the change**

Faculty at Taft College has taken the lead in developing and supporting its Direct Support Education program, and the college has hired experienced adjunct faculty with expertise in the field. Planning, preparation, course development, and training have been accomplished by faculty. Staff development processes are in place and follow the Faculty Association contract.

Faculty evaluation criteria and student evaluation forms are the same for online classes and for face-to-face classes. Online instructors give access to their online class to all members of their evaluation team along with the distance learning coordinator. Student evaluations are placed into the online classes and are automatically submitted to the human resources department and to the Vice President of Instruction. Feedback on the effectiveness of online instructions is communicated to department chairs for inclusion in overall faculty evaluations.

### **4. Evidence of appropriate equipment and facilities**

At this time, the Direct Support Education program runs entirely on adjunct faculty. The salaries of the adjunct faculty are absorbed into the general fund under the Office of Instruction. Ancillary items such as supplies are minimal for the program but do receive support in the Taft College budget as shown in Attachment F. The program is expected to grow a bit more in the future as four more courses are developed and new sections added to meet the needs of the community. A three year budget outlining the costs of the program is attached. As the program grows, costs will be adjusted to align with that growth. (Attachment F)

### **5. Fiscal resources and impact on the institution's budget**

Taft College, like many community colleges, is encountering budgetary challenges in all areas of the college operations. Over the past few years, the college has reassessed its budget processes, and college administration is working closely with the program coordinators and managers and the shared governance processes to continue to support the

activities of the college mission including funding for the Direct Support Education program, which follows this process. The number of courses to be offered each semester is completed through normal scheduling meetings, which involves the Vice President of Instruction, instructional support staff, division chairs, discipline specific instructors, student services and bookstore staff. Funding for the instructional costs of the courses is integrated into the overall instructional budget.

Taft College has committed a part of its financial and technical resources to support the Direct Support Education program. General fund money supports the program with salary for instructors, supplies, and other needed program expenses. Initially, VETA funds were used to begin the program. The College used its existing resources such as counseling, financial aid, and other services to assist students in the Direct Support Education program.

## **6. Comparative analysis of the budget, enrollment and resources**

A budget for the Direct Support Education degree and certificate programs reflecting direct expenditure for the last three academic years is included as Attachment F. Enrollments in this program are growing slowly. No more than two to three courses are ran in any one semester until need and student numbers indicate the need to add more. This model fits well for a small, rural college with limited resources and limited student numbers. The program review process will guide our growth and resource needs and allocations.

## **7. Plan for monitoring achievement of the desired outcomes**

This program, like every other program at Taft College must undergo a yearly program review. Achievements of outcomes, student learning outcomes, and program outcomes are assessed, reviewed, and changed if needed. This process will continue to help the College shape the program to fit industry and student needs.

Student achievement data are tracked and published in the Annual Program Review Report on the District's Institutional Research website (<http://planning.taftcollege.edu/content/content.php>)

Taft College's integrated process of planning, program review, assessment, budget development and resource allocation consists of:

- reviewing the mission and vision statement, and institutional values
- reviewing and revision of the program review/planning update forms
- development of the Educational Master Plan
- setting spending and hiring priorities in Instruction, Student Services, and Administrative Services
- reviewing and completing the Budget Development Process
- incorporating other activities into the planning process if those activities have an impact on the college's outcomes
- reviewing the progress made on the visiting team's recommendations

- self evaluating the planning, program review, assessment, and resource allocation process in relation to: student learning outcomes; institutional commitments; evaluation, planning, and improvement; organization; and institutional values
- A variety of data sources are utilized to inform this process. The Taft College Institutional Research Office provides information pertaining to program review and planning, including:
  - survey results
  - reports of student demographics
  - course success data
  - program completion data: certificates and associate degrees
  - graduation data

Different departments also generate their own data through their respective program reviews. During these reviews all programs, including student services and administrative services programs, are regularly assessed.

The integrated program review/program planning and strategic planning processes generate a comprehensive Educational Master Plan Goals (EMPG). This EMPG, which is updated annually, serves as a central resource for guiding decision making over a multi year period. Budget and resource allocation are linked to planning primarily via the annual program review/program planning process but also via a number of other methods described later in this report. Budgets are not only linked to the new processes, they are central to them. The integrated program review/strategic planning processes have built in evaluation components that allow for feedback by all persons directly involved. To provide resources and time to allow Taft College faculty and staff to participate in these expanded program review/planning and strategic planning activities, the Governance Council initially approved the creation of three "planning days" per academic year. Based on evaluation results from the first two cycles of program review, the number of planning days was expanded to three days in the spring semester and two days in the fall semester. Planning days are used for conducting program review or preparing Student Learning Outcome assessments and reports.

### **8. Evaluation and assessment of student success, retention and completion**

Taft College completes an annual comprehensive program review where retention and completion rates are identified at the course level. The report also includes the number of students majoring in the program, course success rates, and improvement action plans. ([http://planning.taftcollege.edu/downloads/Program%20Review%20Documents/CD/3.%20t\\_c\\_aprr\\_2012.pdf](http://planning.taftcollege.edu/downloads/Program%20Review%20Documents/CD/3.%20t_c_aprr_2012.pdf))

## **E. Evidence of Necessary Approvals**

### **1. Statement regarding internal and external approval process and evidence of approval**

Taft College is authorized by the state of California to operate as a public community college. As such, the college is authorized under Title 5 of the California Code of Regulations to offer Associate in Arts and Associate in Science degrees, Certificates of Achievement, and locally approved certificates. This authority includes the approval to develop and offer courses in the distance education format.

Taft College has followed all local guidelines to establish the Direct Support Education Program. The Taft College Planning Council met to discuss the viability of a Direct Support Education program. Consensus was reached to move forward with the planning and implementation of the program. All courses and the degree and certificate were submitted by the Learning Support Division and approved by the Curriculum and General Education Committee (Attachment C.) Upon Board of Trustee approval (Attachment D,) an application was submitted to the Chancellor's Office where final approval was given. (Attachment E.)

#### **F. Evidence that Eligibility Requirements are Fulfilled**

##### **1. Requirements that are particularly impacted by the change should be addressed in detail**

- **Authority:** Taft College is authorized by the state of California to operate as a public community college. As such, the college is authorized under Title 5 of the California Code of Regulations to offer Associate in Arts and Associate in Science degrees, Certificates of Achievement, and locally approved certificates. This authority includes the approval to develop and offer courses in the distance education format.
- **Mission:** Taft College's educational mission statement is clearly defined, widely published, and has been adopted by its Board of Trustees. Taft College's mission supports its commitment to achieve student learning in transfer and career technical education programs, and is appropriate for a certificate and degree granting institution of higher education. This mission and vision is reviewed regularly by the Planning Council and approved by its Board of Trustees when changes are made. The mission and priorities of the college emphasize the importance of accessibility, innovative instructional delivery methods, and student support services. The Direct Support Education Degree fits this mission statement.  
[http://www.taftcollege.edu/administration/pdf/mission\\_statement.pdf](http://www.taftcollege.edu/administration/pdf/mission_statement.pdf)
- **Administrative Capacity:** Taft College is staffed by administrators, managers, and support personnel to provide the services necessary to support the college's mission and purposes. Administrators and managers are selected competitively and possess the appropriate preparation, qualifications, and experience to fulfill their roles. Each division gives input into degree programs within their respective division. The Direct Support Education program falls within the Learning Support Division and was responsible for introducing this degree program. It enhances their programs and does not affect it negatively.

- **Operational Status:** Taft College is in full and continuous operation. Students are actively pursuing the certificate and degree programs offered by the institution. Courses have been offered in the Direct Support Education using various modalities on a continuous basis since 2007.
- **Degrees:** Many students attending Taft College are enrolled in educational offerings that lead to degrees. The college assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements. The Direct Support Education degree does not affect our degree awarding ability. Instead, it enhances degree opportunities for our students.
- **Educational Programs:** Taft College's academic and career technical education (vocational) degree programs are congruent with its mission, are established in recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. All programs are developed based on needs assessments and recommendations from discipline experts and input from business and industry, advisory committees, and transfer institutions. The Director of Career Education and Technology was involved in seeking regional approval for the Direct Support Education courses, certificate and major.
- **Academic Credit:** Taft College awards academic credits in accordance with the regulations laid out in California Community Colleges: Curriculum and Instruction, of Title 5 of the California Code of Regulations.
- **Student Learning and Achievement:** Taft College defines each degree and certificate program in the college catalog. The catalog program information includes expected program learning outcomes, selection criteria, career options, salary and average annual openings in various occupational fields, transfer information, and external licenses and certification information where applicable. The catalog includes course and program prerequisites, course numbers, names, and units, as well as descriptive course and program information. Student achievement data for Direct Support Education is tracked and published in the Annual Program Review Report on the District's Institutional Research website (<http://planning.taftcollege.edu/content/content.php>)
- **Relations with the Accrediting Commission:** The Board of Trustees affirms that Taft College adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Furthermore, the college will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosures in all communications.

**G. Evidence of Fulfilled Accreditation Standards and Addressed Commission Policies**  
**1. Standards that are particularly impacted by the change should be addressed in detail.**

**Standard I: Institutional Mission and Effectiveness**

Taft College demonstrates commitment to student learning and achievement through the provision of transfer and career technical education programs supported by pre-collegiate basic skills and a comprehensive range of student services. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic evaluation process, strategic planning, implementation, and re-evaluation to verify, improve, and/or enhance the effectiveness of its mission and vision. The college extensively reviews its mission statement every three years. However, a campus-wide programmatic and departmental review and planning of its operations, services, and instructional areas are conducted annually. The college determined its priorities and effectiveness as outlined in the Strategic Plan, [http://planning.taftcollege.edu/downloads/Program%20Review%20Documents/CD/5.%20T C\\_Mission\\_Strategic\\_Plan.pdf](http://planning.taftcollege.edu/downloads/Program%20Review%20Documents/CD/5.%20T C_Mission_Strategic_Plan.pdf) . All new programs, such as the Direct Support Education plan are in step with the college's mission.

**Standard II: Student Learning Programs and Services**

According to Accreditation Standard II, Taft College offers high quality instructional programs with student support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and the appreciation of diversity to encourage personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. The following section addresses specific accreditation standards in the order listed in the Accreditation manual.

**Instructional Programs**

*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student learning outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*

*The institution demonstrates that all instructional programs, regardless of their location or means of delivery, address and meet the mission of the institutions and uphold its integrity.*

Taft College systematically assesses the programs the institution provides on an annual basis through the planning and assessment process approved by the Governance Council. New programs are presented initially at the division level and up through the Curriculum

and General Education Committee and approved by the Board of Trustee prior to submission to the California Community Colleges' System Office for final approval before begin offered. The Direct Support Education is one of the latest emerging fields where experts in the field are hired as the faculty who teach this new instructional program to ensure that the program is reflective of current trends and latest research.

*a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Taft College has learning outcomes and assessments in place for courses, programs, supports services, as well as degrees and certificates. The plan in place requires ongoing, systematic and continuous improvement with the annual program review process and reporting. Through in-service days, Academic Senate and other forums, allows for on-going institutional wide dialogue continuing throughout the semester. With eLumen (a software program that serves as a repository for SLO information) in place, the assessment process is conducted and integrated so evaluation can take place as it occurs in the classroom. A structure is in place for support of student learning across the campus. With repetition of the cycle, more in depth assessments are occurring at multiple levels. Learning is linked to the program review process. Instructors in the Direct Support Education program are informing students about SLOs to make them more aware of learning outcome expectations at all levels.

As part of the comprehensive program review process, demographics, external environmental scans, economy indicators are reviewed when determining direction and need for the students in the community. Taft College works closely with its feeder high schools through meetings with faculty and instructors as well as counselors and administrators. The programs developed cater to diverse populations, such as the disabilities programs and are targeted for the first time freshman population, the returning student or older student population, the population seeking career advancement through additional coursework, and the inmate population at the local federal prison.

*b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Taft College provides instruction through a variety of on modalities depending on student needs and availability. The Direct Support Education program has already been approved for distance learning and is offered through both onsite and online modes of delivery. Distance learning at Taft College was originally designed as a way to meet the needs of students whose schedules prohibited them from attending face to face classes; however, the current success of the distance learning program is found in the high numbers of students who enroll in distance learning sections as an alternative to face-to-face classes.

*c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Taft College faculty began writing Student Learning Outcomes (SLOs) in 2002. In the 2007-2008 academic year, a set of institutional SLOs was drafted, revised, and finalized through an ongoing discussion of the Academic Senate and through division meetings. The college uses an online software platform for managing assessment data, and faculty are working on assessments in all courses, including their distance learning sections. The SLO Coordinator and the Student Learning Outcomes and Assessment Committee works diligently with fulltime and adjunct faculty to create, manage, and assess SLOs. These SLOs for the Direct Support Education program are posted on both the course syllabi and the Taft College SLO web page (<http://planning.taftcollege.edu/content/blog.php?3&blogcategoryid=11>).

*1. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, deliver mode, or location.*

*a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional programs.*

All courses are created by discipline specific faculty and submitted through the Curriculum and General Education Committee for approval [http://www.taftcollege.edu/tcwp/instruction/?page\\_id=1117](http://www.taftcollege.edu/tcwp/instruction/?page_id=1117). The documents are reviewed by a team of faculty members, the vice president of instruction, and the vice president of student services. In addition, individual courses are evaluated through program review and instructor evaluations, both being faculty-driven.

*b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.*

The process of program review, peer evaluation, and course approval through the Curriculum and General Education Committee are faculty driven. Additionally, the student learning outcomes coordinator position, which began in 2008, is a position held by a faculty member to assist the entire campus community in the creation and assessment of student learning outcomes. At the same time, a Student Learning Outcome Assessment Steering Committee was formed to provide assistance and expertise to the SLO process.

The needs of local employers and community are provided by advisory committees and are integrated into coursework as identify competencies to be includes in courses as measurable student learning outcomes.

*c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Taft College relies upon program review and approval of courses through the Curriculum and General Education Committee. Faculty rely on the college's Institutional Assessment, Research, and Planning department for enrollment data and success rates by course or mode of delivery to ensure high quality instruction, appropriate depth, breadth, rigor, sequencing, time to completion, and synthesis of learning for all programs, including distance learning specifically (<http://planning.taftcollege.edu/content/content.php>). Faculty, division chairs, and committee members use these data and channels in a continuous effort to improve the quality of courses, programs, and instruction. Special attention has been given to sequencing and alignment of courses to industry standards and four year universities' standards. Following this process has ensured we not expand the Direct Support Education program beyond the need of student interest as well as industry needs.

*d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Taft College collects data to bolster resources and foster innovative teaching methods that cater to diverse learning styles. Learning styles are assessed through instruments administered by student services and classroom faculty ([http://www.taftcollege.edu/dl/right\\_for\\_you.htm](http://www.taftcollege.edu/dl/right_for_you.htm)). This inventory, found on the distance learning website, provokes students to identify their own learning styles and capitalize upon them to assist in their academic progress.

Faculty evaluations and in-service opportunities also provide data and training. The faculty evaluation procedure requires faculty to evaluate how they incorporate their own learning styles into their teaching and also requires peer faculty to evaluate their degrees of incorporation of learning styles by the faculty member under evaluation. The Staff Development Committee stays abreast of training needs of faculty and offer training sessions such as –Technology Academy or online course management training on a regular basis.

*e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Program reviews are completed on an annual cycle, with a comprehensive program review every six years. Career and Technical Education programs are required to have a more rigorous comprehensive review cycle of every two years. The Direct Support Education program falls into the Career and Technical Education cycle of review. Program review

includes an analysis of course enrollment and success data in order to make action plans to improve programs and course offerings for the future.

*f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Annual program reviews are conducted by all departments on campus. Each Annual Program Review Report contains among other things a summary of major findings, an update on the previous year's program goals, and a set of new goals based on empirical data. This information is compiled each year for all programs by the Institutional Assessment, Research and Planning Office into a single Educational Master Plan Goals (EMPG) document and is fed back into the strategic planning process. The EMPG thus serves as the foundation for the next cycle of strategic planning and program review and planning.

The focus of program review has always been the improvement of course offerings as aligned with the college mission. Beginning in March of 2008, SLOs were formally adopted as a component of the program review process, and beginning August 2010, all faculty are required to participate in scheduled planning days where the focus is on annual program reviews, program plans, and student learning outcomes. Program reviews are available on Taft College website. (<http://planning.taftcollege.edu>).

*g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

To maintain academic freedom, instructors in various disciplines use different evaluations and assessment methodologies to meet shared learning objectives dictated by the course outlines of record. Currently, only the math department utilizes standardized tests that are validated from the publisher.

*h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Grading criteria are published generally in the Taft College catalog, and specifically on instructors' syllabi regardless of the mode of delivery. Student learning outcomes are now included on syllabi as well. With the robust dialogue about student learning outcomes that has occurred over the last several years, more and more instructors have adopted rubrics to more clearly delineate their expectations for student work. The use of rubrics is an integral part of training for SLO Assessment Team members who then assist faculty in creating and implementing agreed upon rubrics.

<http://dl-test.taftcollege.edu/tcwp/instruction/wp-content/uploads/Direct-Support-Education-AS-Degree-Program-SLOs.pdf>

*i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Certificates and degrees for the Direct Support Education program are awarded based on successful completion of courses within the program, as described in the catalog. Fair and accepted practices of evaluation govern when a student passes a course. The institution has historically awarded degrees and certificates based on student completion of courses necessary for the degree or certificate. The faculty is working to incorporate SLOs in all courses and programs to ensure student achievement of a program's stated learning outcomes is accomplished. On-going discussion of level of accepted competencies are occurring within departments as part of the allotted in-service days where faculty meet to review and revise SLOs and their rubrics.

*2. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:*

*a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

The college general education requirements are determined by Title 5 of the California Education Code and implemented by the Curriculum and General Education Committee of the Academic Senate. Faculty within the disciplines help to determine the current content and methodology of the general education areas. All general education courses are reviewed regularly by the Curriculum and General Education Committee to ensure that students are introduced to the content and theoretical base of the discipline and to methods of inquiry in those fields. The Curriculum and General Education Committee ensures that current and relevant content and methodology are maintained in all general education courses by notifying departments through the Office of Instruction when their course outlines have not been reviewed in the most recent five years. Division chairs from across the curriculum are members of the Curriculum and General Education Committee, which meets on a monthly basis. A thorough review of all distance learning courses takes place during Curriculum and General Education Committee meetings to ensure course content and methodology matches with onsite course content and methodology.

*b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

Taft College developed general education courses to meet compliance with Title 5 regulations. Through the general education program, Taft College students are exposed to learning experiences that promotes the concept of lifelong learner. Among the skills they

are expected to achieve are those in oral and written communication, information competency, computer literacy, scientific reasoning and quantitative analysis, critical inquiry, logical thinking, knowledge acquisition, and information synthesis. These skills are identified as institutional student learning outcomes <http://dl-test.taftcollege.edu/tcwp/instruction/wp-content/uploads/Direct-Support-Education-AS-Degree-Program-SLOs.pdf>

Associate degree students at Taft College must complete a minimum of 18 units of general education courses, plus several local requirements of information competency, American institution and health education. Through consistent assessment, updating course outlines every five years, and program reviews every six years, the college ensures that students obtain the expected skill levels that are clearly delineated in the course outline of record.

*c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Through its general education program, Taft College endeavors to educate its students about ethics, citizenship, interpersonal relations, cultural diversity, historical and aesthetic values, and assumption of responsibilities in a global society. Courses in the general education requirements are specifically designed to instill knowledge and critical understanding of ethics and effective citizenship. In humanities and social sciences, students may choose from a variety of courses in philosophy, humanities, cross-cultural studies, political science, history, sociology, and psychology, among others that emphasize cultural competence, democratic values, ethical choices, and personal responsibility. Global responsibility is an institutional student learning outcome.

*3. All degree programs include focused study in a least one area of inquiry or in an established interdisciplinary core.*

Title 5 of the California Education Code requires the completion of a minimum of 18 units in a major area of focused study, and the completion of a minimum of 18 units of general education courses in specific areas, and a total of 60 units of study before an associate degree may be conferred. Major area of focus for the Direct Support Education degree and certificate match Title 5 requirements.

*4. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Taft College's career and technical education certificate and degree programs prepare students for employment and preparation to meet certain certification or licensure requirements in their chosen field of study. The Director of Career and Technical Education sits on the Curriculum and General Education Committee and works directly with discipline specific faculty in helping them make the decision whether or not distance learning is

appropriate for courses within vocational education programs. Many vocational programs, such as Dental Hygiene, Automotive, and Welding are programs where the modality of distance learning does not work. Vocational programs such as Business, Criminal Justice Administration, Direct Support Education and Management work well with distance learning. Having options for students is the goal of our college.

Aside from the external certification and licensures, career and technical education programs at the college also receive good counsel and advice from experts in their fields by way of advisory board. The Advisory Board for Direct Support Education is TAPT and is composed of business and industry representatives, community partners, college administration, faculty, and students.

*5. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Information about educational programs and transfer policies is contained in the *Taft College Catalog and Student Handbook*, which is available to our online students through the college website, [http://www.taftcollege.edu/student\\_services/catalogs.php](http://www.taftcollege.edu/student_services/catalogs.php). As changes occur, addendums to the catalog are prepared and posted on the college website. The purpose, content, and course requirements for degree and certificate programs are listed in the catalog available on the college website. The student learning outcomes along with the officially approved college outline of record are housed in the Office of Instruction and on the college website, [http://www.taftcollege.edu/tcwp/instruction/?page\\_id=1117](http://www.taftcollege.edu/tcwp/instruction/?page_id=1117).

Instructors provide course syllabi to students in their classrooms and through their course sites on the online course management system.

*a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

Transfer policies are listed in the *Taft College Catalog and Student Handbook*, available online for students. Degree and certificate educational plans, general education, and Intersegmental General Education Transfer Curriculum (IGETC) are posted on the Taft College website and are updated as changes occur.

Expected course objectives for degree and certificate programs are stated in course outlines, which are currently on file in the Office of Instruction and online at

[http://www.taftcollege.edu/tcwp/instruction/?page\\_id=1117](http://www.taftcollege.edu/tcwp/instruction/?page_id=1117). Instructors are to include this information on course syllabi provided to their students in their courses.

*b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Taft College ensures that courses required for majors or certificates are offered to facilitate the achievement of student goals in a timely manner. Courses that often have low enrollments are cycled into the schedule every other semester or at least every other year to ensure that goals are met. This scheduling process is a combined effort of departmental faculty, counseling and advising staff, book store personnel, the distance learning coordinator, division chairs, and the vice president of instruction.

*A. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Taft College strives for clarity, accuracy, and consistency in all representations made to its constituencies, the public, and prospective students. The college website is reviewed on an ongoing basis by department heads, faculty, staff, administrators, and the Public Information Committee.

*6. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

The college's policy on Academic Freedom is published on the college website and in the faculty handbook, which is distributed to all full-time and adjunct faculty members. Standards of Conduct are available in the *College Catalog and Student Handbook*, which is available online for students ([http://www.taftcollege.edu/student\\_services/catalogs.php](http://www.taftcollege.edu/student_services/catalogs.php)). Students are made aware of these resources during orientation and counseling appointments.

*a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Board Policy 4030 addresses this standard. The policy states, —The instructor is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject. The policy allows instructional member to present professional views contained within their

discipline. It is expected that faculty members, even those teaching distance learning classes, will follow all board policies.

*b. The institution establishes and publishes expectations concerning student academic honesty and the consequences for dishonesty.*

Board Policy 5500 addresses the issue of academic honesty of standards of conduct [http://www.taftcollege.edu/tcwp/oldagenda/wp-content/uploads/2011/02/bp\\_5500.pdf](http://www.taftcollege.edu/tcwp/oldagenda/wp-content/uploads/2011/02/bp_5500.pdf) . Policies regarding academic honesty and the sanctions for violating that policy are clearly communicated to students. These policies and procedures are located in the student handbook section of the college catalog under the following headings: Academic Honesty, Standards of Student Conduct, and Student Grievance Policy. These policies are also available to our distance learning students on the Internet via the Taft College website ([http://www.taftcollege.edu/administration/administration\\_and\\_campus\\_policies.shtml](http://www.taftcollege.edu/administration/administration_and_campus_policies.shtml)).

*c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Taft College is a public, nonsectarian institution and makes no attempt to instill specific beliefs or worldviews.

*7. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Taft College does not operate any overseas programs.

## **B. Student Support Services:**

*According to Accreditation Standard, IIB, Taft College recruits and admits diverse students who are able to benefit from its programs, consistent with the mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

*1. The institution assures the quality of student support services and demonstrates that these services, regardless of their location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

The mission of Taft College is a commitment —to student learning in transfer and vocational programs supported by pre-collegiate basic skills along with a wide range of student services. Based on the educational needs of students, each area within student services

provides a wide range of services to distance learning students. The college believes student services are vital to a quality education program. Supporting our students in distance learning was evident in the establishment of this program. Having a distance learning student services coordinator from the beginning helped this college ensure and establish adequate and accessible student support services.

*The institution provides a yearly online catalog for its constituencies with precise, accurate, and current information.*

- a. General Information*
- b. Requirements*
- c. Major Policies Affecting Students*
- d. Locations or publications where other policies may be found*

Taft College uses various methods to ensure accurate and current information is available for potential and current distance learning students. The college catalog, schedule of classes, Taft College website, program flyers, and brochures are the main resources used to document programs offered, admissions policies, student conduct standards, and complaint and grievance procedures. *Taft College's Catalog and Student Handbook* is reviewed and updated every year to include a calendar of the academic year. It is also updated with addendums as needed. Taft College makes every reasonable effort to ensure that the information is accurate and is available in alternate formats to address student needs and locations. The class schedule is made available in the counseling office and online prior to the start of registration ([http://www.taftcollege.edu/student\\_services/schedule.php](http://www.taftcollege.edu/student_services/schedule.php)).

*2. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

*a. The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.*

The college assures equitable access to all of its students regardless of their native language, evening/weekend students, students attending summer or intersessions, distance learning students, students who seek online counseling supports, students with disabilities requiring accommodations, at risk students, special admit students, students with financial needs, and students needing childcare.

The college provides equitable and quality support services to advance the educational opportunities of all students regardless of services location or delivery method and meets the requirements of this section of the standard. The college developed an ADA web accessibility group to specifically look at accessibility concerns that may arise for students with disabilities. Taft College's online course management system, Etudes complies with Section 508 of the US Rehabilitation Act and with the WAI WCAG 1.0 Level A guidelines. In addition, this group helps faculty develop web pages and find compliant materials to use in their online classes. New textbook ordering procedures include ADA compliance

requirements regarding alternative text and offer assistance for instructors when needed. Lastly, a multi-media staff member is available to assist faculty in purchasing or producing compliant videos or multi-media to use in classes. Closed captioning grants have been sought to help bring the campus into compliance, and no new media is uploaded to the campus website that is not compliant.

*b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

Taft College provides a variety of student governance and club activities to encourage personal and civic responsibilities. Although club participation is difficult for distance learning students, they are not excluded from any activity. Information on such clubs are promoted on the college website through announcements, emails, activities calendar on the website and posted information.

*c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for advising functions.*

Taft College hires qualified and competent leaders, faculty, and staff to develop, administer, and oversee its student service programs. The college offers EOPS/ CARE, TRIO, Veterans programs, Project College, a probationary program (MAPP), and DSPS programs. Distance learning students receive the same counseling resources available to on-campus students through collaborative efforts. Several student success classes are taught by the counseling staff to assist students in their educational development. Programs are evaluated annually and a report is compiled as well as the interdisciplinary report for matriculation purposes.

Counseling services available in a distance learning format serve probationary students who can complete an online student services counseling class. Although students can contact and work with counselors and advisors through email or by telephone, a newly designed counselors and advisors web page allows for better service (<http://www.taftcollege.edu/dl/advising.htm>).

The Student Support Services (SSS/DSPS) program at Taft College is dedicated to finding and providing efficient, effective, and accessible information and reasonable accommodations to students with disabilities. A full-time learning disability specialist works with faculty to ensure services are being provided for students. A statement describing who students need to contact is added to all course syllabi. That statement is as follows: Students with disabilities or students who think they may have a learning disability and who may need accommodations in this class are encouraged to contact Student Support Services (661.763.7799) as soon as possible to better insure accommodations are emplaced in a timely manner.

*d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

A variety of active groups on campus promote student understanding and appreciation of diversity. Such groups include ASB, Best Buddies, Student Equity Advisory Committee, Student Support Services, Title V, and Transition to Independent Living Program. Courses specifically in the social and behavioral sciences explore diversity to enhance students understanding of the diverse cultural aspects of our world.

*e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

The last comprehensive validation study for the college's assessment instrument was completed in 2009-2010. Taft College changed assessment instruments on July 1, 2006, from Asset to Accuplacer, a commercially available, second party test. Taft College continues to use the Combined English Language Skills Assessment (CELSA) test to assess learning needs of students wanting to enroll in noncredit ESL courses. Both Accuplacer and CELSA are approved assessment instruments on the approved assessment instruments lists provided by the Chancellor's Office.

*f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files in which those files are maintained. The institution publishes and follows established policies for release of student records.*

All student records of Taft College are kept in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. These policies can be found on the Taft College website under Student Services. Official policies can also be obtained through the Office of Admissions. All records are scanned and put on microfiche that is backed up by the ITS department on a regular basis.

*4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.*

The college's Office of Institutional Assessment, Research, and Planning collects data on demographics, enrollment, graduation, retention, and success rates. This information is used in program review and evaluates the services provided to student regardless of the mode of education selected. Student satisfaction surveys are disseminated to all students either in class, by mail, or online. Each department of the college, including the Learning Support Division, is participating in planning days, which take place during the in-service schedule. Activities, assessments, tools, and processes for each program are outlined in program review documents that are available on the college website, <http://planning.taftcollege.edu/content/content.php>. The college has a Student Learning Outcome Coordinator. All student learning outcomes are evaluated and data is stored in an electronic repository (eLumen) and reports are available for faculty to use when evaluating their programs. A section of the Annual Program Review Report is devoted to the

assessment of student learning outcomes. The college has developed SLOs at the program and course level as well as five institutional outcomes.

### C. Library and Learning Support Services

*Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

*1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quality, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

**Library Services:** Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutorial, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, student satisfaction surveys, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

On August 1, 2011, the library unveiled a new website (<http://www.taftcollege.edu/library/library.php>) designed to make resources more accessible and user-friendly. All of the library's electronic resources are linked to this website. The library's total collection amounts to about 30,000 items, of which roughly 10,000 are ebooks accessible through any computer with an internet connection. The ebooks can be reached through the online catalog or through the Netlibrary link in the databases page. The library currently offers round-the-clock access to 26 electronic databases, all of them available both on and off campus. There is also a webpage which provides links to a wide variety of internet resources, organized by subject matter. The library homepage includes a series of tutorials on using library services and resources, such as step-by-step instructions for entering and searching the databases. To address the distance learning students' needs, the staff provides reference assistance via email, telephone and postal mail as well as in-person.

**Tutoring:** Tutoring is available at Taft College to any student enrolled in at least one course at no cost to the student. Services are offered in one to one 50 minute long sessions. Tutoring is available Monday through Friday with hours ranging from 8am to 6pm Monday through Thursday and 8am to 4pm on Fridays. In addition, tutoring is available for distance education classes through a variety of methods during regular operating hours.

Taft College provides tutoring to students enrolled in distant education courses. The process for student scheduling of appointments is located on the tutoring webpage. Appointments are scheduled through face-to-face contact, phone requests, or email requests (<https://sites.google.com/site/taftcollegetutoring/home>). Staff members check the email account daily to ensure timely response to emailed requests for tutoring services. Skype with a webcam is the preferred mode of delivery for DE tutoring services; however, telephone appointments are also used if the student requests that modality. Specifics for technology requirements are posted on the website along with instructions for scheduling appointments.

*a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

Development of library print, electronic, and audiovisual collections is the responsibility of the librarian who does so by building upon faculty and student recommendations. The director authorizes purchases of educational equipment for the library, including computers and audiovisual equipment, as suggested by staff. This equipment is available for both distance learning students as well as distance learning faculty.

*b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Librarians and adjunct instructors teach a one unit course, Information Competency and Bibliography, which is required for graduation from Taft College. This course is available onsite, online, and offline meeting all student needs. Librarians offer a workshop on database searching during the faculty in-service days at the beginning of the spring semester, encouraging all faculty to make use of the databases and to refer their students to the library for research. Information on these databases is routinely sent out to all instructors including distance learning faculty.

*c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

The library's website offers 24-hour access to electronic books, subscriptions databases, and a list of useful web resources. All electronic resources may be accessed on-campus or from remote locations. Students and faculty may also communicate with the library by phone, email and fax.

*d. The institution provides effective maintenance and security for its library and other learning support services.*

Maintenance and security of the library does not affect the Taft College programs.

*e. When the institution relies on or collaborates with other institutions or sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.*

Taft College Library has formal agreements with the Community College Library Consortium for database subscriptions and with the Kern County Law Library and Municipal Courts Self-Help Center for legal resources. The library participates in no cost interlibrary loans with academic, public, school, and special libraries in the region. All services are available to students regardless of the mode of delivery of classes.

*2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

The library collects statistics on the usage of library resources. The library accepts purchase suggestions from faculty, staff, and students, and continuously evaluates and improves the Information Competency and Bibliography course. Additionally, the library participates in the planning days and is working on unit plans and incorporating student learning outcomes into those plans.

### **Standard III: Resources**

Taft College is dedicated to effectively using its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

#### **Human Resources**

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

*A. The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.*

*1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs.*

Taft College is committed to ensuring the integrity and quality of its programs by employing the highest qualified personnel, individuals committed to student learning and maintaining institutional integrity. The college is fortunate to have the Transition to Independent program on campus where students interested in the field of disability studies can see what they learn in action and have on-the-job training opportunities and potential employment as well.

*a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to the institutional mission and goal. They accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Board Policy 7120 outlines the criteria for the recruitment and selection of Taft College employees (<http://www.taftcollege.edu/tcwp/oldagenda/wp-content/uploads/2011/02/BP7120.pdf>).

*b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Systematic evaluation of personnel is conducted at stated intervals. Written criteria are used that reflect assigned duties, assess performance, and encourage improvement. The evaluation process is formal and documented.

*c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Student learning outcomes have become a major project for all divisions, departments, and the institution on a whole. This includes anyone associated with Direct Support Education. There is a commitment to understanding the nature and purpose of student learning outcomes and to establishing expertise in their implementation (<http://planning.taftcollege.edu/content/content.php?s=3864159302935890d16b2000d1cc8fdf>).

*d. The institution upholds a written code of ethics for all of its personnel.*

Taft College upholds a written code of professional ethics as a part of the board policies and procedures, Board Policy 3450 Institutional Code of Ethics ([http://www.taftcollege.edu/tcwp/oldagenda/wp-content/uploads/2011/02/bp\\_3450.pdf](http://www.taftcollege.edu/tcwp/oldagenda/wp-content/uploads/2011/02/bp_3450.pdf)).

*2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

Taft College is committed to the 75-25 rule for full-time to part-time faculty and will continue to monitor staff needs as strategic planning indicates. The educational programs are adequately staffed to support the number of faculty and students notwithstanding the choice of teaching mode of delivery.

*3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

There is an ongoing project to revise the board policies and procedures. The policies are now complete, but the procedures are still undergoing changes ([http://www.taftcollege.edu/tcwp/oldagenda/?page\\_id=542](http://www.taftcollege.edu/tcwp/oldagenda/?page_id=542)).

*a. The institution established and adheres to written policies ensuring fairness in all employment procedures.*

Board Policies and Procedures is the charter of Taft College ([http://www.taftcollege.edu/tcwp/oldagenda/?page\\_id=542](http://www.taftcollege.edu/tcwp/oldagenda/?page_id=542)). These policies ensure that Taft College provides equal opportunities for employment, regardless of race, sex, national origin, or religious affiliation.

*b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Taft College keeps personnel records secure and confidential. The records are kept in the Human Resources Department under lock and key. The employee may request to access and review his/her personnel file in the presence of a human resources representative.

*4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

*a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Taft College values and promotes equity and diversity as shown in the mission and vision statement: We value innovation, diversity, creativity, and critical thinking. Minimum qualifications included in employee job descriptions state the incumbent shall have —a

sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and of staff and students with physical and learning disabilities.

*b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Taft College recognizes its responsibility in employment equity and diversity and strives to meet the highest standard in this area. The Equal Employee Opportunity Advisory Committee is tasked with reviewing and revising current policies and procedures, job descriptions, etc. that point to equity and diversity. Throughout recruitment, the Human Resources Department monitors the demographics of Taft College personnel and works to mirror the demographics of the Taft area.

*c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Taft College has clear procedures to maintain the integrity of the fair and equitable treatment of its faculty, staff, and students and has established representative bodies to provide the advocacy and fair and equitable treatment of all faculty, staff, and students. The college abides by the language in the mission statement by ensuring fair treatment for all.

*5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

*a. The institution plans professional development activities to meet the needs of its personnel.*

Taft College provides opportunities for professional growth and development to all personnel, including adjunct instructors teaching in the Direct Support Education Program. The Staff Development Committee provides various opportunities through 15 flex days and various seminars. These efforts include distance learning and technology training for faculty and staff. Etudes training, the college's main online course management system, is offered on a regular basis and counts toward professional growth.

*b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

The Staff Development Committee training opportunities are evaluated by the attendees of each session and then reviewed for effectiveness by the committee. On a periodic basis, the committee sends out a survey to the general campus community to gather feedback on past training opportunities and to collect suggestions for future offerings. The Human Resources Department meets regularly with supervisory staff, administrators, faculty, and staff leaders

to evaluate if training needs are being met and to develop ideas for areas that are not being met. The distance learning coordinator is part of that process.

*6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis of improvement.*

Taft College has a shared governance process that provides ongoing feedback to the Human Resources Department. Information regarding staffing needs is generated in discussion in various campus arenas. The Human Resources Department is participating in planning processes and development of unit plans, which include improvements if needed.

#### *B. Physical Resources*

*Physical Resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

*1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

*a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

Taft College has an active and on-going facilities master plan, <http://www.taftcollege.edu/intranet/i/College%20Committees/Facilities%20Committee/Documents%20and%20Reports/TC-Facilities-Master-Plan-2012.pdf> to ensure effective utilization of its resources. The Facilities Committee reviews needs through program review reports.

*b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

All the physical facilities at all sites are regularly reviewed for accessibility needs and barrier removal, safety, and to ensure a healthful environment.

*2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

*a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Over the past five years, Taft College has considerably modernized or replaced many of its facilities. The district has a five-year Facilities Plan. Program unit plans are created and updated each year by departments to indicate equipment needs. These plans are a part of the overall planning processes.

*b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

The Taft College Facilities Committee is a subcommittee of the Governance Council and includes broad representation of the campus community. A copy of the College's Facilities plan is available online at <http://www.taftcollege.edu/intranet/i/College%20Committees/Facilities%20Committee/Documents%20and%20Reports/TC-Facilities-Master-Plan-2012.pdf>

### *C. Technology Resources*

*Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

*1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

*a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Taft College provides Information Technology staff to support and maintain all institutional technology needs. Additionally, an Information Technology Committee overviews and monitors all needs of the campus programs and services. The college recently hired a full time instructional technologist to assist in bringing the latest technology to the classroom and distant education. Division chairs are members of the Information Technology Committee to ensure educational program needs are addressed. A comprehensive plan is available online at <http://www.taftcollege.edu/tcwp/its/wp-content/uploads/2012/10/Taft-College-Technology-Master-Plan-2012-Report-Final-v.2.2.pdf>

*b. The institution provides quality training in the effective application of its information technology to students and personnel.*

Staff and faculty are provided training via several methods. Experts are brought to campus to conduct training on the use of administrative and educational software. Off-site and online training are available to individuals who need or prefer those avenues of learning. Distance learning staff provide training and support to faculty and staff on the use of the online course management system Etudes. Information Services department provide

assistance on an as needed basis for technology issues. In addition, the student services component provides a student help desk, [http://www.taftcollege.edu/dl/help\\_desk.htm](http://www.taftcollege.edu/dl/help_desk.htm), for students who need help with distance learning processes and procedures including technology assistance. Lastly, a multi-media technician is available to assist faculty and staff with multi-media needs.

*c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

Taft College continuously replaces and upgrades its computing network, hardware, software, and intra-building wiring as resources permit. Additionally, the school has installed wireless internet and network access available to all employees and students throughout the campus. The Information Technology Committee meets regularly to plan and create specifications for computer and peripheral equipment to be used by Taft College. The group discusses computer lab needs, including the distance learning computer lab at the local federal prison, and recommends standards for desktops, printers, scanners, and laptops.

*d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Taft College has been proactive in meeting the technological needs of the campus community. Employees are equipped with desktop computers, laptop computers, and other technological devices as appropriate. Needs of the distance learning computer lab at the local federal prison are included in these services.

*2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis of improvement.*

Technology planning takes place with the Information Technology Committee, of which the distance learning coordinator is a member. The committee reviews current and future needs of the college, responds to accreditation team site visits, and gives recommendations to the superintendent/president for funding projects. Although there is no formal system in place for the Information Technology Committee to report to the Planning Council, several members serve on both committees forming an informal communication link between the two bodies.

#### *D. Financial Resources*

*Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.*

*1. The institution relies upon its mission and goals as the foundation for financial planning.*

*a. Financial planning is integrated with and supports all institutional planning.*

Taft College is committed to offering students a quality education and higher learning experience which is only made possible by sound financial decisions based upon planning, evaluation, and continuous improvement cycles. All departments participate in the steps to better plan and implement sound financial planning based on student learning outcomes.

*b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Institutional planning takes into account fiscal projections from the state based upon current projected enrollment levels. Expenditures over time, other local revenues, grants, and their long-term availability, partnerships with industry and the Taft College Foundation, and economic environmental changes are all reviewed for current amounts and changes over time to assess their potential impact on institutional planning.

*c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

When Taft College makes fiscal plans, it weighs both short-term needs and long-term fiscal obligations in making decisions. All plans must align with the Taft College Mission and Vision Statement and align with the Strategic Plan found on the Institutional Assessment Research and Planning website, <http://planning.taftcollege.edu/content/content.php?67-Taft-College-Strategic-Plan-2011-2016> . Taft College will continuously improve student learning outcomes, success, and achievement through a variety of programs and services and effective learning support processes.

*d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Financial planning and budget development processes have been developed at college-wide committees with representation from all groups. Campus program needs are outlined in action plans that are reviewed by the budget committee and integrated into the overall Taft College budget.

*2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

Several tools have been developed to not only control and support the separation of duties and responsibilities throughout the system, but also to ensure and safeguard the fiscal assets of this establishment. The Banner system allows for program management to monitor and assess expenditures. Reports can be generated monthly to assist in planning processes. Financial documents including budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. Taft College is in compliance with Education Code 84040, which requires appropriate audits take place by an outside agency.

*a. Appropriate financial information is provided throughout the institution.*

The Banner system is a central repository of financial information from classroom needs to approved budgets and variance analysis reports on each program's expenditures. Additionally, the Board approved annual budget projection is widely disseminated.

*c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

The West Kern Community College District continues to maintain its historically conservative fiscal policy and ensures that expenditures and expenses are funded timely to create a positive view with campus vendors and the community regarding campus's fiscal stability.

*d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

At Taft College, each department is given administrative oversight. Upper level administrative teams provide accountability for each program, lender, financial agency, and stakeholder group as attested by the college's annual audited Statement of Financial Condition.

*e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

Financial resources of the college are identified and accounted for, and nearly all funds are budget-driven. The Governance Council reviews every initial program action plan through the Strategic Planning Committee charged with seeking compatibility with the college's mission and vision statement. The West Kern Community College District board gives final approval for additional programs and use of financial resources. Employment positions are vetted through either the Academic Senate or Classified Hiring Committee.

*f. Contractual agreements with external entities are consistent with the mission and goals of the institutional policies, and contain appropriate provisions to maintain the integrity of the*

*institution.*

The power to contractually bind the college is concentrated in the hands of the college president who is afforded oversight by the Board of Trustees.

*g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

The entire financial management process is formally evaluated on an annual basis.

*3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

The West Kern Community College District board reviews monthly the financial reports provided to it and reviews the fund balances. Monthly performance reports and ongoing fiscal reviews are routinely carried out by college staff, which includes the distance learning coordinator.

#### **Standard IV: Leadership and Governance**

Taft College utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance and leadership roles are designed to facilitate decisions that support student learning programs and services, and improve institutional effectiveness. All courses and programs, regardless of delivery method, are approved by the Taft College Curriculum and General Education Committee and the West Kern Community College District Board of Trustees and the California Community Colleges Chancellor's Office. These bodies ensure that all Taft College courses and programs are appropriate to the mission of the college, address a need, meet quality standards, are feasible to offer with the college's resources, and adhere to all applicable laws and regulations. The Taft College Curriculum and General Education Committee include designated representatives from all Taft College stakeholder groups: faculty, classified staff, and administration. Members of the community are also welcome to attend and comment on pending curriculum decisions at all meetings. These governing bodies are also responsible for separately approving each course proposed for distance learning delivery.

Attachment A: Course Outlines of Record

Revised by: S. Vaughan  
Reviewed by: J. Gallon  
Reviewed by: J. Ross  
Text Update: March 22, 2011  
C & G Ed approval: November 8, 2010  
Board approval: December 9, 2010

Direct Support Education (DSE) 1501 Introduction to Developmental Disabilities (3) CSU  
[formerly Direct Support Education 1; Social Science 1]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course will provide a background in the history, language, the basic concepts of services for persons with developmental disabilities, effective communication, and terms and vocabulary that are important to the field of developmental disabilities. The course will also detail ethics, confidentiality, and mandated privacy.

Type of Class/Course: Degree Credit

Text: Brown, Ivan and Maire Percy. *Intellectual & Developmental Disabilities*. 2<sup>nd</sup> Ed. Baltimore, Maryland: Paul H Brooks Publishing Co. 2007. Print.

Additional Required Materials: Handouts from the instructor

Course Objectives:

By the end of the course, a successful student will be able to:

1. examine the history and causes of developmental disabilities,
2. examine and synthesize contemporary best practices,
3. synthesize components of best practices,
4. classify various levels of developmental disabilities and professional terminology,
5. compare services for people with developmental disabilities,
6. analyze the role of the direct support professional,
7. examine the legal aspects of confidentiality and ethical issues, and
8. examine professional strengths and interests.

Course Scope and Content:

- Unit I History and Causes of Developmental Disabilities
- A. Different models, regulations, and laws
  - B. The affect of historical events on the development of these models, regulations and laws
  - C. Historical use and origins of the disability labels
- Unit II Language and Ideas of Best Practices
- A. The importance of "people-first" language

## Attachment A: Course Outlines of Record

- B. Differences and similarities between best practices

### Unit III Available Services

- A. The role of the direct support professional (DSP)
- B. Advocacy organizations and their functions

### Unit IV Legal Aspects of Confidentiality and Ethical Issues

- A. Difference between confidentiality and privacy
- B. Written and verbal consents
- C. Guidelines regarding disclosing of information
- D. The purpose of a code of ethics

### Unit IV Professional Strengths and Interests

- A. Professional strengths and weaknesses
- B. The importance of understanding one's professional weaknesses

### Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Review online tutorials and video clips
2. Complete writing and reading assignments
3. Participate in individual and group assignments

### Methods of Instruction:

1. Lectures
2. Group discussions
3. Classroom exercises
4. Individual and/or group projects

### Methods of Evaluation:

1. Instructor evaluations
2. Lesson tests
3. Research paper

Attachment A: Course Outlines of Record

Revised by:

S. Vaughan  
Reviewed by: J. Ross  
Reviewed by: J. Gallon  
C & G Ed approval: November 8, 2010  
Board approval: December 9, 2010

Direct Support Education (DSE) 1502 Documentation and Individual Rights and Choices (3)  
CSU

[formerly Direct Support Education 2; Social Science 2]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course will provide general guidelines for documentation, recording activities and/or events, different types of documentation, effective documentation methods, and the importance of confidentiality. This course will also provide an overview of rights and issues as they relate to individuals with developmental disabilities and recipients of services.

Type of Class/Course: Degree Credit

Text: Milani, Adam A. and Ruth Colker. Everyday Law for Individuals With Disabilities. Paradigm Publishers, 2006.

Additional Required Materials: Handouts from the instructor

Course Objectives:

By the end of the course, a successful student will be able to

9. examine the purpose of documentation,
10. analyze the types and effectiveness of documentation,
11. examine the legal aspects of confidentiality and documentation,
12. examine individual rights and choices,
13. evaluate the barriers and restrictions for individuals with developmental disabilities, and promote and facilitate client's individual rights.

Course Scope and Content:

- Unit I Purpose of Documentation
- A. Purposes for documentation
  - B. Good and poor examples of documentation
- Unit II Effectiveness of Documentation
- A. Five critical areas of documentation
  - B. Rules of legal documentation
  - C. Objective writing
  - D. How to complete a "late entry"
- Unit III Legal Aspects of Confidentiality and Documentation
- A. Definition of confidentiality
  - B. Confidentiality and compliance with the law

## Attachment A: Course Outlines of Record

- C. Health Insurance Portability and Accountability (HIPAA) regulations
- D. Legal representatives of individuals with developmental disabilities
- E. Emergency release of confidential information

- Unit IV Individual's Legal Rights and Choices
- A. Process of appointing a legal representative
  - B. Bill of Rights of agencies/organizations
  - C. State and federal laws that affect guardianships

- Unit V Barriers and Restrictions
- A. Barriers and restrictions of an individual with developmental disabilities
  - B. The affect of barriers and restrictions

### Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

- 4. Review online tutorials and video clips
- 5. Complete writing and reading assignments
- 6. Participate in individual and group assignments

### Methods of Instruction:

- 1. Lectures
- 2. Group discussions
- 3. Classroom exercises
- 4. Individual and/or group projects

### Methods of Evaluation:

- 4. Instructor evaluations
- 5. Lesson tests
- 6. Research paper

Attachment A: Course Outlines of Record

Revised by: S. Vaughan  
Reviewed by: J. Ross  
Reviewed by: J. Gallon  
C & G Ed approval: November 8, 2010

Direct Support Education (DSE) 1503 Introduction to Medication Support (3 Units) CSU  
[formerly Direct Support Education 3; Social Science 1]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course provides understanding of how to support people in effectively and safely managing their medications. Information on how to work with medical professionals and safely store, administer, and handle medications is included. Since not all Direct Support Providers (DSP'S) have the same responsibilities in medication support due to different regulations and the varied needs of the persons being supported, the course provides concepts and tools that help to understand and address their unique situations.

Type of Class/Course: Degree Credit

Text: Justad, Jean, Dr., *Health and Medication Administration Manual*, 2009

Access to a Physician's Desk Reference Pocket Guide to Prescription Drugs, 8<sup>th</sup> Edition, Pocket

Books, 2007

Additional Required Materials: Handouts from the instructor

Course Objectives:

By the end of the course, a successful student will be able to

1. be familiar with and be able to read labels for over-the-counter medications, prescription medications and herbal treatments,
2. describe specific circumstances that may increase the likelihood of adverse reactions and side effects,
3. list and describe the main points about controlled substances,
4. know the five steps that indicate a medication has been taken,
5. learn proper hand-washing and hygiene techniques before working with medications,
6. learn the proper procedure for storage and destruction of medications,
7. know methods for preventing errors during administration such as the "triple check" of the label,
8. know how to use a Medication Administration Record, and
9. be familiar with different references regarding drugs or medications.

Course Scope and Content:

Unit I Side Effects of Medications

- A. Harmful effects of medication not taken correctly
- B. Strategies that reduce medication errors

## Attachment A: Course Outlines of Record

- C. Medication support needs for consumers
- D. Duties of a DSP in the area of medication support

- Unit II      Legal Aspects of Working with Prescribed Medications
- A. Laws that apply to the DSP in their roles in medication support
  - B. Difference between a prescription and non-prescription medication, herbal and natural remedy, and nutritional supplement
  - C. Medication errors
  - D. Reporting and documenting side effects

- Unit III      Administration and Storage of Medications
- A. Consumer's health and medication history
  - B. Identifying the right person and the right medication
  - C. Storing, labeling, administering, and recording medications
  - D. The "triple check"
  - E. Methods of good hygiene and appropriate use of protective barriers

- Unit IV      Follow-up, Communication, and Documentation of Medications
- A. Effective communication and documentation needs
  - B. Completing and updating a medication administration record
  - C. Reporting abuse, neglect, or exploitation with ethical standards

- Unit V      Using Medication References and Resources
- A. Medication resources
  - B. Benefits and limitations of medication resources

### Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

- 7. Review online tutorials and video clips
- 8. Complete writing and reading assignments
- 9. Participate in individual and group assignments

### Methods of Instruction:

- 1. Online lectures
- 2. Online group discussions
- 3. Online exercises
- 4. Individual and/or group projects

### Methods of Evaluation:

- 7. Instructor evaluations
- 8. Lesson tests
- 9. Research paper

Attachment A: Course Outlines of Record

Revised by: S. Vaughan  
Reviewed by: J. Ross  
Reviewed by: J. Gallon  
C & G Ed approval: November 8, 2010  
Board approval: December 9, 2010

Direct Support Education (DSE)1504 Cultural Competency (3 Units) CSU  
[formerly Direct Support Education 4; Social Science 4]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course helps develop cultural awareness and to understand how to work with people who have a wide variety of personal perspectives, cultures, and life circumstances. It helps develop increased cultural competency by learning about the five elements of cultural competence: 1) valuing diversity; 2) understanding your own culture; 3) understanding when culture may be affecting interactions between persons and among groups; 4) knowing where to find good resources; and 5) knowing how to change your behavior to meet the cultural needs of others.

Type of Class/Course: Degree Credit

Text: Priestley, Mark. *Disability and the Life Course: Global Perspectives*. New York: Cambridge University Press, 2001. Print.

Additional Required Materials: Handouts from the instructor

Course Objectives:

By the end of the course, a successful student will be able to:

1. explain why working towards cultural competence is a critical part of support work and why it is important to understand your own culture,
2. describe the difference between race, ethnicity, and culture,
3. describe five essential elements and the importance of cultural competence,
4. describe the cultural competence continuum,
5. identify key values and views related to the macro culture of the United States,
6. describe differences in definitions and responses to disabilities based on culture,
7. describe the importance of being able to assess levels of cultural competence,
8. identify methods for increasing cultural competence,
9. describe how culture can affect communication, and
10. describe strategies for overcoming and preventing cultural barriers to communication.

## Attachment A: Course Outlines of Record

### Course Scope and Content:

- Unit I            Defining Cultural Competence
- A.     Trends in public policies and support services that have increased the need for cultural competence
  - B.     Hidden aspects and visible displays of culture and how it may affect the services
  - C.     The difference between race and ethnicity
  - D.     The cultural continuum
- Unit II            Effects of One's Culture When Working as a Direct Support Provider (DSP)
- A.     The importance of a DSP to become culturally competent
  - B.     Cultural influences on decision-making
  - C.     Influences of family, traditions, and religion on one's perceptions of social customs, etiquette, status, decision-making, and gender roles
- Unit III           Understanding the Culture of Support Services
- A.     Terms used to describe culture and its affect on institutional bias
  - B.     Cultural capital
  - C.     How to avoid using common jargon or labels
- Unit IV            Importance of the Cultural Competence Continuum
- A.     The elements of cultural competence on cultural destructiveness
  - B.     Hate crimes
  - C.     Self improvement on cultural competence
- Unit V            Culturally Competent Communication
- A.     The purpose of communication
  - B.     Methods of communication other than written or spoken language
  - C.     Culture's affect on body language
  - D.     Cultural barriers to communication
  - E.     Idioms
- Unit VI            Understand the Direct Support Provider's (DSP's) Role in Culturally Competent Organizations
- A.     Adjustments in assessments to meet diverse needs
  - B.     Adjusting the planning and implementation process

### Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

## Attachment A: Course Outlines of Record

10. Review online tutorials and video clips
11. Complete writing and reading assignments
12. Participate in individual and group assignments

### Methods of Instruction:

1. Lectures
2. Group discussions
3. Classroom exercises
4. Individual and/or group projects

### Methods of Evaluation:

10. Instructor evaluations
11. Lesson tests
12. Research paper

Prepared by:

S. Vaughan

Date prepared: November 19, 2007  
Revised by: S. Vaughn  
Reviewed by: J. Gallon  
Reviewed by: J. Ross  
Text update: October 5, 2010  
C & G Ed approval: November 8, 2010  
Board approval: December 9, 2010

Direct Support Education (DSE) 1505 Teaching Individuals with Developmental Disabilities and Dealing with Challenging Behavior (3 Units) CSU  
[formerly Direct Support Education 5]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course will provide learners with an overview of methods for helping people with developmental disabilities effectively learn new tasks and skills. The effects of cognitive disabilities on learning will be examined as well as general learning principles. It will then combine these learning principles in dealing with challenging behaviors that are harmful to self or others, result in property destruction, or consistently interfere with the achievement of personal goals.

Type of Class/Course: Degree Credit

Text: Handbook of Classroom Management: Research, Practice, and Contemporary Issues, Carolyn M. Evertson, Carol Simon Weinstein, Lawrence Erlbaum & Associates, Inc., 2006.  
Ory, Nathan. Working with People with Challenging Behaviors. New Lenox, Illinois: High Tide Press, 2008

Additional Required Materials: Handouts from the instructor

Course Objectives:

By the end of the course, a successful student should be able to

1. learn definitions of challenging behavior, basic behavioral terms and principles,
2. know the functions and causes of behavior,
3. learn skills and techniques to prevent challenging behavior,
4. identify what a behavior support plan is, its purpose, and when to use it,
5. describe the responsibilities in documenting and maintaining records related to behavior,
6. know the rights of individuals with developmental disabilities have in regards to behavioral supports
7. know the responsibilities of a Direct Support Professional (DSP) regarding behavioral interventions and rights,
8. understand the nature of the teaching relationship and its importance,
9. know how to select the best teaching strategy for the consumer,
10. know and describe the methods of preparing to teach individuals with disabilities,
11. know different teaching strategies and how to use reinforcements, and
12. know the difference between goals and objectives.

## Attachment A: Course Outlines of Record

### Course Scope and Content:

- Unit I                    Understanding Behavior
  - A.     Definitions of behavior
  - B.     The importance to define behavior in observable and measurable terms
  - C.     The antecedent, behavior and consequence (ABC's) of behavior
  
- Unit II                  Functions and Causes of Behavior
  - A.     Functions behavior serves
  - B.     Important of identifying behaviors
  - C.     Functional assessments
  
- Unit III                Understanding Positive Approaches
  - A.     Applied behavior analysis and the role it plays in positive behavioral supports
  - B.     Historical use of behavior interventions
  - C.     Positive behavior supports
  - D.     Social movements and their influence on behavior supports
  
- Unit IV                Preventing Challenging Behavior
  - A.     Use of prevention strategies in reducing challenging behaviors
  - B.     Selection of appropriate behaviors
  
- Unit V                  Behavior Support Plans
  - A.     Purpose of a behavior support plan
  - B.     Objective and measurable behavior statements
  - C.     Roles and responsibilities in implementing and documenting behavior support plans
  
- Unit VI                Rules, Regulations, Policies, and Rights
  - A.     Individual's rights in regards to behavioral supports
  - B.     Rights restrictions associated with behavioral issues
  - C.     DSP's responsibilities in regards to behavioral interventions
  
- Unit VII                Teaching Individuals with Developmental Disabilities (DDs) and Challenging Behaviors
  - A.     Selecting appropriate teaching strategies
  - B.     Importance of the teaching relationship
  - C.     Methods of preparing to teach individuals with disabilities and challenging behaviors
  - D.     Teaching strategies
  - E.     How to use reinforcements

### Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

## Attachment A: Course Outlines of Record

13. Review online tutorials and video clips
14. Complete writing and reading assignments
15. Participate in individual and group assignments

### Methods of Instruction:

1. Lectures
2. Group discussions
3. Classroom exercises
4. Individual and/or group projects

### Methods of Evaluation:

13. Instructor evaluations
14. Lesson tests
15. Research paper

Attachment A: Course Outlines of Record

Revised by: S. Vaughan  
Reviewed by: J. Gallon  
Reviewed by: J. Ross  
Text update: October 5, 2010  
C & G Ed approval: November 8, 2010  
Board approval: December 9, 2010

Direct Support Education (DSE) 1506 Maltreatment and Safety at Home and in the Community (3 Units) CSU  
[formerly Direct Support Education 6]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course will review what abuse, neglect and exploitation are, how to identify suspected cases, how to protect the person who has been the victim of these situations and how to effectively document these situations. In addition, this course will look at the personal and environmental factors that put people at risk and how to negotiate and support a balance between the risks of freedom, people's right to be safe, and the responsibilities of a Direct Support Provider (DSP).

Type of Class/Course: Degree credit

Text: Brown, Ivan Ph.D. and Percy, Maire, Ph.D. A Comprehensive Guide to Intellectual and Developmental Disabilities 2<sup>nd</sup> Ed. Baltimore, Maryland: Paul H. Brookes Publishing Co. Inc., 2007.

Additional Required Materials: Handouts from the instructor

Course Objectives:

By the end of the course, a successful student will be able to

1. define abuse, neglect and exploitation of individuals with disabilities,
2. describe ways of preventing abuse, neglect and exploitation of individuals with disabilities,
3. know how to report abuse, neglect and exploitation,
4. describe how to document abuse, neglect and exploitation, and
5. identify personal and environmental factors that put people at risk.

Course Scope and Content:

- Unit I Understanding the Definition of Abuse, Neglect, and Exploitation
- A. Definitions of abuse, neglect and exploitation of individuals with disabilities
  - B. Terms that relate to abuse, neglect, and exploitation
  - C. Examples of abuse, neglect and exploitation
- Unit II Preventing Abuse, Neglect, and Exploitation
- A. Aspects of service delivery that might make individuals with disabilities more vulnerable to abuse, neglect and exploitation
  - B. Aspects of disabilities that may make individuals more

## Attachment A: Course Outlines of Record

- C. vulnerable to abuse, neglect and exploitation
- C. Methods that may reduce the risk of abuse, neglect, and exploitation

### Unit III Reporting Abuse, Neglect, and Exploitation

- A. Common signs of abuse
- B. Reporting potential abuse, neglect, and exploitation
- C. Mandated reporters
- D. Obtaining information from individuals in a respectful manner
- E. Ensuring individual's immediate protection

### Unit IV Documenting Abuse, Neglect, and Exploitation

- A. The importance of documenting suspected cases of abuse, neglect, or exploitation
- B. Information that should be included in the documentation
- C. Where and how to document suspected incidents of abuse, neglect, or exploitation
- D. Follow-up on the reporting of incidences

### Unit V: Fire Safety

- A. How to respond to fire risks and how to prevent fires
- B. How to support individuals with disabilities in understanding how to prevent fires
- C. How to safely evacuate a building

### Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

- 16. Review online tutorials and video clips
- 17. Complete writing and reading assignments
- 18. Participate in individual and group assignments

### Methods of Instruction:

- 1. Lectures
- 2. Group discussions
- 3. Classroom exercises
- 4. Individual and/or group projects

### Methods of Evaluation:

- 16. Instructor evaluations
- 17. Lesson tests
- 18. Research paper

**TAPT Minutes**  
**11/08/07**

Members Present: Lindsey Whitaker, Sandy Popejoy, Dennis McCall, Gary Graupman, Paula Criddle-Williams, Amy McNinch, Brock McMurray, Sharyn Eveland, David Cothrun, Kathy Evarts, Vicky Waugh, Jeff Ross.

Fort Society guest: Edith Laurin

Student Reps: Noelle Baldauf & Lonnie Boyett

Welcome: Sandy introduced and welcomed our new student representatives, Noelle Baldauf & Lonnie Boyett. Noelle is a freshman from the Los Angeles area and Lonnie is a sophomore from Lancaster.

**New Business & Updates:**

Jeff gave an updated report on the legislation that is being brought before the senate. He gave hand outs that included "High Education Amendments of 2007" & "The Taft Model for Independent Living". Jeff elaborated on the on slot of students with autism that will be looking for a program and the lobbyists who understand this personally. Because of this personal connection the hope is that the lobbyists' passion will help fuel the fire for getting the proposed bills passed for funding. Jeff also shared that he and Willy Duncan have been invited by Anthony Kennedy-Shriver to join him in Washington for a tribute to his aunt Unice Kennedy.

**Committee Member Update:**

Lindsey brought the need for a Direct Support Education Program Committee to be formed and asked for volunteers. David suggested checking with the Vocational Education committee to see if the Direct Support Ed. would qualify for this department and be served by the existing committee.

**Old Business:**

Edith Laurin came as an invited guest so that discussion could continue to make plans for next years' Wine Tasting fundraiser. It was agreed by all members present to join efforts with the Fort Preservation Society and have a combined Wine Tasting/Jazz Festival. Edith moved to have the event on Thurs. May 1<sup>st</sup>, 2008. Everyone agreed and committees were formed.

Food & Wine Committee-Edith, Amy, Charmaine, Paula

Silent Auction-Vicky, Kathy, Sandy, Edith

Raffle-Paula, Charmaine, Sandy

Decorations-LaNell, Lindsey, Vicky

Entertainment-Edith, Gary

Special Speaker-Vicky (Cal Campbell)

It was also agreed on \$20.00 for admission

**Minutes of the Curriculum and General Education Committee Meeting  
12:10 p.m., November 19, 2007, Old Board Room**

*Members Present:* S. Aunai, K. Bandy, P. Bench, M. Collins, D. Brown, J. Eigenauer, S. Eveland, V. Herder, R. Hill, B. McMurray, J. Ross, S. Swenson, H. Yong

*Members Absent:* S. Eastman, M. Highers, J. Ross, ASB & PTK Student Reps.

*Guests Present:* A. Anderson, V. Garcia

*Agenda:*

1. Approval of the Minutes from the August 22, and Oct 15, 2007 meetings.

The minutes of both meetings were approved on a motion by R. Hill, seconded by S. Aunai.

2. Informational Item

- A. Advance Placement – Political Science is being sent to Academic Policies & Procedures Committee

It was noted by B. McMurray that this item was approved by the AP & P committee.

3. New Non-Credit Course Outline

- A. ESL 80 - English as a Second Language for Early Childhood Education (0)

It was moved by P. Bench and seconded by S. Aunai to approve the course outline (reviewed and approved previously by department faculty). The motion carried.

4. New Degree Applicable Course Outlines

- A. Computer Science 34I – Microsoft Access 2007 (1 ½ )

- B. Computer Science 38G – Microsoft PowerPoint 2007 ( 1 ½ )

- C. Computer Science 39I – Microsoft Excel 2007 (1 ½ )

- D. Computer Science 40J – Microsoft Word 2007 (1 ½ )

It was moved by M. Collins and seconded by R. Hill to approve the course outlines (reviewed and approved previously by department faculty). The motion carried.

- E. Physical Science 1-Introduction to Physical Science (4)

- F. Earth Science 1- Introduction to Earth Science (4)

It was moved by B. McMurray and seconded by P. Bench to approve the course outlines (reviewed and approved previously by department faculty). The motion carried.

- G. ~~Supervision~~ Management 10-Human Resources Management (3)

H. ~~Supervision~~ Management 11-Principles of Supervision (3)  
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Minutes of the Curriculum and General Education Committee  
November 19, 2007

- I. ~~Supervision~~ Management 12-Foundation Essentials -Values and Ethics (.5)
- J. ~~Supervision~~ Management 13-Communication (.5)
- K. ~~Supervision~~ Management 14-Team Building (.5)
- L. ~~Supervision~~ Management 15-Time Management (.5)
- M. ~~Supervision~~ Management 16- Conflict Resolution (.5)
- N. ~~Supervision~~ Management 17-Decision Making & Problem Solving (.5)
- O. ~~Supervision~~ Management 18-Managing Organizational Change (.5)
- P. ~~Supervision~~ Management 19-Customer Service (.5)
- Q. ~~Supervision~~ Management 20-Attitude (.5)
- R. ~~Supervision~~ Management 21 Stress Management (.5)

It was moved by P. Bench and seconded by B. McMurray to approve the course outlines (reviewed and approved previously by department faculty) with the caveat that the titles be changed from "Supervision" to "Management". The motion carried.

5. New ~~Supervisor~~ Management Training Certificate of Achievement

It was moved by P. Bench and seconded by M. Collins to approve the certificate with the caveat that the name be changed from "Supervisor" to "Management." The motion carried.

6. Updates to Names of Certificates—see attached list.

It was moved by B. McMurray and seconded by D. Brown to approve the changes to the names of the certificates. The motion carried.

7. **Course Changes**

- A. Social Science 1 - **Direct Support Education 1** - Individual Rights and Choices (3)
- B. Social Science 2 - **Direct Support Education 2**- Introduction to Developmental Disabilities (3) Prerequisite removed
- C. Social Science 3 - **Direct Support Education 3**- Introduction to Medication Support (3)-Prerequisite removed

D. Social Science 4-**Direct Support Education 4-** Cultural Competency (3)-  
Prerequisite removed

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Minutes of the Curriculum and General Education Committee

November 19, 2007

It was moved by S. Aunai and seconded by K. Bandy to approve the changes to the course outlines (reviewed and approved previously by department faculty). The motion carried.

8. New Degree Applicable Course Outlines

A. Direct Support Education 5 Teaching Individuals with Developmental Disabilities and Dealing with Challenging Behavior (3)

B. Direct Support Education 6 Maltreatment and Safety at Home and in the Community (3)

It was moved by S. Aunai and seconded by K. Bandy to approve the course outlines (reviewed and approved previously by department faculty). The motion carried.

9. New Direct Support Education Major

It was moved by S. Aunai and seconded by K. Bandy to approve the major. The motion carried.

10. New Direct Support Education Certificate of Achievement

It was moved by S. Aunai and seconded by K. Bandy to approve the certificate. The motion carried.

11. Course Changes

A. Art 34-Web Site Production (3)

It was moved by P. Bench and seconded by M. Collins to approve the changes to the course outline (reviewed and approved previously by department faculty). The motion carried.

B. English as a Second Language 72-Reading and Vocabulary I (3)

C. English as a Second Language 73-Listening and Speaking I (3)

It was moved by M. Collins and seconded by S. Eveland to approve the changes to the course outlines (reviewed and approved previously by department faculty). The motion carried.

D. French 1-Elementary French (4)

E. French 2-Elementary French (4)

F. French 3-Intermediate French (4)

G. French 4-Intermediate French (4)

H. German 1-Elementary German (4)

I. German 2-Elementary German (4)

Attachment C: Evidence of Planning, Curriculum & General Education Minutes

- J. German 3-Intermediate German (4)
- K. German 4-Intermediate German (4)

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Minutes of the Curriculum and General Education Committee  
November 19, 2007

It was moved by B. McMurray and seconded by P. Bench to approve the changes to the course outlines (reviewed and approved previously by department faculty). The motion carried.

- L. Speech 7-Group Discussion (3) Student Learning Outcomes added
- M. Speech 11-Fundamentals of Speech (3) Student Learning Outcomes added

It was moved by R. Hill and seconded by M. Collins to approve the changes to the course outlines (reviewed and approved previously by department faculty). The motion carried.

12. Remove Courses from the Catalog

- A. Communications 29A-Television Production (2)
- B. Communications 29B-Advanced Television Production (2)
- C. Communications 29C-Advanced Television Production (2)
- D. Communications 29D-Multimedia Production (2)
- E. Culinary Arts 52 – Foodservice Sanitation and Safety (2)
- F. Culinary Arts 55AB – Foodservice Production (4)
- G. Culinary Arts 59 – Introduction to Foodservice Management (2)
  
- H. Home Economics 12ABCD – Clothing (2-2-2-2)
- I. Home Economics 14ABCD – Clothing Construction (2-2-2-2)
- J. Home Economics 19ABCD – Pattern Drafting (1-1-1-1)
- K. Home Economics 21ABCD – Tailoring (1-1-1-1)
- L. Home Economics 51ABCD – Stretch and Sew (1-1-1-1)
- M. Home Economics 52ABCD – Wardrobe Development (1-1-1-1)
- N. Home Economics 60 – Introduction to Antiques (0)
  
- O. Humanities 35-Special Projects in Film Studies (1,2, or 3) Independent Study
  
- P. Social Science 36A-Z-Honors Study Seminar (2)

It was moved by P. Bench and seconded by M. Collins to remove the courses from the catalog (reviewed and approved previously by department faculty). The motion carried.

13. Distance Learning Approval

- A. Criminal Justice Administration 11 - Juvenile Procedures (3)

It was moved by D. Brown and seconded by R. Hill to approve the course for distance learning (reviewed and approved previously by department faculty). The motion carried.

Attachment C: Evidence of Planning, Curriculum & General Education Minutes

14. Adjournment

The meeting adjourned at 1:09 p.m.

15. Next Meeting

The next meeting will be held at 12:10 p.m., on Monday, December 17, 2007.

Debra Wooley  
Secretary

**WEST KERN COMMUNITY COLLEGE DISTRICT  
REGULAR MEETING**

**April 12,  
2007**

The regular meeting of the Board of Trustees of the West Kern Community College District was called to order at 6:00 p.m. by President Carolyn Hosking. Other Trustees present were Larry Buttke, John Kinney, John Miller, Billy White and Student Trustee David Perram. Superintendent Dr. Roe Darnell and Executive Secretary Shelley Klein were also in attendance.

**PLEDGE OF ALLEGIANCE**

President Hosking led the pledge of allegiance.

**APPROVAL OF MINUTES**

It was moved by Trustee Buttke, seconded by Trustee Miller and unanimously carried, to approve the minutes of the regular meeting March 8, 2007.

**REQUESTS TO BE HEARD**

There were no written requests to be heard.

**GENERAL COMMUNICATIONS**

**CCLC Annual Trustees Conference, San Francisco, California**

Dr. Darnell reported that the annual conference for California Community College Trustees will be held May 4 – 6, 2007, in San Francisco. On a motion by Trustee Buttke, seconded by Trustee Kinney and unanimously carried, travel expenses associated with the meeting for interested Trustees and appropriate staff were approved.

**OLD  
BUSINESS**

**Audit Report for 2005/06 (Including Measure A Funds)**

Director of Business Services, Jim Nicholas, distributed and reviewed the Measure A and WKCCD audits performed by the CPA firm of Daniells, Phillips, Vaughan & Bock for 2005/06. He reported that the Measure A audit received an unqualified opinion (without exceptions) on both the financial statements and performance area. The District audit received an unqualified opinion regarding the financial statements

and a qualified opinion in the compliance area with five findings sited. Identification of compliance issues, which have not been sited in the past, result from the engagement of a new firm with a different approach and greater level of information. -- --- - - - - -

**West Kern Community College  
District  
Page  
2  
Board Minutes  
4/12/07**

OLD BUSINESS  
(continued):

construction in progress relative to the District Facilities Improvement Plan. On a motion by Trustee Miller, seconded by Trustee White and unanimously carried, the audit was approved.

**Review of Corrected Appendix A – Designated Positions of  
Administrative  
Procedure #2712 – Conflict of Interest  
Code**

Dr. Darnell reported that the corrected Appendix A of the Conflict of Interest Code Procedure #2712 identifies positions and their respective disclosure categories as mandated by the Board Conflict of Interest Policy. The corrected Appendix includes one position that was inadvertently omitted – Director of Information Services (copy attached to official minutes). (No action required)

**Adoption of the District's Initial Collective Bargaining Proposal to the TC  
Faculty  
Association**

Dr. Darnell reported that the District's initial collective bargaining proposal to the TC Faculty Association had been presented at the meeting held March 8, 2007. With no comments being received from the public, a motion was made by Trustee Buttke, seconded by Trustee White and unanimously carried, to adopt the District's initial proposal (copy attached to official minutes).

**Adoption of the District's Initial Collective Bargaining Proposal  
to CSEA Chapter #543**

Dr. Darnell reported that the District's initial collective bargaining proposal to Chapter #543 of the Classified School Employees Association had been presented at the meeting held March 8, 2007. With no comments being received from the public, a motion was made by Trustee White, seconded by Trustee Kinney and unanimously carried, to adopt the District's initial proposal (copy attached to official minutes).

**NEW  
BUSINESS**

**Purchase of Real Property Located at 108 Buchanan St., Taft, California,  
\$158,000.00**

Dr. Darnell reviewed that the newly-constructed single-family residence located at 108 Buchanan St., Taft, California, had been built by the Westside Regional Occupational Program. It contains 1,564 square feet with three bedrooms, two baths and a detached garage, and is conveniently located close to the campus. It has been offered to the college for the direct cost of construction, excluding Westside ROP personnel costs. The residence will be initially utilized to house visiting consultants, such as the trainers for the soon-to-be implemented Banner management information system. Currently, the

NEW BUSINESS  
(continued):

college is paying as much as \$3,600 monthly in lodging costs for this purpose. In approximately two years, when the trainers will no longer be needed, the home will be utilized as an off-site residence for the Transition to Independent Living Program. Following discussion, on a motion by Trustee White, seconded by Trustee Miller and unanimously carried, the purchase of the residence was approved.

Extra Duty Salary Schedule Adjustment for Assistant Coaches of the  
2004/07  
Collective Bargaining Agreement with the TC Faculty Association

The Financial Disclosure Statement for the assistant coaches salary schedule adjustment of Appendix B-1, Extra Duty Compensation, of the 2004/07 Collective Bargaining Agreement with the Taft College Faculty Association had been prepared and posted in accordance with AB1200 (copy attached to official minutes). In accordance with Chapter 10.7 of division 4 of Title 1 of the Government Code 3547, President Hosking called for comments from the audience on the proposal. There being no response, the meeting continued. On a motion by Trustee Buttke, seconded by Trustee Miller, the proposal was ratified by a unanimous vote.

Purchase of 2007 Chevrolet Silverado Dump Truck from Taft Chevrolet,  
\$31,027.88

Dr. Darnell reported that the dump truck currently utilized by the Maintenance and Operations department is 30 years old and in need of replacement. Funding for purchase of a replacement vehicle has been budgeted. Price quotes were obtained from Kern County dealerships and the lowest was from Taft Chevrolet. On a motion by Trustee Kinney, seconded by Trustee Miller and unanimously carried, purchase of the identified vehicle was approved.

CONSENT AGENDA

The following were presented as a CONSENT AGENDA:

A. Request for Approval – Course Outlines:

Credit Courses Applicable to the Associate Degree:

Learning Skills 1– Education Planning (1/2 unit)  
Physical Education 21ABCD- Beginning Water Aerobics (1 unit)  
Social Science 1– Direct Support Education – Introduction to Developmental Disabilities (3 units)  
Social Science 2– Direct Support Education- Documentation & Individual Rights & Choices (3 units)

CONSENT AGENDA (continued):

A. *Course Outlines (continued):*

Non-Degree Applicable Courses:

English as a Second Language 51- Writing and Grammar III (4 units) English as a Second Language 52 – Reading and Vocabulary III (3 units) Learning Skills 90ABCD – Introduction to Self-Advocacy (variable unit) Learning Skills 91ABCD – Preparation for College Writing (variable unit) Learning Skills 92ABCD – Preparation for College Reading (variable unit) Learning Skills 93ABCD – Preparation for College Mathematics (variable unit) Learning Skills 95ABCD – Introduction to Campus Life (variable unit)  
Learning Skills 98ABCD- Time/Organizational/Study Strategies (variable unit)  
Student Success 90ABCD -Introduction to Self-Advocacy (variable unit)  
Student Success 91ABCD – Preparation for College Writing (variable unit)  
Student Success 92ABCD – Preparation for College Reading (variable unit)  
Student Success 93ABCD – Preparation for College Mathematics (variable unit)  
Student Success 95ABCD – Introduction to Campus Life (variable unit)  
Student Success 98ABCD- Time/Organizational/Study Strategies (variable unit)

Non-Credit Courses:

English as a Second Language 93 Level III (0 units) English as a Second Language 94 Level IV (0 units)  
Social Science 90 Direct Support Education – Individual Rights & Choices

B. Request for Approval - Recommendations for California Community College Trustees Board Election 2007

C. Request for Approval – Rules and Regulations for Student Trustee, May 15, 2007 to May 14, 2008

Attachment D: Evidence of Planning, WKCCD Board Approval Minutes

- D. Request for Approval- Four-Day Workweek Policy, May 21- August 20, 2007
- E. Request for Approval- Advertising Contracts with KGET Channel17 for \$7,500.00 (5/14/07- 8/26/07) and KBFX Fox for \$3,500.00 (5/14/07- 8/26/07)
- F. Request for Approval- Advertising Contracts with Bright House Networks for \$10,014.00 (5/14/07 -1/25/08) and MY 45- KUVI-TV for \$3,500.00 (5/14/07- 8/20/07)
- G. Request for Approval- Agreement for Mandate Reimbursement Services with SixTen Associates for 2007/08 (7/1/07- 6/30/08), Not to Exceed \$15,000.00
- H. Request for Approval- 2007 HVAC (Heating, Ventilation and Air Conditioning) Maintenance Agreement to Provide Services to Taft City School District, 1/1/07- 6/30/07, \$42.00/hr. (1/2 hour minimum) Labor, Plus Parts
- I. Request for Approval - (2) Five Year Contracts with Kern Security Systems to Monitor the Fire Alarm (\$45.00/mo.) and the Code Blue Alarm (\$25.00/mo.) Systems Located at the Child Development Center, Effective 2/28/07
- J. Request for Approval- Consultant Agreement with Bill Moseley Consulting to Provide Professional Services in Connection with the Development of a Virtual Transfer Center, 3/5/07- 6/1/07, \$50.00/Hr., Not to Exceed 75 Hrs.
- K. Request for Approval- Travel and Conference Attendance Expenses of Psychology Professor Leslie Bauer to the Western Psychological Association Conference in Vancouver, Canada, to Accompany TC Students Making Presentations, 5/1/07-5/6/07,\$1,811.06
- L. Request for Approval - Travel and Conference Attendance Expenses of TC Psychology 36 Students Valerie Aguilar, Hermenegildo Baza, Maureen Caragao, Norma Carpenter, Alex Contreras, Chris Douglas, Ozella Mood & David Perram to Participate in the Poster Presentations of the Western Psychological Association Conference in Vancouver, Canada, 5/2/07 - 5/4/07, \$7,109.44 (*Funds currently being raised by students with balance to be supplied by the District*)
- M. Request for Approval - Travel and Conference Attendance Expenses of Learning Disabilities Specialist Susan Vaughan to the Western Psychological Association Conference in Vancouver, Canada, to Accompany TC Students Making Presentations, 5/1/07- 5/7/07, \$2,980.00
- N. Request for Approval- Travel Expenses Related to TIL Program Presentation by Coordinator of Student Support Services Jeff Ross at the Andong-Young School in Andong, South Korea, 6/10/07-6/18/07, \$2,170.00
- O. Ratification and Confirmation of March 2007 Payroll Register for Regular Academic and Classified Employees (includes Academic Additional Assignments) March 10 & 12,2007 Payroll Registers for Academic Adjunct &

Special Assignments; Classified Temporary Assignments & Overtime and Student Employees; Vendor Check Register; Purchase Order Register; Classified Substitute/Overtime Report & Student New Hires for March 2007

P. Routine Personnel Items:

1. Request for Conference Attendance and Expenses as of April 4, 2007
- CONSENT AGENDA (continued):

On a motion by Trustee Buttke, seconded by Trustee White, Consent Agenda items A- P, were approved as presented (materials related to items A-P are attached to official minutes).

REPORTS FROM STAFF AND STUDENT ORGANIZATIONS

Financial Reports

The following financial reports were presented for information (copies attached to official minutes):

Funds Deposited in County Treasury, March  
2007  
Student Organization & Special Accounts, March  
2007  
Cafeteria Fund, March  
2007  
Surplus Sale  
Items

Associated Student  
Body

Student Trustee, David Perram, reported that recent activities have included a March Madness Basketball Team Ranking Competition, BBQ held at Franklin Field and an Easter Egg hunt held in the quad. Spring Fling Week is underway with activities daily such as the mechanical bull ride, velcro wall and bungy run competition. The second dance of the year is being held Saturday, April 14th, at the Historic Fort.

Instruction

Henry Yong, Vice President of Instruction, reported that Dr. John Eigenauer, Professor of English, Philosophy and Computer Science, will be receiving an award of excellence in teaching by the NISOD (National Institute for Staff and Organizational Development) at their annual International Conference on Teaching and Leadership Excellence to be held May 20 - 23, 2007 in Austin,

Texas. Mr. Yong presented the video of Dr. Eigenauer's nomination in which he describes his teaching philosophy.

Student  
Services

Abel Nunez, Vice President of Student Services, reported that he and his staff are focused on the upcoming graduation and related activities such as the scholarship luncheon. Assessment tests and orientation for summer and fall semesters have also begun. He also reported that the increase in enrollment in the Basic Skills classes, as a result of the FIELD (Farmworker's Institute for Education and Leadership Development) Program, has greatly increased the workload of the Migrant Student Program. Lastly, the TC catalog for 2007/08 has been completed and will be published shortly.

**WEST KERN COMMUNITY COLLEGE DISTRICT**

**REGULAR MEETING**

**September 13, 2007**

The regular meeting of the Board of Trustees of the West Kern Community College District was called to order at 6:06 p.m. by President Carolyn Hosking. Other Trustees present were Larry Buttke, John Kinney, John Miller and Billy White. Interim Superintendent/President William Duncan and Executive Secretary Shelley Klein were also in attendance.

**PLEDGE OF ALLEGIANCE**

President Hosking led the pledge of allegiance.

**APPROVAL OF MINUTES**

It was moved by Trustee White, seconded by Trustee Miller and unanimously carried, to approve the minutes of the regular meeting held August 9, 2007.

**REQUESTS TO BE HEARD**

There were no written requests to be heard.

**INTRODUCTION OF 2007/08 STUDENT REPRESENTATIVE**

Mr. Duncan introduced Taylor Rivas, who will serve as the Student Trustee for the fall semester.

**CLOSED SESSION**

At 6:10 p.m., it was moved by Trustee Buttke, seconded by Trustee Miller and unanimously carried, that the Board move into closed session to meet in accordance with Government Code Section 54957 to consider the appointment, employment, dismissal, or performance evaluation of district employee(s), and to meet in accordance with Government Code 54957.6 to discuss the District's position regarding matters within the scope of representation as follows:

- A. Discussion with Consultant Regarding Presidential Search Process
- B. Public Employment Items as Listed in Item 12 (Employment)
- C. Public Employee Performance Evaluations
- D. Public Employee Discipline/Dismissal/Release/Reassignment
- E. Labor and Real Estate Negotiations (APN #032-010-03, #032-010-18,

#030-010-19 & #032-010-30)

West Kern Community College District

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Board Minutes 9/13/07

**RECONVENE IN PUBLIC SESSION; ANNOUNCE CLOSED SESSION ACTIONS**

At 7:10 p.m., it was moved by Trustee White, seconded by Trustee Miller and unanimously carried, to reconvene in public session. President Hosking announced that no reportable action was taken in Closed Session.

**GENERAL COMMUNICATIONS**

**Presentation of Certificates of Recognition for Distinguished Public Service to WKCCD Board of Trustees**

Interim Superintendent/President, William Duncan, presented certificates in recognition of distinguished public service from the Kern County School Board Association to Trustees Larry Buttke (30 yrs.), John Kinney (5 yrs.), John Miller (25 yrs.) and Billy White (5 yrs.), all of which have completed service in increments of five years. Mr. Duncan thanked each for their dedicated service to the District and commented that he looks forward to presenting additional certificates for many years to come.

**Resolution in Support of the Community College Governance, Funding Stabilization, and Student Fee Reduction Act**

Mr. Duncan explained that the resolution declares the District's support for the Community College Governance, Funding Stabilization, and Student Fee Reduction Act. The initiative will establish the community college system in the state constitution and removes the funding mechanism from Proposition 98 that is utilized for the K-12 grades. The advantage for this change is to eliminate the competition for funding that exists between K-12 and community colleges. Additionally, the Act would stabilize student fees and eliminate the ability for those fees to be adjusted annually by the legislature. On a motion by Trustee White, seconded by Trustee Kinney and unanimously carried, the resolution was approved (copy attached to official minutes).

**OLD BUSINESS**

**Agreement for Purchase and Sale of Real Property Located at 108 Buchanan St., Taft, California**

Mr. Duncan reviewed that the decision to purchase the residence from the Westside Regional Occupation Center had been made by the Board at their meeting held April 12, 2007, for an amount of \$158,000.00. The proposed agreement will initiate the legal transaction and transfer of title necessary with all real estate sales. Following brief discussion, on a motion by Trustee Buttke, seconded by Trustee Miller and unanimously carried, the sales agreement was approved (copy attached to official minutes).

**West Kern Community College District**

**Page 3**

**Board Minutes 9/13/07**

**NEW BUSINESS**

**Resolution 2007/08-06 Requesting the Kern County Board of Supervisors to Sell Bonds in an Amount Not to Exceed \$12,300,086.15, Prescribing the Use of Bond Proceeds, Approving an Official Statement and Certain Other Matters Relating Thereto**

Mr. Duncan reported that the third and final sale of bonds was originally projected for 2009; however, because District construction projects are being completed ahead of schedule, the funds will be required earlier. The process begins with the adoption of the proposed resolution requesting the Kern County Board of Supervisors to sell the bonds in an amount not to exceed \$12,300,086.15. Following brief discussion, on a motion by Trustee White, seconded by Trustee Buttke and unanimously carried, Resolution 2007/08-06 was approved (copy attached to official minutes).

**Award of Bid for Packaged Chiller (Equipment Only) to McQuay International of Minneapolis, Minnesota, for \$1,378,409.18**

Mr. Duncan reported that the chiller equipment will initially serve the new Library/ LRC and remodeled Administration buildings and eventually will serve other buildings on campus as they are modernized. Although a formal solicitation for bids was conducted by AP Architects, only one bid was received which was from McQuay International (copy of bid materials attached to official minutes). It was determined that the price quote from McQuay (\$1,378,409.18) is competitive, and the absence of other bids does not, in this instance, necessitate a second solicitation for bids. He added that the chiller equipment will be located in the main plant that will be constructed behind the cafeteria where the groundskeeper building now stands. Following discussion, on a motion by Trustee Kinney, seconded by Trustee Buttke and unanimously carried, the award of the bid from McQuay International was approved.

**2007/08 Voluntary Severance Pay Plan Agreement Between WKCCD and the Taft College Faculty Association**

Mr. Duncan reported that the proposed Voluntary Severance Pay Plan Agreement Between the District and the TC Faculty Association had been discussed at the August TC Faculty Collective Bargaining Committee meeting. At that meeting, the committee agreed to propose an agreement for the 2007/08 year and discuss the plan's viability for future years. It is possible that the committee will recommend that this plan be modified to address some additional concerns that the District has regarding

incentivizing retirement and rewarding longevity of service. Following discussion a motion was made by Trustee White, seconded by Trustee Kinney and unanimously carried, to offer the plan for the 2007/08 year (copy attached to official minutes).

**West Kern Community College District**

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**Board Minutes 9/13/07**

NEW BUSINESS (continued):

**Three-Year Lease Purchase Agreement with GMAC for 2007 Chevrolet Tahoe for Utilization by the Kern County Children’s Dental Health Network Program**

Mr. Duncan reported that the opportunity to execute a lease/purchase agreement for a vehicle on behalf of the K.C. Children’s Dental Health Network Program is being facilitated since the grant funding was changed from a single to multi-year grant funding process. The vehicle, which has been contracted by a local auto dealership, will be used by service providers to deliver equipment and supplies to the treatment sites that the program operates. All costs of the vehicle will be funded by the Dental Health Network Grant which is funded by Proposition 98 and administered by the college. On a motion by Trustee Buttke, seconded by Trustee Miller and unanimously carried, the lease/ purchase agreement was approved (copy attached to official minutes).

**CONSENT AGENDA**

Prior to the Board’s consideration of the Consent Agenda, Mr. Duncan distributed an updated consultant agreement with fundraising expert Virginia Ikkanda-Suddith (estimated professional expenses of \$51,000.00) to replace the original indicated in Item D (estimated professional expenses of \$117,000.00).

The following were presented as a CONSENT AGENDA:

A. Credit Courses Applicable to the Associate Degree:

Business 70 – Introduction to Court Reporting (0.5 units)

Business 71 – Beginning Machine Shorthand Theory and Lab 1 (5 units)

Business 72 – Beginning Machine Shorthand Theory and Lab 2 (5 units)

Business 73 – Machine Shorthand Speed Building – Literacy (1 unit)

Business 74 – Machine Shorthand Speed Building – Jury Charge (1 unit)

Business 75 – Machine Shorthand Speed Building – Medical (1 unit)

Business 76 – Machine Shorthand Speed Building – Multiple Voices (1 unit)

Social Science 3 – Introduction to Medication Support (3 units)

Social Science 4 – Cultural Competency (3 units)

Non-Credit Courses:

Learning Skills 72 – Improving Learning Potential (0 units)

Credit Courses, Non-Applicable to the Associate Degree:

English as a Second Language 73 – Listening and Speaking 1 (3 units)

**West Kern Community College District**

**Page 5**

**Board Minutes 9/13/07**

CONSENT AGENDA (continued):

- B. Request for Approval – Recommendations for Award of Aid from Financial Aid Advisory Committee Meeting of August 22, 2007
- C. Request for Approval - Student Off-Campus Work Agreement with Taft City School District to Provide Student Teaching Assistants (Maximum of 10 Hours Per Week), August 27, 2007- May 30, 2008, Taft City School District to Reimburse WKCCD 25% of \$7.50/hr. rate for Total Cost of Students
- D. Request for Approval – Consultant Agreement with Virginia Ikkanda-Suddith to Provide Continuing Fundraising Services Related to the TIL Program Building Construction Fund, 8/15/07 – 6/30/08, \$1,700.00/Day (As Needed), Total Estimated Professional Fees - \$51,000.00, Plus Pre-Approved Travel Expenses
- E. Request for Approval – Consultant Agreement with Iguana Non-Profit Solutions to Provide Short-Term Fundraising Consulting Services Including Prospect Research and Template Materials, 9/1/07 – 10/31/07, \$65.00/Hour, Total Estimated For Project \$2,600.00
- F. Request for Approval – Consultant Agreement with Aimee S. Fitzgerald to Provide Fundraising Research Services, Effective 8/21/07, \$75.00/Hr.
- G. Ratification and Confirmation of July & August 2007 Payroll Register for Regular Academic and Classified Employees (includes Academic Additional Assignments) July & August 10 & 15, 2007 Payroll Registers for Academic Adjunct & Special Assignments; Classified Temporary Assignments & Overtime and Student Employees; Vendor Check Register; Purchase Order Register; Classified Substitute/Overtime Report & Student New Hires for July & August 2007
- H. Routine Personnel Items:

1. Request for Conference Attendance and Expenses as of September 5, 2007

On a motion by Trustee Kinney, seconded by Trustee White, Consent Agenda items A – H, were approved as presented (materials related to items A - H are attached to official minutes).

**West Kern Community College District**

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**Board Minutes 9/13/07**

**REPORTS FROM STAFF AND STUDENT ORGANIZATIONS**

**Financial Reports**

The following financial reports were presented for information (copies attached to official minutes):

Funds Deposited in County Treasury, July & August 2007

Student Organization, Special Accounts & Cafeteria Fund, July & August 2007

Disposal of Excess Property List

**Student Services**

Interim Vice President of Student Services, Brock McMurray, reported that the annual Kern County College Night had been held in Bakersfield at the Rabobank Arena. The event was extremely well attended and Taft College received a lot of good exposure and attracted a lot of interest. Enrollment for the fall semester is very strong, with 200 - 300 increase in student headcount and the highest number of full-time students (1,007) the college has recorded. Also, the annual TC Foundation Golf Tournament is scheduled for Saturday, October 13, 2007 at the Buena Vista Golf Course.

**REPORT OF THE SUPERINTENDENT**

**Accreditation**

Mr. Duncan reported that ten Accreditation "teams" have been organized. The team Chairs will be attending a workshop at College of the Canyons on the 17<sup>th</sup> regarding details of the self study. The self study is due in the summer of 2009 and the team visit to the TC campus will take place in the fall of 2009.

**Facilities**

Mr. Duncan reported that the remodel for efficiency (RFE) of the Administration Building is on schedule to be completed in December. Several construction delays have pushed back the completion date for the Library/LRC to January 31, 2008. Discussions have begun with S.C. Anderson, the construction firm building the project, with regard to assessment of liquidated damages due to the delays.

**District Finances/Investments**

Mr. Duncan reported that discussions are continuing with representatives of Merrill Lynch and Morgan Stanley regarding investment strategies. A resolution will be proposed at the October meeting to authorize the investments. Discussions are also being held regarding the development of an investment policy for the District.

**West Kern Community College District**

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**Board Minutes 9/13/07**

**EMPLOYMENT**

On a motion by Trustee Kinney and seconded by Trustee Miller, Employment items A - B were approved by the following vote (Items A - B are attached to official minutes):

Yes: Larry Buttke, Carolyn Hosking, John Kinney, John Miller and Billy White  
No: None  
Abstain: None  
Absent: None

**CLOSED SESSION**

At 8:45 p.m., it was moved by Trustee Miller, seconded by Trustee Buttke and unanimously carried, that the Board move into closed session to meet in accordance with Government Code Section 54957 to consider the appointment, employment, dismissal, or performance evaluation of district employee(s), and to meet in accordance with Government Code 54957.6 to discuss the District's position regarding matters within the scope of representation as follows:

- A. Discussion Regarding Presidential Search Process
- B. Public Employment Items as Listed in Item 12 (Employment)
- C. Public Employee Performance Evaluations
- D. Public Employee Discipline/Dismissal/Release/Reassignment
- E. Labor and Real Estate Negotiations (APN #032-010-03, #032-010-18, #030-010-19 & #032-010-30)

**RECONVENE IN PUBLIC SESSION; ANNOUNCE CLOSED SESSION ACTIONS**

At 9:25 p.m., it was moved by Trustee White, seconded by Trustee Buttke and unanimously carried, to reconvene in public session. President Hosking announced that no reportable action was taken in Closed Session.

**NEXT MEETING**

The next meeting will be a Budget Study Session at 5:00 p.m. immediately preceding the regularly scheduled meeting to be held Thursday, October 11, at 6:00 p.m.

ADJOURNMENT

At 9:26 p.m., on a motion by Trustee White, seconded by Trustee Buttke and unanimously carried, the meeting was adjourned.

Respectfully Submitted:

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Billy D. White, Secretary

**WEST KERN COMMUNITY COLLEGE DISTRICT  
REGULAR MEETING**

**December 13,  
2007**

The regular meeting of the Board of Trustees of the West Kern Community College District was called to order at 6:00 p.m. by President Carolyn Hosking. Other Trustees present were Larry Buttke, John Miller and Student Trustee Taylor Rivas. Trustee Billy White was absent. Interim Superintendent/President William Duncan and Executive Secretary Shelley Klein were also in attendance.

**PLEDGE OF ALLEGIANCE**

Trustee Buttke led the pledge of allegiance.

**APPROVAL OF  
MINUTES**

It was moved by Trustee Buttke, seconded by Trustee Miller and unanimously carried, to approve the minutes of the meeting held November 8, 2007.

**ACKNOWLEDGEMENT OF MEN'S SOCCER TEAM CHAMPIONSHIP**

Interim Superintendent/President, William Duncan, announced that the TC men's soccer team had won the state championship the previous weekend. He introduced and commended Coach Angelo Cutrona and team member Taylor Rivas for both their collective and individual success, and for the outstanding representation of TC the team made at the event.

**REQUESTS TO BE  
HEARD**

There were no written requests to be heard.

**GENERAL COMMUNICATIONS**

Mr. Duncan reported that Trustee John Kinney had submitted his resignation from the Board of Trustees effective December 7, 2007. He distributed copies of the official letter Mr. Kinney submitted to the K.C. Superintendent of Schools Office (copy attached to official minutes). Mr. Duncan explained that Mr. Kinney's international work schedule has continued to hinder his ability to attend meetings regularly. Mr. Duncan thanked and commended Mr. Kinney for his five years of service to the District.

**OLD  
BUSINESS**

**SunGard Work Order (3  
Agreements)**

Mr. Duncan reviewed that the proposed purchase of additional services from SunGard is necessary due to the decision to delay the student services "go live" portion of the Banner software and the sheer volume of work required to implement a system of such

OLD BUSINESS  
(continued):

size and complexity. It is anticipated that this additional purchase of 1,182 training hours, 300 project management hours and 65 remote database administrator service hours (\$278,460.00 total) will be sufficient for completion of the implementation. On a motion by Trustee Miller, seconded by Trustee Buttke and unanimously carried, the three work orders were approved (copies attached to official minutes).

**Notice of Completion for TC Child Development  
Project**

Mr. Duncan reported that the project is complete and filing this notice releases the contractor from the project and allows the project to be closed out. On a motion by Trustee Buttke, seconded by Trustee Miller and unanimously carried, the notice was approved (copy attached to official minutes).

**Phase II Swing Space Project (Modular Classrooms & Offices) Change  
Order #1**

Mr. Duncan reported that the change order was necessary to extend the entry ramps to the modular structures. Because of site conditions, the original ramps were not sufficient and did not comply with building code. Once the condition was discovered, the contractor was directed to replace the ramps and the change order of \$29,850.00 resulted. On a motion by Trustee Miller, seconded by Trustee Buttke and unanimously carried, the change order was approved (copy attached to official minutes).

**Notice of Completion for Phase II Swing Space  
Project**

Mr. Duncan reported that the project is complete and the notice will allow it to be closed out. On a motion by Trustee Buttke, seconded by Trustee Miller and unanimously carried, the notice was approved (copy attached to official minutes).

**NEW  
BUSINESS**

## **ORGANIZATION OF THE BOARD OF TRUSTEES**

### **Election of President**

Interim Superintendent/President, William Duncan, assumed chairmanship of the meeting and entertained nominations for the office of President. Following commendations for her continued service in office, a motion was made by Trustee Miller, seconded by Trustee Buttke and unanimously carried, to re-elect President Hosking to continue serving as President for 2008. President Hosking resumed the chair.

### **Election of Secretary**

On a motion by Trustee Miller, seconded by Trustee Buttke and unanimously carried, Trustee Billy White was re-elected Secretary for 2008.

NEW BUSINESS  
(continued):

### **Setting of Regular Monthly Meeting**

Following brief discussion, on a motion by Trustee Miller, seconded by Trustee Buttke and unanimously carried, the second Thursday of each month at 6:00 p.m. was designated as the regular meeting date and time.

### **Election of Trustee Representative**

Trustee John Miller volunteered to serve as the Trustee Representative to the Kern County Committee on School District Organization. Trustee Buttke agreed to serve as alternate.

### **Action to Fill Board Vacancy**

Mr. Duncan reviewed the options to fill a board vacancy as set forth in Education Code section 5091. He explained that the Board may either call an election or make a provisional appointment within 60 days of the vacancy. After discussion, on a motion by Trustee Buttke, seconded by Trustee Miller and unanimously carried, it was approved to fill the vacancy by making a provisional appointment. It was also agreed to advertise for letters of interest from qualified community members in the Taft Midway Driller with a deadline of Friday, January 11, 2008. As in prior vacancies, qualified applicants will be interviewed.

### **Budget Development Calendar for 2008/09**

Mr. Duncan reported that the Planning Council has developed the 2008/09 Budget Development Calendar which establishes campus activities and timeline for the creation of the 2008/09 budget. On a motion by Trustee Miller, seconded by Student Trustee Rivas and unanimously carried, the calendar was approved (copy attached to official minutes).

**CONSENT  
AGENDA**

- A. Review of the California Community College Quarterly Financial Status Report, Quarter Ended September 30, 2007
- B. Request for Approval- Recommendations for Award of Aid from Financial Aid Advisory Committee Meeting of November 27, 2007
- C. Request for Approval – Certificate Program in English as a Second Language with Early Childhood Education Focus

**Board Minutes 12,/13/07**

CONSENT AGENDA (continued):

- D. Request for Approval- Certificate Program in English as a Second Language
- E. Request for Approval- Non-Credit & Non-Associate Degree Applicable Course Outline:
  - ESL 80- English as a Second Language for Early Childhood Education (0 units) F.
  - Request for Approval- Management Certificate of Achievement
- G. Request for Approval- Credit Courses Applicable to the Associate Degree:
  - Management SOB- Foundation Essentials: Values and Ethics (0.5 units)
  - Management SOC- Communication (0.5 units)
  - Management SOD- Team Building (0.5 units)
  - Management SOE- Time Management (0.5 units)
  - Management SOF- Conflict Resolution (0.5 units)
  - Management SOG- Decision Making and Problem Solving (0.5 units)
  - Management SOH- Managing Organizational Change (0.5 units)
  - Management SOI- Customer Service (0.5 units)
  - Management SOJ- Attitude (0.5 units)
  - Management SOK- Stress Management (0.5 units)
- H. Request for Approval- Direct Support Education Major and Certificate of Achievement Program

I. Request for Approval - Credit Courses Applicable to the Associate Degree:

Direct Support Educ. S -Teaching Individuals with Developmental Disabilities & Dealing with Challenging Behavior (3 units)

Direct Support Educ. G- Maltreatment & Safety at Home & Community (3 units)

J. Request for Approval- Credit Courses Applicable to the Associate Degree:

Computer Science 341 – Introduction to Electronic Databases – Microsoft Access 2007 (1.5 units)

Computer Science 38G – Introduction to Presentation Graphics – Microsoft PowerPoint 2007 (1.5 units)

Computer Science 391 – Introduction to Spreadsheets – Microsoft Excel 2007 (1.5 units)

Computer Science 40J- Introduction to Electronic Word Processing- Microsoft Word 2007 (1.5 units)

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**Board Minutes 12/13/07**

CONSENT AGENDA (continued):

K. Request for Approval – Memorandum of Understanding with Arvin Union School District for TC Early Childhood Education Program Students to Participate in Classroom Observations and Practicum at the Arvin Union School District,  
January 1, 2008- June 30, 2009

L. Request for Approval- Advertising Contracts with Univision Television Group- KABE 39 for 54 Commercials 12/1/07-12/31/07, \$1,840; and KERO (Channel23) for 105 Commercials, 12/24/07-1/27/08, \$4,000.00

M. Request for Approval- Consulting Services Agreement with Iguana Non-Profit Solutions (Nicollette McNamee) to Provide Grant Proposal Templates for Transition to Independent Living Capital Campaign, 11/15/07-1/15/08,\$2,600.00

N. Ratification and Confirmation of November 2007 Payroll Register for Regular Academic and Classified Employees (includes Academic Additional Assignments) November 10 & 15,2007 Payroll Registers for Academic Adjunct & Special Assignments; Classified Temporary Assignments & Overtime and Student Employees; Vendor Check Register; Purchase Order Register; Classified Substitute/ Overtime Report & Student New Hires for November 2007

O. Routine Personnel Items:

1. Request for Conference Attendance and Expenses as of December 5, 2007

On a motion by Trustee Buttke, seconded by Trustee Miller, Consent Agenda items A –

O, were approved as presented (materials related to items A-O are attached to official minutes).

**REPORTS FROM STAFF AND STUDENT ORGANIZATIONS**

**Financial Reports**



**California Community Colleges**

Application Date			
<b><u>Direct Support Education</u></b>	<b><u>Jeff Ross/Patti Bench</u></b>		
PROPOSED PROGRAM TITLE	CONTACT PERSON		
<b><u>Taft College</u></b>	<b><u>Division Chairs</u></b>		
COLLEGE	TITLE		
<b><u>West Kern Community College District</u></b>	<b><u>661-763 7779/661-763</u></b>		
<b><u>7757</u></b>	PHONE NUMBER		
DISTRICT	<b><u>jross@taft.org/pbench@taft.org</u></b>		
<b><u>1/28/2008</u></b>	E-MAIL ADDRESS		
PROJECTED PROGRAM START DATE			
<b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b>			
<input checked="" type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER			
<b>TYPE OF PROGRAM (CHECK ALL THAT APPLY):</b>			
<input type="checkbox"/> A.A. DEGREE	<input checked="" type="checkbox"/> A.S. DEGREE	CERTIFICATE OF ACHIEVEMENT:	18+ semester (or 27+ quarter) units
			12-18 semester (or 18-27 quarter) units

**APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM**

**PLANNING SUMMARY**

Recommended T.O.P. Code	0809.00	Estimated FTE Faculty Workload	1.4
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	.4
Total Units for Degree		Est. Cost, New Equipment	N/A
Required Units-Certificate	18	Cost of New/Remodeled Facility	N/A
Projected Annual Completers	30	Est. Cost, Library Acquisitions	N/A
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester: <u>Fa</u> <u>11</u> Year: <u>2011</u>

**DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION**

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

**Criteria A. Appropriateness to Mission**

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

**Criteria B. Need**

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee
12. Recommendations of Advisory Committee

**Attachment:** Labor / Job Market Data (CTE only)

**Attachment:** Employer Survey (CTE only)

**Attachment:** Minutes of Key Meetings

**Criteria C. Curriculum Standards**

13. Display of Proposed Sequence
14. Transfer Applicability (if applicable)

**Attachment:** Outlines of Record for Required Courses

**Attachment:** Transfer Documentation (if applicable)

**Criteria D. Adequate Resources**

15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

**Criteria E. Compliance**

19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

Application Date



**California Community Colleges**

<p><b><u>Direct Support Education</u></b></p> <p>PROPOSED PROGRAM TITLE</p> <p><b><u>Taft College</u></b></p> <p>COLLEGE</p> <p><b><u>West Kern Community College District</u></b></p> <p>DISTRICT</p> <p><b><u>1/28/2008</u></b></p> <p>PROJECTED PROGRAM START DATE</p> <p><b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b></p> <p><input checked="" type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE)      <input type="checkbox"/> TRANSFER      <input type="checkbox"/> OTHER</p> <p><b>TYPE OF PROGRAM (CHECK ALL THAT APPLY):</b></p> <p><input type="checkbox"/> A.A. DEGREE      <input type="checkbox"/> A.S. DEGREE      CERTIFICATE OF ACHIEVEMENT: <input checked="" type="checkbox"/> 18+ semester (or 27+ quarter) units</p> <p style="text-align: right;"><input type="radio"/> 12-18 semester (or 18-27 quarter) units</p>	<p><b><u>Jeff Ross/Patti Bench</u></b></p> <p>CONTACT PERSON</p> <p><b><u>Division Chairs</u></b></p> <p>TITLE</p> <p><b><u>661-763 7779/661-763 7757</u></b></p> <p>PHONE NUMBER</p> <p><b><u>jross@taft.org/pbench@taft.org</u></b></p> <p>E-MAIL ADDRESS</p>
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**APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM**

**PLANNING SUMMARY**

Recommended T.O.P. Code	0809.00	Estimated FTE Faculty Workload	1.4
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	.4
Total Units for Degree		Est. Cost, New Equipment	N/A
Required Units-Certificate	18	Cost of New/Remodeled Facility	N/A
Projected Annual Completers	30	Est. Cost, Library Acquisitions	N/A
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester: <u>Fa</u> <u>II</u> Year: <u>2011</u>

**DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION**

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

**Criteria A. Appropriateness to Mission**

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

**Attachment:** Labor / Job Market Data (CTE only)

**Attachment:** Employer Survey (CTE only)

**Attachment:** Minutes of Key Meetings

**Criteria B. Need**

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee
12. Recommendations of Advisory Committee

**Criteria C. Curriculum Standards**

- 13. Display of Proposed Sequence
- 14. Transfer Applicability (if applicable)

**Attachment:** Outlines of Record for Required Courses

**Attachment:** Transfer Documentation (if applicable)

**Criteria D. Adequate Resources**

- 15. Library and/or Learning Resources Plan

- 16. Facilities and Equipment Plan

- 17. Financial Support Plan

- 18. Faculty Qualifications and Availability

**Criteria E. Compliance**

- 19. Based on model curriculum (if applicable)

- 20. Licensing or Accreditation Standards

- 21. Student Selection and Fees

**SUBMIT ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS**

**REQUIRED SIGNATURES**

**LIBRARY AND LEARNING RESOURCES**

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

\_\_\_\_\_ **Lynn "Mimi" Collins** \_\_\_\_\_

DATE SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER TYPED OR PRINTED NAME

**CAREER TECHNICAL EDUCATION ONLY:**

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

\_\_\_\_\_ **Sam Aunai** \_\_\_\_\_

DATE SIGNATURE, ADMINISTRATOR OF CTE TYPED OR PRINTED NAME

\_\_\_\_\_ **Jeff Ross** \_\_\_\_\_

DATE SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on December 12, 2007

\_\_\_\_\_ **Gary Mendenhall** \_\_\_\_\_

DATE SIGNATURE, CHAIR, REGIONAL CONSORTIUM TYPED OR PRINTED NAME

**LOCAL CURRICULUM APPROVAL**

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

	<b>Victoria Herder</b>	
DATE PRINTED NAME	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR
	<b>Victoria Herder</b>	
DATE	SIGNATURE, ARTICULATION OFFICER	TYPED OR PRINTED NAME
	<b>Henry Yong</b>	
DATE PRINTED NAME	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR
	<b>John Eigenauer</b>	
DATE PRINTED NAME	SIGNATURE, PRESIDENT, ACADEMIC SENATE	TYPED OR

COLLEGE PRESIDENT

All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

	<b>William Duncan</b>	
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

DISTRICT APPROVAL

On December 13, 2007, the governing board of the West Kern Community College District approved the instructional program attached to this application.

	<b>William Duncan</b>	
DATE OR PRINTED NAME	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED

Program: Direct Support Services College Taft College

**LIBRARY AND LEARNING RESOURCES**

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

\_\_\_\_\_  
DATE SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER TYPED OR PRINTED NAME  
Lynn "Mimi" Collins

**CAREER TECHNICAL EDUCATION ONLY:**

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

\_\_\_\_\_  
DATE SIGNATURE, ADMINISTRATOR OF CTE TYPED OR PRINTED NAME  
Sam Aunai

\_\_\_\_\_  
DATE SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE TYPED OR PRINTED NAME  
Jeff Ross

Program was recommended for approval by Regional Occupational Consortium on December 12, 2007.

\_\_\_\_\_  
DATE SIGNATURE, CHAIR, REGIONAL CONSORTIUM TYPED OR PRINTED NAME  
Gary Mendenhall

**LOCAL CURRICULUM APPROVAL**

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

\_\_\_\_\_  
DATE SIGNATURE, CHAIR, CURRICULUM COMMITTEE TYPED OR PRINTED NAME  
Victoria Herder

\_\_\_\_\_  
DATE SIGNATURE, ARTICULATION OFFICER TYPED OR PRINTED NAME  
Victoria Herder

\_\_\_\_\_  
DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME  
Henry Yong

\_\_\_\_\_  
DATE SIGNATURE, PRESIDENT, ACADEMIC SENATE TYPED OR PRINTED NAME  
John Eigenauer

**COLLEGE PRESIDENT**

All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

\_\_\_\_\_  
DATE SIGNATURE, PRESIDENT OF THE COLLEGE TYPED OR PRINTED NAME  
William Duncan



## **Criteria A. Appropriateness to Mission**

### **1. Statement of Program Goals and Objectives**

The mission of the Taft College Direct Support Education Program is to change lives by providing a relevant and meaningful education for the purpose of placing each graduate with the capabilities, skills, and expertise necessary to secure employment working with individuals with disabilities. Promotion of life-long learning is demonstrated by the educational option of earning a Certificate of Achievement in this area of study.

#### **a. Goals**

##### **i. Taft College is committed to:**

- 1.** establishing the criteria necessary to work in the field of direct support
- 2.** improving the communities and employers' view of the importance of the direct support professional's role
- 3.** establishing entry level baseline skills for this growing profession
- 4.** bringing stability to the profession thereby reducing the high turnover rate
- 5.** developing and maintaining a high quality direct support education program that includes classroom instruction in the mastery of the skills necessary to work with individual with disabilities.

##### **ii. Objectives**

- 1.** Taft College plans to:
  - a.** hire the most qualified and dedicated faculty
  - b.** prepare students for careers in the direct support profession
  - c.** monitor and evaluate curricula for content and standards to ensure that each graduate completes his/her education with the ability to satisfactorily and confidently perform expected job skills
  - d.** participate in every aspect of a student's education by providing the guidance, counseling, support, and structure necessary for completion of his/her program
  - e.** work with the advisory committee to establish appropriate career ladder certificates that lead to proficiency and stability within the direct support profession

### **2. Catalog Description**

Division II: OCCUPATIONAL CURRICULA  
DIRECT SUPPORT EDUCATION

All students intending to graduate with an Associate Degree must satisfy the degree requirements listed. The following curricula lists only the courses specifically related to the indicated major. The remainder of the student's program should include courses needed to satisfy the Associate Degree requirements.

### **3. Program Requirements**

<b>Required Courses</b>		<b>Units</b>
DSE 1	Introduction to Developmental Disabilities	3
DSE 2	Documentation and Individual Rights	3
DSE 3	Introduction to Medical Support	3
DSE 4	Cultural Competency	3
DSE 5	Person Centered Planning & Positive Behavior Support	3
DSE 6	Supporting Healthy Lives and Self Care	3

#### **4. Background and Rationale**

Taft College has a long history of providing services for students with developmentally disabilities through its Transition to Independent Living Program. We have approximately 22 staff members working diligently teaching these students the skills necessary to live independently. Over the past 10 years, we have found that people entering this field of work are not adequately trained and lack the skills required to work with individuals with disabilities. By creating these courses and the certificate and degree programs, we increase the skills of our labor force up front instead of with just on the job training.

The direct support education program will be of interest to students from many different academic areas. Those interested in professions in teaching, social work, public health, nursing, medicine, architecture, and law may have a special interest in the applying their study to focusing on the needs of disabled populations. Through these courses, students will obtain both breadth and depth in their understanding of the conceptual and practical implications of disability.

#### **Criteria B. Need**

##### **5. Enrollment and Completer Projections**

- the number of sections of core courses to be offered annually = 18
- the headcount student annual enrollment = 540
- the number of estimated program completers per year at the end of the first year of program operation = 20
- the number of estimated program completers per year at the end of the third year of program operation = 60

##### **5. Place of Program in Curriculum/Similar Programs**

This will be a new program for Taft College, so there is not a place for it on the college's existing program inventory. Direct support for people who work with individuals with disabilities is a new and expanding field. It isn't even considered a profession as of yet. Taft College is excited to help bring this area to the forefront by establishing this certificate and degree program. For the most part, there are no professional standards or standardized minimum qualifications. Our hope is to change this by establishing those standards with this program. Our plan is to continue working with the advisory committee and establish a Direct Support Education Matrix that will outline the various certification level positions, the courses

necessary to achieve the skills required and the hours of experience needed to obtain the certification.

In addition, work has begun with two universities who have begun programs in this area. UCLA is currently offering a minor in Disability Studies. The University of Arizona has a similar program and has agreed to accept our courses as prerequisites to their Bachelor Degree program. It is our hope to articulate our courses with their program, and work on this will begin once approval has been achieved.

## 7. Similar Programs at Other Colleges in Service Area

There are no similar programs at the other colleges within our service area.

## 8. Labor Market Information & Analysis (CTE only)

Labor Market Information specific to Direct Support Services is not available as it is not readily identified field. However, the closest information according to the Labor Market Information of the Employment and Development Department (EDD) is Personal and Home Care Aides. Information for both Kern County and California is presented.

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### Personal and Home Care Aides in Kern County

Assist elderly or disabled adults with daily living activities at the person's home or in a daytime non-residential facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. May provide meals and supervised activities at non-residential care facilities. May advise families, the elderly, and disabled on such things as nutrition, cleanliness, and household utilities.

### Occupational Wages

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Bakersfield MSA	2007	1st Qtr	\$8.57	\$7.95	\$8.49	\$9.02

### Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year- Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
Kern County	2004 - 2014	350	450	100	28.6	16

## Personal and Home Care Aides in California

### Occupational Wages

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2007	1st Qtr	\$10.20	\$8.60	\$9.85	\$11.29

### Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year- Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
California	2004 - 2014	71,000	83,600	12,600	17.7	2,400

#### **Analysis and Outlook:**

Excellent job opportunities are expected for this occupation, because rapid employment growth and high replacement needs are projected to produce a large number of job openings.

Employment of personal and home care aides is projected to [grow much faster than average](#) for all occupations through the year 2014. The number of elderly people, an age group characterized by mounting health problems and requiring some assistance with daily activities, is projected to rise substantially. In addition to the elderly, other patients, such as the mentally disabled, will increasingly rely on home care. This trend reflects several developments, including efforts to contain costs by moving patients out of hospitals and nursing care facilities as quickly as possible; the realization that treatment can be more effective in familiar rather than clinical surroundings; and the development and improvement of medical technologies for in-home treatment.

In addition to job openings created by the increase in demand for these workers, replacement needs are expected to lead to many openings. The relatively low skill requirements, low pay, and high emotional demands of the work result in high replacement needs. For these same reasons, many people are reluctant to seek jobs in the occupation. Therefore, persons who are interested in and suited for this work—particularly those with experience or training as personal care, home health, or nursing aides—should have excellent job prospects.

*Source: U.S. Dept of Labor, Bureau of Labor Statistics*

## 9. Employer Survey (CTE only)

A specific survey was not administered. However, based on the analysis of the information provided under the Labor Market, there is a need for this profession. Employment outlook is favorable as it is expected to grow faster than average.

## 10. Explanation of Employer Relationship (CTE only)

The Taft College Direct Support Education program will continue to work closely with firms and agencies working in the field to provide support to the students, the college, and also the industry. The college will work with industry firms and professionals to ensure that the courses and activities are aligned with industry standards.

## 11. List of Members of Advisory Committee

<b>Taft Transition Partnership Team</b>		
<b>Brock McMurray</b> V.P. Student Services	<b>(661)763-7811</b>	<a href="mailto:bmcmurray@taft.org">bmcmurray@taft.org</a>
<b>Kathy Evarts</b> SSS Coordinator Assistant	<b>(661)763-7770</b>	<a href="mailto:kevarts@taft.org">kevarts@taft.org</a>
<b>Sharyn Eveland</b> Title V Activities Coordinator	<b>(661)763-7866</b>	<a href="mailto:seveland@taft.org">seveland@taft.org</a>
<b>Mary Garner</b> Taft Representative, 4 <sup>th</sup> District Supervisor	<b>(661)763-8588</b>	
<b>Gary Graupman</b> English Instructor	<b>(661)763-7726</b>	<a href="mailto:ggraupman@taft.org">ggraupman@taft.org</a>
<b>Ray Hatch</b> Retired Taft College Faculty	<b>(661)763-7759</b>	<a href="mailto:rhatch@taft.org">rhatch@taft.org</a>
<b>Jamia Marcell</b> TIL Transition Specialist	<b>(661)763-7848</b>	<a href="mailto:jmarcell@taft.org">jmarcell@taft.org</a>
<b>Dennis McCall</b> Retired Taft College Faculty	<b>(661)763-7781</b>	<a href="mailto:dmccall@taft.org">dmccall@taft.org</a>
<b>Amy McNinch</b> Kern Regional Center Service Coordinator	<b>(661)765-7294</b>	<a href="mailto:amcninch@kernrc.org">amcninch@kernrc.org</a>
<b>Abel Nunez</b> Counselor	<b>(661)763-7715</b>	<a href="mailto:anunez@taft.org">anunez@taft.org</a>
<b>Sandy Popejoy</b> TIL Program Director	<b>(661)763-7773</b>	<a href="mailto:spopejoy@taft.org">spopejoy@taft.org</a>
<b>Jeff Ross</b> Coordinator Student Support Services	<b>(661)763-7776</b>	<a href="mailto:jross@taft.org">jross@taft.org</a>
<b>Carl Twisselman</b> Kern Autistic Network, Local Rancher	<b>(661)747-4379</b>	<a href="mailto:res8xcia@verizon.net">res8xcia@verizon.net</a>
<b>Paula Williams</b> TIL Transition Specialist Assistant	<b>(661)763-7848</b>	<a href="mailto:pcriddle@taft.org">pcriddle@taft.org</a>

<b>Lindsey Whitaker</b> DSPS Counselor	<b>(661)763-78414</b>	<a href="mailto:lwhitaker@taft.org">lwhitaker@taft.org</a>
<b>Susan Vaughan</b> Learning Specialist	<b>(661)763-7927</b>	<a href="mailto:svaughan@taft.org">svaughan@taft.org</a>
<b>MaryAnn Hagstrom</b> Executive Director Opportunities Unlimited	<b>(661)342-1197</b>	<a href="mailto:temblormary@yahoo.com">temblormary@yahoo.com</a>
<b>Susan Wells</b> Vocational Assistant/Job Trainer	<b>(661)763-7842</b>	<a href="mailto:swells@taft.org">swells@taft.org</a>
<b>Charmayne Brooks</b> Executive Director Taft Chamber of Commerce	<b>(661)765-2165</b>	<a href="mailto:taftchamber@bak.rr.com">taftchamber@bak.rr.com</a>
<b>Vincent Maiocco</b> Health Instructor/Head Baseball Coach	<b>(661)763-7822</b>	<a href="mailto:vmaiocco@taft.org">vmaiocco@taft.org</a>
<b>Bill Devine</b> English Instructor	<b>(661)763-7883</b>	<a href="mailto:bdevine@taft.org">bdevine@taft.org</a>
<b>Vicky Waugh</b> <b>SSS Assistant</b>	<b>(661)763-1003</b>	<a href="mailto:vrowson@taft.org">vrowson@taft.org</a>

## 12.Recommendations of Advisory Committee

The Taft College Planning Council met on to discuss the viability of a Direct Support Education program. Consensus was reached to move forward with the planning and implementation of the program. Minutes of the attached meeting are attached. In addition, the college Curriculum and General Education Committee reviewed and approved all courses and the proposed certificate and degree program proposal. The Board of Trustees approved the program at their December meeting.

The Taft Transition Partnership Team agreed to serve as the Direct Support Education Advisory Council. This group meets on a monthly basis to advise the Transition to Independent Living Program. The Team met on Nov. 8, 2007 to discuss program design, program requirements, and needs. Minutes of the meeting are attached.

**Attachment:** Labor / Job Market Data (CTE only)

**Attachment:** Employer Survey (CTE only)

**Attachment:** Minutes of Key Meetings

## Criteria C. Curriculum Standards

### 13.Display of Proposed Sequence

<b>Direct Support Degree Sequencing</b>		
<b>Semester 1</b>		
Engl 50	English Fundamentals	<b>3</b>
Math 50	Elementary Algebra	<b>4</b>
H Ed 10	Principles of Healthy Living	<b>3</b>
INCO 48	Information Competency	<b>1</b>
DSE 1	Introduction to Developmental Disabilities	<b>3</b>
DSE 2	Documentation and Individual Rights	<b>3</b>
<b>Total Units</b>		

<b>17</b>		
<b>Semester 2</b>		
Engl 1A	Composition and Reading	<b>3</b>
Hist 17A	Political & Social History of the United States	<b>3</b>
Psyc 1A	Introduction to Psychology	<b>3</b>
DSE 2	Documentation and Individual Rights	<b>3</b>
DSE 3	Introduction to Medical Support	<b>3</b>
		<b>Total Units</b>
<b>15</b>		
<b>Semester 3</b>		
Biol 1	Fundamentals of Biology	<b>4</b>
Humanities 5	Introduction to the Humanities	<b>3</b>
DSE 3	Introduction to Medical Support	<b>3</b>
DSE 4	Cultural Competency	<b>3</b>
WKEX 13A	Vocational Work Experience	<b>4</b>
		<b>Total Units</b>
<b>17</b>		
<b>Semester 4</b>		
Soc 1	Introduction to Sociology	<b>3</b>
DSE 5	Person Centered Planning & Positive Behavior Support	<b>3</b>
DSE 6	Supporting Healthy Lives and Self Care	<b>3</b>
WKEX 13B	Vocational Work Experience	<b>4</b>
		<b>Total Units</b>
<b>13</b>		

#### **Criteria D. Adequate Resources**

##### **15. Library and/or Learning Resources Plan**

The library contains sufficient resources to support positive outcomes. The College is building a new library and is scheduled to open for the Winter/Spring Semester, 2007.

##### **16. Facilities and Equipment Plan**

Taft College has the facility capacity at this time to move forward with this program. The College has new and on-going construction projects that will include classrooms and the needed facilities to support this program.

##### **17. Financial Support Plan**

Taft College will commit its financial and technical resources to support the proposed program. General fund money will be used to support the program with salary for instructors, supplies, and other needed program expenses. The College will use its existing resources such as counseling, financial aid, and other services to assist students in the Direct Support Services program.

## **18. Faculty Qualifications and Availability**

The instructors meet the minimum requirements for qualifications. The instructors are qualified with experience in the field. As needed, adjunct instructors from the industry will be recruited to teach courses. It is Taft College's practice to follow guidelines for minimum qualifications for its adjunct instructors. Classes are scheduled in conjunction with instructor availability to ensure flexibility and access to fully maximize opportunities for instruction.

## **Criteria E. Compliance**

### **19. Based on model curriculum (if applicable)**

Not Applicable

### **20. Licensing or Accreditation Standards**

Currently, there are no licensing or professional standards for this line of work. Many people do undergo a background check to work in facilities that serve disabled individuals, but no other professional requirements exist.

### **21. Student Selection and Fees**

Not Applicable

Attachment F : Direct Support Education Budget

<b>Direct Support Education</b>					
<b>Three year budget comparison for Direct Support Education program. Comparison of acadmic years 2010-11, 2011-12, and 2012-13 of Overload costs, Adjunct costs and Supply budgets. Salary costs do not include benefits.</b>					
<b>Department</b>	<b>Academic Year</b>	<b>Overload Salaries</b>	<b>Adjunct Salaries</b>	<b>Supplies</b>	<b>Total</b>
Direct Support Education	2012/2013	\$ 13,800.34	\$ 4,032.54	\$ 2,800.00	\$ 20,632.88
Direct Support Education	2011/2012	\$ 13,556.00	\$ -	\$ 2,800.00	\$ 16,356.00
Direct Support Education	2010/2011	\$ 24,600.00	\$ -	\$ 2,800.00	\$ 27,400.00