**APR Report for 2017-2018
*2018-2019 Cycle***

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| **Section I: Program Description** |

**IA1. Program (Select your program from the drop down list)**

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| ADM SRVC Maintenance and Operations |

**IA2. Other Program (If your program is not on the above list, write it in here)**

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**IB. Program Lead (Your first and last name)**

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| Brock McMurray |

**IC. Program Mission Statement**

Provide the Program’s Mission Statement.

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| The Taft College Maintenance and Operations Department provides faculty, students, and staff a clean and safe environment.The goal of Maintenance and Operations is to provide and maintain a safe, clean, and quiet atmosphere where students can learn and feel comfortable in their surroundings. We strive to provide an environment where students and the community feel proud to be a part of Taft College. |

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

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| The Maintenance and Operations Department provides several key services to the campus. We ensure that the campus is barrier free and all sidewalks are safe and free of tripping obstacles. We also ensure adequate lighting on campus and in the parking areas. Maintenance and Operations also maintains the heating and cooling of office space and classrooms along with clean restrooms, office spaces and classroom facilities.In addition, Maintenance and Operations schedules fleet vehicles for transportation of students, staff, and athletes. This is done by the Maintenance Secretary. We have taken some older, high-mileage vehicles out of the pool to ensure safe transportation for faculty, staff and students, and replaced them with one, new SUV. The Maintenance and Operations Department uses “School Dude” software to allow staff and faculty to submit work order requests directly to the Maintenance and Operations Department. This ensures more timely responses to maintenance needs, and alerts the Maintenance Department to safety issues, as well. The program allows us to evaluate problem areas or recurring issues with equipment, etc. One outcome is to have an acceptable level of employee satisfaction with work order submissions, as measured on an appropriate and representative survey. |

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| **Section II: Looking Back—2017-2018** |

**IIA. Present the Results** (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

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| While no funding was allocated for additional grounds keeping personnel or hours to bring campus grounds up to APPA Level 2, we have managed to maintain acceptable levels of cleanliness at APPA Level 3. |

**IIB. Probe the Results: I Wonder . . .** (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2017-2018 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

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| Workloads continue to increase. We will collect data on person-hours worked, including overtime, to support this need. We had hoped to increase groundskeeper hours through adding a new person, but the request was not ranked high enough to be funded. Therefore, we were not able to reach this goal. |

**IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

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| To continue to provide an acceptable level of grounds keeping service to the campus, more person-hours must be dedicated to the task of grounds keeping. Additional grounds keeping hours would enable us to reach APPA Level 2 for campus grounds.We would be able to improve grounds work efficiencies through the purchase and use of equipment such as a parking lot sweeper. |

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| **Section III: Looking Forward—2018-2019** |

**III. List Your 2018-2019 Goals—Be Quantitative!**

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| 1. Increase campus grounds quality to APPA level 2 through additional groundskeeper person-hours.
2. Purchase a parking lot sweeper to increase grounds work efficiency.
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| **Section IV (Optional): Evaluation of Program Review and Planning Process** |

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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