

2019-2020  
HOW TO GUIDE  
FOR  
APR REPORTS AND GOALS

*The 2019-2020 How To Guide for APR Reports and APR Goals describes how to fill out and submit the (1) 2019-2020 APR Report Form and the (2) 2019-2020 APR Goal Form, both of which are in PDF or Microsoft Word format. The Guide and two forms are the same for all programs and departments at Taft College. You can obtain APR Report and APR Goal Forms online at <http://ct-prod-wp.taftcollege.edu/iarp/program-review/> or by calling the Taft College Institutional Research office at extension 7944.*

AUGUST 2019

# The 2019-2020 How To Guide for APR Reports and APR Goals

## Table of Contents

### The First Part

|   |     |
|---|-----|
| READ THIS FIRST!.....   | ii  |
| Annual Program Review Checklist .....                             | iii |
| List of Taft College Programs and Contact Persons 2019-2020 ..... | iv  |
| Contents of 2019-2020 Annual Program Review Packet and CD .....   | vi  |

### The Second Part

|      |  |    |
|------|--|----|
| I.   | Overview .....   | 1  |
| II.  | 2019-2020 APR Report .....   | 2  |
|      | Section I: Program Description .....                                       | 2  |
|      | ▪ Program Mission Statement  |    |
|      | ▪ Program Summary  |    |
|      | Section II: Looking Back—2018-2019 .....                                   | 4  |
|      | ▪ Present the Results  |    |
|      | ▪ Probe the Results: I Wonder . . .  |    |
|      | ▪ Ideate Innovations: What If . . .  |    |
|      | Section III: Looking Forward .....   | 7  |
|      | ▪ List Your 2019-2020 Goals—Be Quantitative!                               |    |
|      | Section IV: Evaluation of Annual Program Review and Planning Process ..... | 8  |
| III. | 2019-2020 APR Goals.....   | 9  |
|      | Section I: APR Goal Overview .....   | 10 |
|      | Section II: APR Goal Measures, Anticipated Outcomes, and Activities .....  | 11 |
|      | Section III: APR Goal Resource Request.....                                | 12 |
|      | Section IV: APR Goal Additional Information.....                           | 13 |

### The Third Part

|                    |    |
|--------------------|----|
| APR Timeline ..... | 14 |
|--------------------|----|



**READ THIS FIRST!**

1. **COPY FIRST!** Copy the contents of your program folder on the CD onto the computer you will be using to complete your annual program review update.
2. **UPDATE ADOBE READER!** Make sure you have the most recent version of Adobe Reader. If you are not sure how to do this, contact IT for assistance.
3. **RENAME YOUR APR FORMS!** The first time you enter information into and save your APR forms, rename the forms with the name of your program.
4. **SAVE YOUR WORK FREQUENTLY!** As you complete the *APR Report Form* and *APR Goal Form*, periodically save your work so that you don't lose anything if there is a power loss or other problem.
5. **SUBMIT YOUR APR FORMS!** When you are ready to submit your APR forms, attach them to an e-mail and send the e-mail to [ir@taftcollege.edu](mailto:ir@taftcollege.edu).
6. **QUESTIONS?** If you have any questions or need any assistance, please call us at extension 7944.
- ∞. **ALWAYS REMEMBER!** The universe is very big and life is very short. Strive to keep things in perspective.

**APR Reports and any APR Goals  
must be submitted by the end of  
January, 2020!**

## Annual Program Review Checklist

As the name suggests, the annual program review process takes place in one academic year. See the timeline at the back of this Guide.

- **Section I of APR Report Form: Program Description**
  - Program
  - Program Contact/Division Chair
  - Program Mission Statement
  - Program Summary
  
- **Section II of APR Report Form: Looking Back**
  - Present the Results
  - Probe the Results
  - Ideate Innovations
  
- **Section III of APR Report Form: List Your 2019-2020 Goals**
  - List of Program Goals
  
- **Submit one APR Goal Form for each APR Goal listed in Section III of the APR Report**
  - Annual Program Goal Forms
  
- **(Optional) Section IV of the APR Report: Evaluation of the Program Review and Planning Process**
  - Evaluation of Program Review and Planning Process

**APR Reports and any APR Goals  
must be submitted by the end of  
January, 2020!**

### List of Taft College Programs 2019-2020

The following table lists every program at Taft College that requires an Annual Program Review (APR) Report for 2019-2020.

| Area or Division                      | Non-Instructional Program             | APR Contact       | Administrator |
|---------------------------------------|---------------------------------------|-------------------|---------------|
| <b>Administrative Services</b>        | Bookstore                             | B Norris          | B McMurray    |
|                                       | Business Services                     | A Bauer           |               |
|                                       | Cafeteria                             | G Dunham          |               |
|                                       | Maintenance & Operations              | R Treece          |               |
|                                       | Office of Administrative Services     | B McMurray        |               |
| <b>Instructional Support Services</b> | Basic Skills                          | L Sundgren        | L Minor       |
|                                       | Career/Technical Education Support    | J Grimes          |               |
|                                       | Distance Learning Support             | A Bledsoe         |               |
|                                       | Library                               | T Smith           |               |
|                                       | Office of Instruction                 | L Minor           |               |
|                                       | Supplemental Instruction              | L Sundgren        |               |
|                                       | Student Learning Outcomes Support     | J Chaidez         |               |
|                                       | Tutoring                              | L Sundgren        |               |
| <b>President</b>                      | Child Development Center              | M Hall-Silveira   | D Daniels     |
|                                       | Foundation                            | S Horn-Bunk       |               |
|                                       | Human Resources                       | H del Rosario     |               |
|                                       | Information Technology Services       | A Prestage        |               |
|                                       | Institutional Research                | X Li              |               |
|                                       | Office of the President               | D Daniels         |               |
|                                       | Transition to Independent Living      | A Markovits       |               |
| <b>Student Services</b>               | Admissions & Records                  | H Russel          | S Balason     |
|                                       | Articulation                          | V Jacobi          |               |
|                                       | Athletics                             | K Bandy           |               |
|                                       | Assessment                            | J Chaidez         |               |
|                                       | CalWORKs                              | L Gonzalez        |               |
|                                       | Campus Safety and Security            | K Altenhofel      |               |
|                                       | DSPS                                  | J Mendenhall      |               |
|                                       | EOPS/CARE                             | L Gonzalez        |               |
|                                       | Financial Aid                         | B Amerio          |               |
|                                       | Incarcerated Students Program (ISP)   | A Bledsoe         |               |
|                                       | Office of Student Services            | S Balason         |               |
|                                       | Outreach                              | J Dumbrigue       |               |
|                                       | Residence Life (Student Dorms)        | A Cutrona         |               |
|                                       | SEAP – Student Equity and Achievement | S Balason         |               |
|                                       | Student Life (Student Activities)     | M Cutrona         |               |
|                                       | Transfer                              | J Rangel-Escobedo |               |
|                                       | TRIO                                  | J Brown           |               |
| Veteran's Affairs                     | W Martinez                            |                   |               |

| Area or Division                   | Instructional Program   | APR Contact      | Division Chair |
|------------------------------------|---|------------------|----------------|
| <b>Applied Technologies</b>        | Administrative Services AS Degree & Certificates  | D Layne          | K Bandy        |
|                                    | Business <ul style="list-style-type: none"> <li>• Business Administration AA Degree</li> <li>• Business Administration AS-T Degree</li> <li>• General Business AS Degree</li> </ul>   | D Layne          |                |
|                                    | Court Reporting AS Degree & Certificate   | G Shaw           |                |
|                                    | Economics AA-T Degree   | D Layne          |                |
|                                    | Energy Technology AS Degree & Certificates  | TBD              |                |
|                                    | Management AS Degree and Certificates   | D Layne          |                |
|                                    | Occupational Safety and Health AS Degree & Certificates   | D Layne          |                |
|                                    | Welding AS Degree and Certificates  | TBD              |                |
| <b>Learning Support</b>            | Direct Support Education AS Degree & Certificate  | TBD              | J Chaidez      |
| <b>Liberal Arts</b>                | Art <ul style="list-style-type: none"> <li>• Art AA Degree</li> <li>• Studio Arts AA-T Degree</li> </ul>  | D Rodenhauser    | J Martinez     |
|                                    | Art History AA- T Degree  | D Rodenhauser    |                |
|                                    | Journalism AA-T Degree  | J Martinez       |                |
|                                    | Lib Arts w/Emphasis Arts & Humanities Degree  | J Martinez       |                |
|                                    | Lib Arts w/ Emphasis-Communication AA Degree  | S Murguria       |                |
|                                    | Multimedia Journalism AA Degree   | J Martinez       |                |
|                                    | Spanish AA-T Degree   | J Martinez       |                |
| <b>English &amp; Language Arts</b> | English AA-T Degree   | K Carlson/G Dyer | K Carlson      |
| <b>Sciences &amp; Mathematics</b>  | Dental Hygiene AS Degree & Certificates   | V Kimbrough      | M Mayfield     |
|                                    | Engineering AS Degree   | P Blake          |                |
|                                    | Health and PE <ul style="list-style-type: none"> <li>• Lib Arts w/Emphasis Health &amp; P.E. AA Degree</li> <li>• Kinesiology AA-T Degree</li> <li>• Physical Education AA Degree</li> </ul>  | V Maiocco        |                |
|                                    | Mathematics <ul style="list-style-type: none"> <li>• Mathematics AA Degree/AS-T Degree</li> <li>• Lib Arts w/ Emphasis-Math &amp; Science AA Degree</li> </ul>  | D Jones          |                |
|                                    | Natural and Life Sciences <ul style="list-style-type: none"> <li>• Lib Arts w/Emphasis Allied Health AA Degree</li> <li>• Biology AS-T Degree</li> <li>• Lib Arts w/ Emphasis-Nat Sci-Life Sci AA Degree</li> <li>• Life Science AS Degree</li> </ul> | G Golling        |                |
|                                    | Physical Science <ul style="list-style-type: none"> <li>• Lib Arts w/ Emphasis-Nat Sci-Phys Sci AA Degree</li> <li>• Physical Science AS Degree</li> </ul>  | M Mayfield       |                |
| <b>Social Sciences</b>             | Administration of Justice AS-T Degree and Criminal Justice Degrees  | M Jiles          | M Oja          |
|                                    | ECE <ul style="list-style-type: none"> <li>• Early Care, Education &amp; Family Studies AS Degree &amp; Certificates</li> <li>• Early Childhood Education AS-T Degree</li> </ul>  | B Roth           |                |
|                                    | History AA-T Degree   | J Altenhofel     |                |
|                                    | Psychology AA-T Degree  | R Polski         |                |
|                                    | Sociology AA-T Degree   | M Oja            |                |

### Contents of 2019-2020 APR Packet and CD

All of the following documents for completing the 2019-2020 *APR Report Form* and 2019-2020 *APR Goal Form* can be found on the accompanying CD. The SAO data for each program is located in Excel workbooks in the appropriate program folder on the CD. Hardcopies of the *How To Guide* and the *APR Goal Prioritization Rubric* are included in the packet. The data elements are described in the document *SAO Data Definitions Fall 2019*.

Any of the following documents can also be acquired by contacting the Taft College Institutional Research Office at extension 7944. All documents will be available on the Institutional Research website: <http://ct-prod-wp.taftcollege.edu/iarp/program-review/>

For each of the programs listed in the preceding tables, the packet contains the following documents on the CD and in the packet:

| CD Contents   | Format                                  |
|---|---|
| 1. Folder: 2019 Documents <ul style="list-style-type: none"> <li>• How To Guide for Program Review—2019-2020</li> <li>• Taft College Mission Statement and Strategic Action Plan</li> <li>• 2019-2020 APR Goal Prioritization Rubric</li> </ul>   | PDF & Hardcopy<br>PDF<br>PDF & Hardcopy |
| 2. Folder: 2018 APR Reports and Goals <ul style="list-style-type: none"> <li>• 2018 APR Reports</li> <li>• 2018 APR Goals</li> </ul>  | PDF<br>PDF                              |
| 3. Folder: 2018 APR Forms <ul style="list-style-type: none"> <li>• 2019-2020 APR Report Form</li> <li>• 2019-2020 APR Goal Form</li> </ul>  | PDF & Word<br>PDF & Word                |
| 4. Folder: 2019 Student Achievement Outcome (SAO) Data <ul style="list-style-type: none"> <li>• Enrollment Counts</li> <li>• Success Rates (courses and sections)</li> <li>• Success Rates (80%)</li> <li>• Withdrawal Rates (courses and sections)</li> <li>• Declared Major Counts</li> <li>• Award Counts</li> <li>• SAO Data Definitions Fall 2019</li> </ul> | Excel                                   |



# The 2019-2020 How To Guide for APR Reports and APR Goals

## I. Overview

Program Review is the process through which programs and departments on a campus take stock of their successes and shortcomings and seek to identify ways by which they can meet their goals more effectively. The process applies to all programs, instructional, support or any combination thereof, that perform annual program review to assess effectiveness in meeting college standards and in advancing the District's mission.

Program review is about documenting the discussion and plans you have for improving student success or increasing effectiveness in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations and evaluating the effectiveness of those allocations.

Annual Program Review (APR) Reports and Annual Program Review Goals are Taft College's way of conducting annual program reviews in such a way as to have useful, sustainable program review and program planning processes while meeting accreditation requirements. The elements of the APR reports and associated goals, if any, are described in this *Guide*. The two forms used for annual program review are:

1. 2019-2020 APR Report Form
2. 2019-2020 APR Goal Form

Both forms are included on the CD in the packet that came with this *Guide*, are available on the Taft College Institutional Research website, and are available from the Taft College Institutional Research Office, extension 7944.

Each program at Taft College undergoes an annual program review update using a smaller dataset than used for comprehensive program review. Programs that desire to undergo comprehensive program review can add comprehensive program review as an annual program goal if they desire. Programs can include additional data in their annual program review at their discretion. A complete list of instructional and non-instructional programs at Taft College is shown in the tables on pages iv and v of this *Guide*.

## II. 2019-2020 APR Report Form

The 2019-2019 APR Report Form is divided into three sections: (1) Program Description, which contains background information on the program intended primarily for a reader outside of the College. It is a “snapshot” of the current status of the program; Looking Back— 2018-2019, which presents the heart of the annual program review report findings including results, an analysis of the results (“I Wonder . . .”), and a description of activities you believe may impact the outcome over the next year; and (3) a list of program goals for the 2019-2020 academic year based on the “Looking Back” section.

### Section I: Program Description

#### IC: Program Mission Statement

*Provide the Program’s Mission Statement.*

Write a Mission Statement for the program being reviewed. A Program's Mission Statement should be succinct, easily remembered and articulated, and consistent with the College's Mission Statement which is an element of the Taft College Strategic Action Plan. A well-constructed Mission Statement consists of four parts: the Program's

- (1) Purpose, its reason for being;
- (2) Constituents, who it serves;
- (3) Actions, what the people who support the program do to achieve the program's purpose; and
- (4) Values, the principles that guide the actions of the people supporting the program.

Hint: Your program mission statement has probably not changed since the previous year. You may want to review the program’s mission statement it with the people in your program to ensure it is still current and appropriate.

**ID: Program Summary**

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

**In 500 words or less**, provide a description of the program being reviewed so that a reader outside of the college can gain an overview of the program. This is not a reiteration of the program's mission, but more of a “snapshot” of the program as it currently exists and of the day-to-day operations of the program. Programs may wish to include such things as the number of faculty/staff in the program, their positions, number of students served, reporting relationships, annual budget, community relationships, etc.

**Hint:** The Program Summary is intended to be a brief snapshot of the current status of the program to assist outside readers in understanding your program. It should be consistent with the program description found in the college catalog.

## Section II: Looking Back—2018-2019

### IIA: Present the Results

*Provide a descriptive summary of the outcomes from the 2018-2019 cycle of program review.*

**In 500 words or less**, describe

- Progress on the activities implemented in the 2018-2019 academic year specifically to achieve the goals identified in the 2018-2019 APR Report;
- Progress on the outcome measures listed on the 2018-2019 APR Report provided on the 2019-2020 APR CD; and
- Any other updates/progress/changes to the program made since the last APR Report was submitted.

Here, you are focusing on the activities implemented to reach goals and the goal outcomes from the 2018-2019 cycle of annual program review with an emphasis on the measures you used for your goals. For various reasons, activities may not have been fully implemented or may not have been implemented at all. Thus, any activities that were planned should be described as to how much they were implemented. Outcome measures used to measure goal progress may be student achievement outcomes, student learning outcomes, program effectiveness measures, or some other measure relevant to your particular program goal.

The presentation does not need to include tables of results. A few succinct sentences may sum up the entirety of pertinent results for a particular program goal.

Hint: Your entire results presentation should be visible in the box provided on the form. We're aiming for quality and meaningfulness, not quantity. To maximize the priority scoring, be sure to cover Scoring Rubric Criterion 3.

**IIB: Probe the Results: I Wonder . . .**

*In this section, judge whether the activities you implemented in 2018-2019 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.*

In Section IIB, you are “probing” the results to determine whether there was a connection between the activities you implemented to achieve your goals and changes in the outcome measures you used to assess your goals. Again, these measures may be student achievement outcomes (course success rates, remediation rates, retention rates, etc.), student learning outcomes (course, program, or institutional level SLOs), program effectiveness measures (PEMs), or some other measure that is relevant to your program. The idea is to explain the relationship, or lack of one, between the activities you implemented in 2018-2019 or earlier and the observed outcomes as defined by the outcome measures you identified in last year’s APR Report. Essentially, you are answering the questions, “Were my activities effective in producing the outcome I anticipated?” and “Why or why not?”

Hint: We are looking for meaningful, evidenced-based judgements on the effectiveness of your activities, not a reiteration of the results. Your response should fit in the box provided. To maximize the priority scoring, be sure to cover Scoring Rubric Criteria 1 and 3.

**IIC: Ideate Innovations: What If . . .**

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

This is an opportunity for the staff in your program to discuss what could be done in 2019-2020 to achieve your program's goals. Brainstorm some potential activities that might have an impact on the goals as measured by the outcome measures you have identified. The linkages between proposed activities and identified outcomes should be supported by evidence. For descriptions of the form that evidence can take, please follow the link on the rubric titled "Evidence."

Hint: Your ideations will form the basis of next year's goals. Be sure to fit your responses into the box. To maximize the priority scoring, address Scoring Rubric Criteria 1 and 5.

### III: Looking Forward—2019-2020

*List your 2019-2020 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.*

Program Goals are the foundation upon which program review and planning are built. Section III consists of listing your goals for the 2019-2020 academic year and beyond if appropriate. Each goal should be phrased in terms of the outcome measure it is intended to encompass. For goals that require resources, are substantive in their scope, impact other divisions or campus areas, or are intended to be implemented immediately as opposed to on a schedule over the next year, an APR Goal Form should be submitted to provide details of the goal to the campus community.

Hint: Goals should be succinct, limited in number (suggested maximum of 7), attainable, and measurable. Because program goals are the engine that move institutional planning forward, they should address all five criteria in the scoring rubric either directly or indirectly. Details of each goal are provided via a goal form, so it is not necessary to elaborate on them here.

#### **IV: Evaluation of Annual Program Review and Planning Process (Optional)**

The evaluation component is technically not a part of the program review. However, an annual evaluation of the program review process is required by the accreditation standards. The results of this simple evaluation will be compiled and used by the Strategic Planning Committee to improve the program review and program planning processes.

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

Describe any aspects of the annual program review update and program planning processes that worked well. Your responses will be evaluated by the Strategic Planning Committee to see where positive aspects might be utilized elsewhere or made even better.

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

Describe any aspects of the annual program review update and program planning processes that did not work well so that these aspects might be improved or otherwise modified.



### III. APR Goal and Outcome—2019-2020

APR Goals are an integral part of the Annual Program Review process. The Goal Form describes in detail each program goal resulting from the Annual Program Review Report and incorporates an action plan for attaining the goal and a description of the resources required to implement the goal. Each APR Goal is comprised of several components, all of which are described in this section of the *How To Guide*. One PDF form is submitted for each APR Goal Statement that meets the criteria described below.

The APR Goal and Outcome—2019-2020 form is divided into four sections:

1. Section I: APR Goal Overview;
2. Section II: APR Goal Measures, Anticipated Outcomes, and Activities;
3. Section III: APR Goal Resource Request; and
4. Section IV: APR Goal Additional Information.

#### **Criteria for Submitting an Annual Program Goal or "Fast Track" Goal Form**

Not every APR Goal in a program's APR Report requires the submission of an APR Goal form. Submit an *APR Goal Form* if the program goal:

1. Requests resources above and beyond normal Division or program resources; OR
2. Requires participation by other divisions or campus areas; OR
3. Is "substantive" in that it requires a large amount of effort or resources; OR
4. Is a "Fast Track" Goal (see section ID for definition of "Fast Track" Goal).

## Section I: APR Goal Overview

### IA1: Program

Select from the drop-down list the Program name.

### IA2: Other Program

If your program is not included in the drop down list, then use this space to write in the name of the program.

### IB: Program Contact

Enter the person's name that is responsible for overseeing the completion of this particular APR Goal.

### IC: APR Goal Short Title

Provide a brief (ten words or less) title for this goal so that it can be easily distinguished among all other submitted goals in case you need to save it and edit it at a later date. The APR Goal Short Title should correspond with one of the Goals in your APR Report Form.

### ID: APR Goal Status

Click the button to indicate whether the goal is (1) Continuing from last year; (2) New for this year; or (3) "Fast Track," which may or may not be linked to an Annual Program Review Report (all "Fast Track" goals will be immediately distributed to the Governance Council and brought to the next regular Governance Council meeting).

Note: If a goal was submitted in previous years but NOT previously funded, then mark it as "New this year." If a goal was submitted in previous years and WAS funded but you are seeking additional funding, mark it as "Continuing from Last Year."

### IE: Institutional Plan(s) Addressed

Each APR Goal should address at least one institutional plan. Check the box(es) for the institutional plan(s) that are most appropriate for this APR Goal. These will be reviewed by the Strategic Planning Committee. If the institutional plan is not included in the list, check the "Other" box and write in the plan.

### IF: Institutional Plan Goal(s) Addressed

Each APR Goal should address at least one of the objectives from the institutional plan you indicated in IE. Write in the specific institutional plan objective(s) or the page number addressed by this APR Goal.

## **IG: Measureable Objective(s)**

Most institutional plans have specific measureable objectives associated with each goal objective. If your APR Goal aligns with a specific measurable objective, please write it in here. An APR Goal can align with several measureable objectives.

### **Section II: APR Goal Measures, Anticipated Outcomes, and Activities**

#### **IIA: APR Goal Measure**

Each APR Goal will have some type of measureable outcome. Indicate which type of measure will be used. If your measure is not included in the list, use the "Comments" box in Section IVE to describe the APR Goal Measure.

#### **IIB: APR Goal Anticipated Outcome**

Write a brief statement about what the goal is expected to accomplish, the desired outcome. The Anticipated Outcome should be something that is measureable such as *An increase over the previous year in the number of students selecting a STEM field as a major*. Anticipated Outcomes will almost always relate to student success, student learning, or a specific Institutional Plan Objective. For example, an incorrect Anticipated Outcome would be "To have hired a new instructor." A correct Anticipated Outcome might read something like "Students will reach their educational goal faster because of an increase in the number of sections offered."

#### **IIC: APR Goal Activities**

Describe the activities to be taken to achieve the APR Goal. For example, activities might be *1. Create a "STEM Orientation Module" with videos and demonstrations intended to increase student interest and enrollment in science, technology, engineering, and math. 2. Incorporate the "STEM Orientation Module" into orientation activities*. The activities are what you are doing to achieve the Anticipated Outcome.

## Section III: APR Goal Resource Request

### IIIA: Required Resources Category

If specific resources above and beyond what are normally available to the Program are required to implement the activities associated with this APR Goal, indicate which category or categories the resources fall into:

- Personnel: Faculty
- Personnel: Classified
- Personnel: Other
- Technology
- Professional Development
- Facilities
- Equipment or Supplies
- Other

If “Other” is selected, please use the “Comments” field in IVE to describe.

### IIIB: Required Resources Description

Provide a brief description of the resources being requested.

### IIIC1: One-Time Start Up Costs

Amount of any one-time start-up costs. Leave blank if you are not sure.

### IIIC2: Annual Costs

Amount of the annual costs associated with the activities for this APR Goal, not including one-time start-up costs. Leave blank if you are not sure.

### IIIC3: Total 5 Year Costs

Total amount of the five-year costs associated with this APR Goal. Leave blank if you are not sure.

### IIIC4: Proposed Funding Source(s)

Describe the proposed funding sources for the activities described for this Program Goal. Examples include district funds, specific grant funds, Foundation, student fees, Perkins Funds, or categorical funds. The Budget Committee will review this information.

## **Section IV: APR Goal Additional Information**

This section of the APR Goal Form contains miscellaneous information not included elsewhere on the form.

### **IVA: Desired Start Date**

Please provide a date that you expect to start the activities associated with this Annual Program Goal. Dates can be in the mm/dd/yyyy format or you can specify a term.

### **IVB: Expected Completion Date**

Please provide a date that you expect to complete the activities associated with this Annual Program Goal. Dates can be in the mm/dd/yyyy format or you can specify a term. Leave blank if the activities are expected to be ongoing.

### **IVC: Project is Ongoing with No Expected Completion Date**

Indicate if the activity/project is expected to continue indefinitely. If project is not ongoing be sure to enter an expected completion date in IVB.

### **IVD: Will Other Divisions or College Areas be Impacted?**

If other Divisions or College Areas will need to participate in the activities required by this APR Goal, please indicate in the "Activities" field which Divisions or areas and how they are expected to participate.

### **IVE: Comments**

Any additional comments regarding this APR Goal or Fast Track Goal that you wish to convey to committees or the campus community can be included here.

### **IVF: Prioritization by Program Contact**

If this APR Goal requires resources, please rank the goal among all APR Goals within the program. By "ranking" it is meant that each submitted program goal will be rank ordered among all submitted goals, for example "3 of 5" or "1 of 2." No rankings are required if the goal does not require resources. Ranked APR Goals will be scored by the Governance Council and those scores will be forwarded to the President as a recommendation.

## Annual Program Review Timeline 2019-2020

