INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Grant Development and Management
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy
2014– 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Grant Development and Management

Name of Division

Research, Planning, and Institutional Effectiveness

Name of Person Preparing this Report   **Extension**

Dr. Kathleen Rowley	1648

Names of Department Members Consulted

Girija Raghavan

Name of Reviewers

Todd Heibel, Sheri Lillard

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	February 27, 2015	February 27, 2015
Final draft sent to the dean & committee	April 13, 2015	
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	One		
Faculty			
Classified Staff	One (assigned 80%) accountant	One professional expert grant writer, limited to 175 days per year	
Total	1.8	.85	Total FTE staff" 2.65

EDUCATIONAL MASTER PLAN
Programs and Services Supported by
Grant-Funded Projects

Ongoing Major Grant Awards

2012	2013	2014
$1,699,253	$1,767,571	$1,932,789

Departmental Effiency and Productivity
(Ratio of Salary to Income Generated)

2012	2013	2014
$206,710	$212,623	$214,703
$1,699,253	$1,767,571	$1,932,789
1:8	1:8	1:9

FTEs (Grant Office Staff) to Income Generated

2012	2013	2014
2.65 FTE	2.65FTE	2.65 FTE
$1,699,253	$1,767,571	$1,932,789
$377,908	$641,227	$729,354

Grant Development and Administration

Description

The Grant Development and Management Office is responsible for the development, submission, and management of grant projects awarded by federal, state, and private entities. The grants team researches opportunities and ensures they are a good fit with college and district priorities. Additionally, the office administers and manages the project after funding is awarded. Grants are tools of change for an institution. Innovative grants projects raise community awareness of the college and build prestige. Grants assume an even more important role in supporting college priorities as state funding fluctuates.

Assessment

- The Grants Office is fulfilling its purpose on campus and operating at a high level of performance as indicated by benchmarks for the profession.
- Grants management is a time-consuming process. The more effective the Grants Office is at bringing in awards, the less effective the department will become unless staffing ratios match the workload created by new awards.

Program Goals

- Increase collaboration with campus population and focus on success.
- Increase grant applications and awards and enhance student access and success through grant funded projects
- Educate campus population re: grant timelines, process, and proper grant management

Challenges and Opportunities

- Institutionalization of programs and positions that have been identified as a campus priority.
- Ample grants exist for colleges with SBVC social-economic base and demographics.
- A study by the National Council for Resource Development determined that the expected ratio of grants office return per staff member is 3:1 or $300,000/FTE. Ratio exceeds this by a significant margin (see Department Efficiency tables at left). While this high rate of return indicates successful grants strategy and performance, it also creates a problem in time available to develop new project proposals.

Action Plans

- Create a flowchart and procedural handbook for grant applications (pre-award) and management (post-award).
- First time participation in the Program Review process.
- Desire to build partnerships with adult education, k-12, and R.O.P. institutional segments, as well as with business and industry.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Ethnicity	2010-11		2011-12		2012-13		2013-14	
African American	3,340	17.42%	2,540	15.31%	2,126	13.77%	2,182	13.57%
Native American	92	0.48%	61	0.37%	46	0.30%	44	0.27%
Asian	779	4.06%	652	3.93%	587	3.80%	584	3.63%
Filipino	313	1.63%	253	1.52%	208	1.35%	189	1.18%
Hispanic	10,148	52.94%	9,348	56.34%	9,183	59.47%	9,938	61.80%
Multi-Ethnicity	464	2.42%	481	2.90%	471	3.05%	536	3.33%
Pacific Islander	106	0.55%	74	0.45%	58	0.38%	61	0.38%
White Non-Hispanic	3,586	18.71%	2,983	17.98%	2,639	17.09%	2,465	15.33%
Unknown	341	1.78%	201	1.21%	123	0.80%	81	0.50%
Total	19,169	100%	16,593	100%	15,441	100%	16,080	100%

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Demographics: The grant development process includes reliance on demographic information about our student population, and in fact, many of the grant opportunities we pursue are in response to the needs of specific student populations we serve. The grant department has pursued and won several grants targeted for HSIs and MSIs (Hispanic and Minority Serving Institutions), because the federal rationale is that our institutions are usually located in areas with fewer resources, so additional support is required for students to have a beneficial experience.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Department of Grant Development and Management is open from 8-5, Monday through Friday. The department meets with   as grant opportunities become available to develop proposals. The grant department also meets regularly with project directors who lead currently funded grant projects to assist with budgets, reports, and compliance issues. The director is available by phone and email during off hours.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.

Service Area Outcomes (SAOs)	Program has not demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

How the Grant Department Supports Student Success:
The grant department responds to explicit student success funding opportunities and also integrates student success outcomes in the grants we develop, Since 2010, the grants office has brought in $9 million, the majority of which has gone toward programs to support student success..

To be aware of the specifics in how student success can be achieved in each area, the grant department meets with faculty and staff of departments and divisions as grant opportunities relevant to their instructional areas arise. The proposals are developed with alignment to the college's mission and strategic initiatives. As most federal and state agencies require outcomes that are focused on student success, the proposals developed include objectives that target these outcomes. Success in reaching the outcomes has been notable in such programs as the HSI STEM and Articulation PASS GO project and the Minority Science and Engineering Improvement Program (MSEIP), where supplemental instruction has supported students' increases in GPA, course completion, and course retention. Details on one of the most far-reaching and impactful programs is provided below.

An example of an awarded proposal focusing on student success:
The HSI STEM PASS GO project has shown significant success due to strategies implemented through the federally funded grant. The key strategy has been using supplemental instruction as a linked activity that students attend who are enrolled in particular classes in biology, chemistry, and math. Incentives for students were developed to encourage students to attend more SI sessions. The project director also refined the program proposal to create two tracks for students: STEM Track and STEM Express. These bring benefits such as book vouchers to students who maintain a certain GPA, something that the supplemental instruction session attendance has facilitated. The data provided success and retention rates for students who attended supplemental instruction (SI) workshops for STEM courses during spring 2014 and compare them with success and retention rates of students enrolled in the same courses but not in SI groups during spring 2014. The rates are compared four ways:
1) By discipline

2) By SI leader (students attending 0-7 groups)

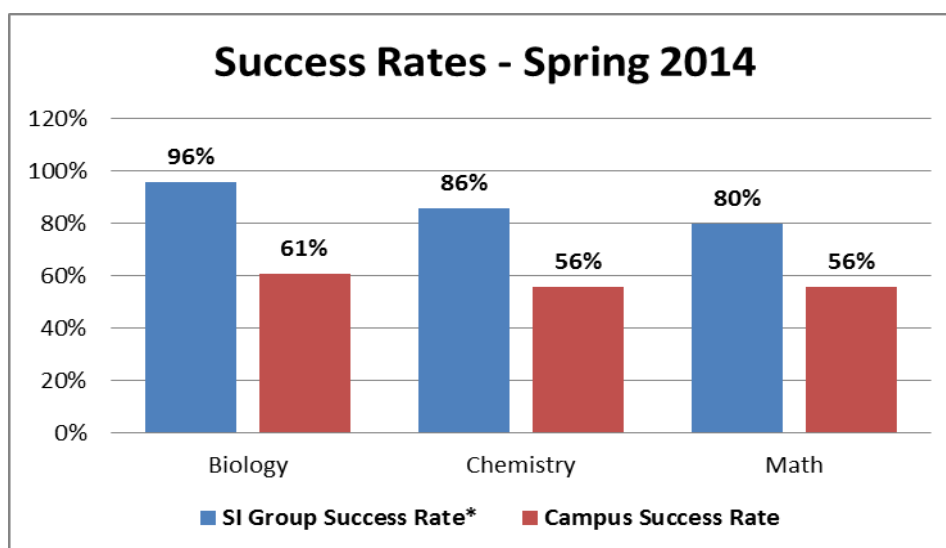3) By SI leader (students attending 8+ groups)

4) By course (both SI workshop attending students and non-attending students)

Spring 2014	Biology	Chemistry	Math	Basic Skills Math	Transfer-level Math
SI Group Success Rate*	96%	86%	80%	85%	76%
SI Group Success Rate**	91%	67%	63%	60%	67%
Campus Success Rate	61%	56%	56%	54%	58%
SI Group Retention Rate*	100%	100%	99%	100%	98%
SI Group Retention Rate**	97%	93%	94%	95%	93%
Campus Retention Rate	83%	82%	87%	87%	85%

*Attended 8+ groups

**Attended 0-7 groups

Success Rates - Spring 2014

*Attended 8+ groups

Retention Rates - Spring 2014
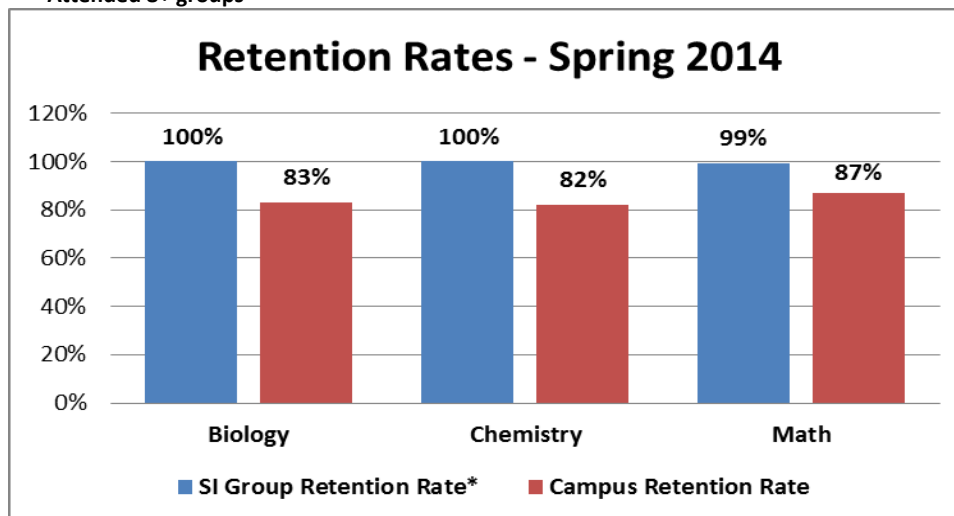
*Attended 8+ groups

SI Groups Attended	Count	Percentage

0-7	672	80%
8 or more	167	20%

Other grants: The MSEIP program has, through its partnerships with UCR and Cal State San Bernardino, offered summer research opportunities and STEM teaching institutes for current SBVC students. Students have experienced rare opportunities to work in a lab or received focused teacher training while enrolled in their undergraduate courses at SBVC. Those students who have participated expressed enthusiasm in continuing on in a STEM field in higher education.

Some state initiatives, such as the Student Mental Health Campus-based Program, have provided essential services in training and success orientation through such activities as StrengthsQuest assessments and Stress Solutions Oasis. For the former, groups throughout campus ranging from student leaders to faculty to managers have taken the Gallup StrengthsQuest assessment. This assessment identifies a participant's preferred ways of functioning; training by the grant-funded mental health educator (Kindra Edmonson) helps individuals and groups understand their strengths. The grant office requested a team training in 2013, and through that a series of contextualized trainings developed that informed division members (grants as well as research & planning) not only of our individual strengths, but how each person's strengths complemented the others in the team. Student peer led groups, Associated Student Government, SBVC managers all received training in 2014. For 2015, EOP&S and the Student Success Center staff and faculty will receive the training. Not only will this assist them in working from their strengths (a positive psychology approach), it will also introduce the StrengthsQuest assessment as another tool for the counselors to use with their student clients. Another activity funded through this grant, Stress Solutions Oasis, provided a monthly retreat session of 2 hours where faculty and staff could relax in a low-light room, drink tea, eat healthy snacks, relax with a warmed neck towel, converse, draw, and listen to music. The de-stressing activity was so popular that both the Student Health Center and the Professional Development Committee have elected to continue funding it past the end date of the grant. Nurturing faculty and staff has allowed us to take a much needed opportunity to wind down and recharge during a hectic day. The resultant lowering in stress helps everyone interact more positively with each other, whether faculty, staff, or students.

Another program, the NSF Bridging the Water Divide grant, supports CTE students through developing new courses reflecting evolution in water careers, such as water conservation and water distribution. Students also have the opportunity to apply for paid internships with a number of industry partners. Outreach activities have extended information about the water technology program into the region's high schools, as well as career awareness and job preparation workshops (mock interviews, resume writing) for SBVC students. Water technology provides a potential high wage career; we target women and minority students underrepresented in this field. We are applying for a no-cost extension to run through 2016. Next year, the emphasis will be on disseminating information about the project and leveraging present successes into more grants. One such effort was a recent proposal, with SBVC as the lead and UCR as the partner,

submitted to the US Department of Agriculture. The grant project, if funded, will support student summer research opportunities in conservation and environmental science fields, as well as professional development for faculty from the Middle College High School, SBVC, and UCR.

AB86 was an opportunity for the community college district, led by SBVC, to propose a regional plan for adult education with our K-12 and ROP partners. Many people in our region have not completed high school or a GED, have limited English language skills, or are seeking career education in preparation for employment. The adult schools provide classes and programs in these areas that prepare students to move forward in their lives. As only about 25% of our community has attended any college, that leaves a large group needing services from other sources. Up until a few years ago, the adult education services were funded through allocations associated with the K-12 educational delivery system. That service was diminished when state budget shortfalls established a new funding mechanism that allowed districts discretion in using funds that earlier had been allocated solely for adult ed. In the last few years, many adult education programs have been cut or done away with altogether. In response, the state decided to require coordination by the community college districts of regional efforts in providing adult education, with the intent that services will be evenly provided and may ultimately lead to more college attendance by under-educated adults in our region. Student success across our region is enhanced by this project, from K-12 to adult education to the community college.

We applied as the district representative (only one college per district was allowed to apply, or one unit from a district), and were awarded the grant for our region. In planning the grant, we contacted all the K-12 and adult education service providers within our district boundaries. We designed a series of open forum (Town Halls) to solicit community input, and designed a structure of hubs meeting on various topics. The hubs developed plans and recommendations which were then submitted to an executive committee. Our plan was very clearly drawn and functioned well in the year since the grant has been awarded. It is so effective that the state has asked the project director, Emma Diaz, and the dean overseeing the project, Henry Hua, to advise other colleges and districts who have not been as productive or as effective in gaining buy-in from the regional adult education providers. Our partnership with K-12s has grown significantly through this effort, to the extent that in the last year, we have been asked and agreed to partner with several school districts on projects. They have come to us now that they know us because they have faith we will work together well. The report that the project developed for each phase (quarterly and final in March) was an impressive document. Again, the state feedback was that SBVC AB86 project report was a model that others in the state should follow. At present, through regular meetings with the project director, the AB86 project is planning for next year, when implementation funding should be coming through from the state. Another note: This project was intended and implemented as a project with input from both internal and external partners. The grant director provided a briefing on the project to District Assembly. College faculty and staff participated in the hubs (topic specific task groups) and also the project director spoke to both Academic Senate bodies (at SBVC and Crafton) about what the project was doing. Focus groups with faculty were held on both campuses. This pattern of soliciting input will continue through the implementation phase.

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program's last efficacy report; refer to the data provided. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.).

See Strategic Goal 2.11

This is the program's first efficacy report. Service area outcomes to be addressed in the future include:

1. Prepare and submit grant proposals for funding opportunities that fit our student population and funding agency requirements. <u>Measurable outcomes</u>: Number and titles of developed and submitted proposals. While it's uncertain how many will be funded, a second-level outcome is: number of grants awarded.

2. Leverage existing projects to create more opportunities and build robust programs. For instance, if we have a water grant with NSF, that gives us entry to develop more water grants through other agencies or more NSF grants on different topics in different discipline areas. <u>Measurable outcome</u>: Summaries of grants and the linkages to established or pilot projects related to the new project. Evaluation of the project by the external evaluator to assess project outcomes.

3. Build partnerships with other institutions: Grants that are submitted in partnership with others have several benefits. They can be viewed as producing more "bang for the buck" by the funder, and they also solidify existing relationships or build new ones with institutions our students either attend or may attend such as transfer institutions (e.g., UCR, CSUSB, Cal Poly) in our region. <u>Measurable outcome</u>: List and description of partnership proposals developed each year. Feedback can include input from partners about the benefits of the project.

4. Acquire technological tools for grant funding and research opportunities, such as a searchable grant database or post-award management software, and provide training for faculty and staff in their use. <u>Measurable outcome</u>: Distribution of grant research tool to faculty and administrators (# of access distributed) and for grant management, the number of staff working on grants trained to use the full cycle grant management software once we acquire the license for it. These tools can be distributed through workshops or direct email in response to faculty and staff requests, and will include training by the provider and/or grant department.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness – Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The San Bernardino Valley College Department of Grant Development and Management develops grant projects and manages grant awards so as to address future growth and increase opportunities and resources for the campus and its diverse community of learners.

How does this purpose relate to the college mission?

The department adheres to the college's mission to provide quality education and services to a diverse community of learners by developing grant proposals and managing awarded projects that expand opportunities for SBVC students. Expanding programs or starting new projects provides increased avenues of experiences for students, such as internships, supplemental

instruction, tutoring, trainings, research opportunities, and pre-assessment workshops. All of these activities have been initiated through grants; they have been written into projects with the express purpose of providing broader and deeper educational opportunities for students.

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?
Include data that is relevant to your program. Examples of data may include:
- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Grant Development and Management Department analyzed the grants won and awarded in the last 3 years and included that analysis through tables in the 2014 Educational Master Plan for our area. This also includes an analysis of efficiency and productivity (for further discussion, see below after tables).

Educational Master Plan September 2014

Programs and Services Supported by

Grant-Funded Projects

2012	2013	2014
$1,699,253	$1,767,571	$1,932,789

PRODUCTIVITY: The grant department definition of productivity includes proposals developed, with a second-level outcome of grant funds awarded, and an analysis of how funding relates to the staffing by ratio of dollars awarded to FTE staff positions. The following is a short history of the grant deparment, as this is our first program efficacy. Further detailed discussion of how we address and achieve productivity can be found on page #.

History: The SBVC Grant Development and Management Department was established through a Title V grant that began in 2006. In 2010, the present director, Dr. Kathleen Rowley, was hired. At the time she assumed leadership, the Title V grant was the only grant managed by the office; the only other designated staff person was Girija Raghavan, an accountant assigned 80% to the grants office. Since the Title V grant was in its 4th year without having accomplished many of its stated goals by that time, we asked for and received a no-cost extension.

INCREASING GRANT AWARDS: In 2011 and 2012, several new grants were added to the roster, including two Department of Education Grants: 1) HSI STEM and Articulation PASS GO and 2) Minority Science and Engineering Improvement Program (MSEIP); both PASS GO and MSEIP implemented supplemental instruction; in fact, it was through these 2 grants that SI came to SBVC as a practice; later, Basic Skills took up the SI banner as well. A competition for Walmart funds managed by HACU resulted in SBVC being named the only 2-year public college to be awarded and paired with another, previously funded, 2-year public college (The Community College of Denver) in its Student Success Initiative project. We also wrote and won awards for the Middle College High School-SBVC partnership (renewable annually), the Student Health Center through a Campus-based Student Mental Health grant program (extended for a third year through a sustainability grant), and a National Science Foundation Advanced Technological Education grant for its water technology program. Several other CTE related grants included state chancellor's office CTE Transitions grants for multiple years. The office has also assisted in managing grants won by other colleges for which we were the sub-awardee, including the CTE Pathways Trust grant funded by the California Department of Education and won by Victor Valley College, with SBVC as a partner; and the Department of Labor TAA-CCCT grant supporting advanced manufacturing. In 2013, SBVC took the lead and won a grant allocated to our district for planning for Adult Education (AB86) in our region. The infrastructure created for the project has allowed for the project to develop fully, and to have earned attention as a model, including comprehensive reports and a decision-making structure that works – all laid out in the original project design.

INCREASING PARTNERSHIPS: One of the important focus areas where there is progress is in developing partnerships. The original Title V grant that funded the grant director's position was a cooperative between SBVC and Crafton. No other partnership grants were in place in 2010, when I (Kathleen) assumed the role of grant director. Since then, I've worked to develop ongoing relationships with our nearby 4-year institutions by involving them in grants when appropriate to the project and most significantly, when it can benefit our students. I've also included the Middle College High School and some of our K-12 partners in grants where there was a benefit to a 2+2+2 design, both in the standard academic and CTE areas. I've also written a proposal that has been awarded and provides year-to-year funding for the Middle College High School; the key components provide for a SBVC-based counselor for MCHS, and professional development for its teachers. This fits with my belief that we are advocating most strongly for our students' future by creating and facilitating a pathway for them to follow easily. Our partner schools also enjoy the opportunity to collaborate, and as we all have the same goals of educational advancement for our region, it makes sense to keep working in this direction. One of the other programs with integrated partnership components is the MSEIP grant; it includes a summer research opportunity for students with UCR, and a STEM teaching institute at CSUSB. There are also supported activities for K-12 students to participate in Science Day activities and learn about chemistry, biology, and the physical sciences through visits to campus with demonstrations and activities designed to spark their interest in further education.

In the grants office, these projects take time to manage at both ends, especially as the subcontracts with partnering institutions puts additional work into our queue, in managing contracts, invoices, performance progress, and the like.

BALANCE OF ACCOMPLISHMENT WITH AVAILABILITY TO ADDRESS NEW PROJECTS:
At this point, there is a balance that needs to be managed between the time and effort it takes to manage the awarded grants and the time and effort in developing new projects for future awards. When the office was new, it had no infrastructure to build on (not even boilerplate language to include in proposals about the college or its programs). Now that there is some significant success, it is hard to manage without support staff. In 2010, although there was no designated clerical support for the project, the then-dean of research, planning, and development (Troy Sheffield) allowed for sharing the services of her administrative assistant, a practice that continued when Troy left in summer of 2010, with Dena Peters assigned to Dr. James Smith, but shared to some degree with the grants office. At the conclusion of the extended Title V grant, then-president Deb Daniels assigned Girija Raghavan to Donna Hoffman, who was the Director of the Foundation; however, as 80% of her tasks still related to grants, she was eventually reassigned back to the Grant Dept., with only 20% of her time dedicated to the SBVC Foundation. Although discussion has arisen at various points about assigning administrative/secretarial support to the grant office, over the course of the next three presidents, it was not achieved. The net result is that the grant director and accountant do all the clerical work (and scheduling, photocopying, phone calling, contract cover sheets, purchase requisition follow up, etc.) related to keeping the office running. In 2011, an independent contractor was hired as a grant writer; after two years in that capacity, she was transitioned to the role of professional expert. This person, Lauren McSherry, has written several of the successful SBVC grants and remains as a professional expert, whose services can be used about 85% of the year.

PRODUCTIVITY AND ANALYSIS OF GRANT AWARDS IN RATIO TO STAFF FTEs.
In professional grant developers' circles, a grant department is generally considered to be effective when it generates approximately $300,000 per year per FTE employee. This ratio was developed as a result of a survey of grant offices in community colleges across the country by the Council for Resource Development (CRD), the primary professional organization for community college grant and foundation offices. As you can see in the table delineating departmental efficiency and productivity, the grant office is operating at 3X that rate of efficiency that was established by CRD as a benchmark; that is, equivalent to the work expected of 9 full-time staff (1:9).

<div align="center">Departmental Effiency and Productivity
(Ratio of Salary to Income Generated)</div>

2012	2013	2014
$206,710	$212,623	$214,703
$1,699,253	$1,767,571	$1,932,789
1:8	1:8	1:9

FTEs (Grant Office Staff) to Income Generated

Year	2012	2013	2014
Grant Staff	2.65 FTE	2.65FTE	2.65 FTE
Funds per year	$1,699,253	$1,767,571	$1,932,789
Funds per FTE staff	$377,908	$641,227	$729,354

Analysis: While it's a positive outcome to have been productive at three times the rate recommended for high functioning grant offices in community colleges, it's not a ratio that can be sustained indefinitely without staff burnout. If the office is to continue to grow and fulfill more of the campus's priorities in terms of providing resources for programs and services, this unbalanced ratio of work to number of staff will need to be addressed. For instance, in calling together meetings, if I need assistance, I can either wait for some support for when other departments can spare one of their assistants to offer support or do it myself. There is no clerical support assigned to the grant department, and that is a huge weakness in the ability of the grant department to be fully efficient and productive.

Workload: If the director's workload includes managing grants (including meetings with project directors, evaluation staff, and others) as well as developing new ones. Responsibilities include: deciding on a preliminary course of action to inform potential participants, contacting them, arranging meetings with them, having meetings with them, planning for the next step in the proposal based on what commitments and project plan has been developed in concert with others, developing the budget, working with the grants accountant and grant writer, clearing potential plans with deans, VPs, and the president before committing something to paper, summarizing submitted grants and submitting Grant Concept Approval Forms for each one), there is very little time for other tasks, including to field new requests, answer questions from current project directors, administrators, or partners, or stay on top of new grant opportunities that are emerging, all of which are required components of a director's job.

COMPLIANCE WITH STATE AND FEDERAL REGULATIONS: A large part of the job of managing grants post-award is remaining compliant with regulations from our funders. I was aware that new federal guidelines, called the Uniform Guidelines (UG) were to be released in 2014 in December. Accordingly, I attended the Grant Professionals Association Conference in Portland, OR in October of 2014 and participated in several sessions about these guidelines and their implications for grant management. The guidelines require documentation available as an audit trail for confirming compliance with budgetary requirements. Up until this point, the grants office has not used any specialized software to configure budgets or proposals. With the new guidelines, it's recommended to use a software product that is designed to incorporate all the elements required to be addressed in an audit. We are working on acquiring at least one level of this software this year, but will need to come up with a regular funding stream to support

the annual costs of the software, generally between $7,500 and 8,500.

SUPPORT STAFF AND GRANT FUNDS: Although federal regulations have recently changed to allow hiring support staff into a grant office to help manage the project (this is a promising change!), our campus edicts do not allow us to hire classified staff, with the rationale provided that we will then have the obligation to keep and pay for those staff after the grant funding ends, according to our current president. Other colleges and universities routinely reassign staff on expiring projects to new, emerging projects, but without the guarantee those projects will immediately follow the end of a potential grant, we have not been able to apply for any program assistance through grant-funded sources, under the current leadership.

The addition of one support person will mean increasing our capacity to interact positively with the campus through simple activities such as email notices or reminders, update the web site, research new grant opportunities, distribute attachments of proposals and access to software, and prepare and conduct workshops and presentations. This will allow more time for the director to meet with community and other educational institution project partners to develop new collaborations. At the moment, I do not have time to pursue these additional activities to build partnerships and develop new projects off-campus.

Time to Respond to Request: As far as average time to respond to requests for service or complaints, I try to respond the same day or as early as I am aware of the request. The exception is when I am involved in a conference or seminar off-campus. I answer voicemail and email messages the same day I receive them, or within 2 days if I have competing obligations. In that case, I usually send a notice letting the person who contacted our office know when I will get back to them in detail about their request. We do not as yet have a process of using satisfaction surveys; however, in my personal evaluations, I attend to the responses of the 360 degree assessment, and make concerted efforts to change any areas of dissatisfaction.

EFFECTIVENESS: In very real terms, effectiveness can be measured by the grant proposals developed and awarded. On another level, though, no effort is lost. If we work on a particular proposal and it does not receive funding in that round, we prepare to go after it again in the next round or use the project components developed for that proposal in another potential grant. Sometimes the discussions about what the campus needs and how project activities should be designed to be the most effective leads to refinement of current activities to achieve those same ends. For instance, the HACU Walmart grant initiated the paired courses model and also introduced the possibility of accelerated courses; those practices are now being carried out on the campus both within (PASS GO) and independently of grant funding. I believe we are capable of attracting viable partners, of designing useful and timely projects, and of building on SBVC's strengths to accomplish more each year. These are my intentions in approaching each grant project, those in development and those already awarded.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Administrative Services).

NA

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
N/A		
N/A		
N/A		
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

N/A

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

MAJOR TRENDS: Trends to pay attention to include the directions the federal and state agencies are taking in how and what kind of grants they award. They decide the priorities based on a certain philosophy. At the moment (2015), the state philosophy is on building career pathways from K-12 through college, and thus, the grants the state has been promoting have focused on projects that address this priority. This affects enrollment and planning because the pathways will bring students to particular programs. When we are involved in the grants of this type, the K-12 partners specify how many students they intend to transfer to the community college. I involve the departments and divisions that will be affected by a particular grant, such as computer technology or advanced manufacturing.

Project developed with the Middle College High School may impact enrollments, although because of the small number of students, the impact is usually spread across several disciplines. However, some programs may propose summer classes, in which case we'd need to identify whether existing sections of classes can meet the need or more will need to be added.

For the federal Department of Education, the philosophy at the moment centers on the importance of noncognitive factors in student success. That is, what contributes to the way students feel about their ability to succeed, to persist, even to attend their classes on a daily basis? In addressing this area in recent grants, we have emphasized the benefits of positive

psychology and StrengthsQuest training. Our student mental health grant had this as a core, and an element of strengths assessment and training was incorporated into the TRIO grant submitted in December 2014. It will be a component of the upcoming Title V submission as well. This focus area is not only a priority of the Dept. of Education, but is familiar to some of our faculty and staff as well. For instance, Mandi Batalo works to include mindfulness in her instruction; mindfulness is a way to build student confidence through reflection, and is a practice that speaks to noncognitive factors as important in student growth. The strengths training has impacted faculty, staff, and students, and is planned to spread further throughout campus (EOP&S and Valley Bound are receiving training this spring) to support students' positive attributes and styles; it's a powerful way to reinforce the potential for success our students have, even if other messages in their lives tell them differently.

RELATIONSHIP TO PLANNING AND ENROLLMENT: For grants such as the National Science Foundation Grant in water technology, new courses were developed in water distribution and conservation. These should attract new students and increase enrollment in this discipline. Also, the grant aimed to increase the number of women and minority students enrolled in water fields, so enrollment is impacted this way as well. I

In developing proposals, we take into account timelines for approval of new curriculum, inserting required material into the course catalog, and scheduling of classes. We try to anticipate actual usage of services, and sometimes we succeed and sometimes vastly underestimate the success of project elements, such as tutoring. For the PASS GO grant, the tutoring component was so successful, we met our 5-year objective in the first term.

STRATEGIC ROLE OF GRANTS and PLANNING and INCORPORATING STRENGTHS: An awareness of trends goes to the heart of the strategic role of grants. It is so much more about the program elements than it is about the money. A deep understanding of grants shows its potential for transformation: of the students' opportunities (through funded activities and programs), and of the campus culture in embracing philosophies and ways of working that perhaps are different from what we had previously practiced, but which align with the desires of faculty and staff to provide the best educational environment possible. Grants also allow for expansion in areas where the college may have had a desire to increase service, but lacked the funds. An example of this is expanding supplemental instruction to all areas of the college, an objective we are integrating in this year's Title V plan. This will create new 0-credit supplemental instruction sections that align with the discipline; students will enroll in both sections. Coordination of this type of decision is made with a number of administrators, including the Instructional Deans Council (so all areas are included) and the VP of instruction.

PROCESS TO KEEP AWARE OF TRENDS: To keep on top of trends, I read the grant literature and delve into the references suggested by the various programs. I spin that out further and solicit further material from faculty and staff who will be the people implementing these projects. The opportunity for me to understand the key concepts underlying a particular discipline at the current point of its evolution is one of the most exciting reasons I am involved in grant development. "Development" has real meaning in this context; we

develop projects based on these important ideas, consult with faculty and staff about the tactics for carrying them out, and define projected outcomes based on what we know about where our students are now, but also on pilot efforts of achievement in several subject areas. The paired courses model that we gained by working with the Community College of Denver in the mentorship program (HACU Walmart grant) is a case in point: faculty in a number of disciplines (English, chemistry, automotive, philosophy, history, and math, for example) embraced the positive potential in sharing themes and approaches between two faculty across their areas of expertise.

FURTHER STRENGTHS: SBVC AS A MODEL: Introducing these concepts and opportunities through grants is a way to have SBVC part of the trend, contributing to it, becoming a model. There's no reason we can't be the college others look to for best practices, and grants give us an opportunity to do that by funding efforts we initially might not have the resources to fund directly ourselves.

Trends also include soliciting input from multiple sources, including student groups. Funders want to see what students think. To this end, in addition to discussing grant opportunities with faculty and staff, the grant director has scheduled meetings with the Associate Student Government to brief them on the potential opportunities and gather input. Other opportunities for speaking with faculty, staff, and students occur during flex day meetings and other campus events.

Other trends include the involvement with other institutions as partners. We have led this effort and have successfully partnered with CSUSB and UCR on many projects, and have also responded to invitations from other institutions, including Chaffey and Victor Valley College. The partnership efforts have been described in other sections in detail. Partnerships are a priority for this grant department; they give faculty, staff, and students a chance to step outside this environment and work in a different context. Partnerships build relationships that are sustained beyond a particular project and build ongoing capacity for our institution, and it's my belief that is a primary role of a grants department.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

BUILDING ON STRENGTHS: A key way of addressing accomplishments and strengths is to build upon successful programs, expand and scale up those successes, and integrate them with new efforts. This has been done with the supplemental instruction component introduced to the college through the PASS GO and MSEIP grants, and with the strengths component introduced through the student mental health grant. It is exactly what has happened with the paired and accelerated courses focus initiated through the HACU Walmart grant, and this philosophy – of continuing to build on

successful projects – is being carried out in new proposals being developed. For instance, the research opportunities for students in partnership with UCR were introduced in the MSEIP grant; the latest grant submitted (to the US Department of Agriculture) included an expanded version of this opportunity – the new project proposal will affect more students and give them a longer summer experience working in a research environment at UCR prior to transfer.

One of the best indicators of a grant project's success is the implementation of a project element independent of a funded award. This can be planned, through sustainability built into the funded project, but it can also occur organically through interest by those involved in the project to keep it going, as was the case with the Stress Solutions Oasis sessions initially funded by the Student Mental Health program grant and later taken up by both the Student Health Center and the Professional Development program.

The strength of the grant department is its ability to be timely and strategic, to understand and respond to trends in education and in the funding agencies, to be aware of and work with and highlight the unique factors that can represent SBVC as a successful institution to funders, and recognize the places in our programs and priorities where we can tie into new trends and priorities to the benefit of our college's growth.

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

PLANNING AS AN ONGOING ACTIVITY: The college was new to grants as an ongoing culture. They were thought of as one-offs, a pile of money we could get to do this or that short-term activity. The mindset around grants has been changing slowly in the last five years, and there is still some way to go. A few people still think of grants as primarily about the funding aspect rather than the project's capability to improve the campus in any number of ways.

While the same grant opportunities do not emerge every year, similarities exist, and if one follows the trends of what is being requested and funded by agencies, one can plan reasonably well what new opportunities may be coming up soon. I discuss these issues with other grant professionals at conferences, and attend those conferences in the first place to learn of expected grant opportunities for the coming year. I'm also part of a network through Council for Resource Development that forecasts new opportunities.

Planning includes seeking and responding to additional opportunities for partnerships as they arise from funders or potential partners.

PLANNING AS LEVERAGING and SUSTAINING EXISTING PROGRAMS AND PROJECTS

Strategically, it makes sense to build new projects and programs on successful ones already in place. This is how a college grows and evolves while staying current with the times and responsive to student, academic, and industry needs.

However, challenges AND weaknesses at the highest level of SBVC include a resistance to institutionalizing people as part of this plan. There are constraints against hiring anyone new, without regard as to whether or not that position fits strategically in the plan for the growth of the campus. And that is part of the downfall of an administration that is not well-versed in the strategic aspect of grants: they see grants primarily in terms of funds.

I have been cautioned against hiring new people that would become, in their view, a burden to the college because these positions would need to be sustained after the grant. The challenge in adhering to this constraint while trying to follow the funders' requirements that emphasize sustainability is sometimes untenable. The two philosophies are in such fundamental opposition that it is often hard to know how to proceed. It's even sadder when I realize that this ignorance about the potential of grants holds us back from being the recipient of many opportunities.

In the past year, we were constrained from including any full-time classified positions in grant proposals. Ironically, at the same time, those who applied to the same competition and named us as a partner experienced no such constraints. Thus, projects were awarded to other colleges who named us as partners. In those grants, they had no compunction about adding in support staff they deemed necessary (not always with our input about what positions were needed) at all the partners' location. The net effect was that on two grants, the Department of Labor grant with Chaffey, and the California Career Pathways Trust grant with Victor Valley, we are now committed to sustaining positions that other colleges wrote into their applications on our behalf. However, in our own applications to these programs, internal policy prohibited us from including staff as part of the project support team.

This creates problems, as we are competing with other colleges who are able to design fully functional projects, even including us as partners, while we ourselves are limited in what we can do. It's no mystery to the reviewers that our project designs are not intended to be sustained; they can tell by the staffing pattern and the lack of commitment of resources to the project. Naturally they award the project to an applicant with a more robust plan. And when that happens, the whole college loses. We also lose control over decision-making when other colleges decide for us (in their partnership proposals that include limited input from us) what positions we need and are then committed to sustain. Do we need more staff in certain areas? Certainly they would be a benefit. Would we have chosen the positions that Chaffey and Victor Valley chose for us? Probably not, as we know our needs and gaps in staffing better than they do, and

may very well have different priorities if the opportunity to fund new staff positions is available. It's a significant challenge when our own college's policies (as expressed by the current administration) prevent us from being competitive in the grants market.

Current federal regulations allow for funding for grants operations to help grants offices manage their projects, including hiring support staff. It is sorely needed here, yet the present administration has denied this request to hire a support staff/clerical person to help in the grants office, even if funded through a grant.

The aversion to sustaining positions shows a lack of experience in a grants culture. If one looks at the colleges and universities around us, it's evident they receive and manage grants regularly, and these are the same grants for which we compete. They take on new staff for critical positions and initiatives they believe are important, and they grow the quality of their institution through these initiatives. They don't expect to stop; in contrast, they anticipate continuing to grow and they plan their grant strategies accordingly. Yes, sometimes staff whose assignments run out on one program are absorbed into the college and need to be supported by the general fund, but other times, new initiatives are planned that build on the previous ones (this is a strategic approach to grant development), and some of the staff involved in those first-phase projects transition to the new projects. In both cases, the staff who are hired are factored in as part of the direction the college or university believes to be a priority, so the hiring of these individuals fits with that plan.

GRANTS AND PLANNING: As part of the grant office's planning process, I have worked closely with Dr. James Smith, Dean of Research, Planning, and Institutional Effectiveness, to align grant objectives with the college's strategic plan and strategic initiatives. In 2013, we co-presented a community and open session on Strategic Planning and Grants, outlining what had been done thus far and inviting the community, faculty, staff, and students to discuss and decide what strategic directions were important to them and how those might be incorporated into future grants.

A key challenge for our department is that the overload of work diminishes our ability to develop new projects. We are doing a lot with a little, but as new opportunities come up, we have a lack of availability to respond. For instance, a Title V grant takes the effort of two people full time over a period of at least one month; that includes me and the grant writer; in addition, the grants accountant must come into the picture about halfway through, to develop the budget as the activities are defined. This presumes that none of the three of us have any other competing priorities. This year, in addition to the Title V, because of the time of year we are also working on budget development for all the grant projects we manage, as well as writing this efficacy report. UCR has mentioned they would like our participation as a partner in a California Department of Energy grant. Similarly, CSUSB asked us to partner in a Title V Cooperative. I said "yes" because I don't want the college to miss these opportunities, but I'm not sure the administration is aware of the workload associated with any one of these projects, let alone 3 projects.

As mentioned earlier, when I took leadership of the Title V grant and this office in 2010, there was no infrastructure in place: no grant databases, no boilerplate language for adding to proposals. In the past five years we've been able to build up the latter but are challenged to afford the former – I will address this more in technology. Our department's annual budget is about $3,000 after personnel costs are factored in. Software alone will cost at least twice that each year: a grant management (software) system costs about $5,500, with a grant search module (searchable database) costing another $2,000, totaling $7,500. These are per-year costs, and they will make it possible to share information with the campus regarding opportunities (through the searchable database) and manage our current grants according to the new uniform guidelines. There is a time and effort module that we can acquire as part of the main software (management component) that will keep us compliant with federal regulations according to the federal Uniform Guidelines enacted in December of 2014; it documents how staff spend their time and how the account budgets reflect promised percentages of assignment to grant projects.

Late in March 2015, we have been advised our district's internal auditors will be examining one of our largest grants, the HSI STEM PASS GO, to verify the time and effort claimed and the correct association with relevant accounts. At this point, aligning the documentation for this audit needs to be done manually. For the future, we aim to meet this need by using new software. That way information will be immediately available, and meets the requirements of the Uniform Guidelines for recordkeeping pertinent to grants. This will help with both accountability and efficiency. The plan is to do this; the challenge is to find the resources to support the need for this technology.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		

	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

TECHNOLOGY: We are working on obtaining software for both aspects of grants: searching for opportunities through a grants database and managing the post-award projects. This software is Streamlink, something I've examined before but did not purchase because it was beyond our budget. The software costs about $7500 per year for the total package of research module (searchable grant database) and grant management system. If we purchase a multi-year contract, we can probably get that down about $1,000 per year.

The advantages will be in two main areas: one, having a searchable database to examine grant opportunities; a key feature of this is it can be used by multiple parties on campus, so faculty searching for funding can use it, too. The second area (not in importance but in order; that is, first we search for grants and then we manage them) is the grant management module. It will keep in one place all the material, files, budget information, contacts, and calendar, that we need to manage grants effectively. It is also compliant with the new (December 26, 2014) federal Uniform Guidelines that establishes expectations and requirements for recordkeeping for awarded grants. We don't currently have a system for either of these priorities. For a fully functioning and compliant grant office, we need these.

At the moment, we use whatever technology is available to us to support college objectives; we attend many webinars from funding agencies, use Outlook for calendaring and email communications, and inform ourselves as to instructional technologies faculty are using so we can incorporate descriptions of those, and leverage further use of those, in grant proposals.

When incorporating technology into grant projects, we consult with our technology area (Rick Hrdlicka) and faculty using classroom technology for their ideas on implementing and expanding technology to support instruction. The current plan for the Title V grant is exploring ways of using innovative instructional technology (e.g., online tutors, texting chat sessions for students to tutors, using ITV for online tutoring sessions, and providing professional development in using instructional technology for those faculty new to it.)

PARTNERSHIPS: For partnerships, the grant department has sought out and also responded to others' overtures for partnerships. We currently have several partnership grants in operation, and are working on several more: in operation include the HSI STEM PASS GO Cooperative grant; we are the lead in this $5.5 million grant, with partner CSUSB; the Minority Science and Engineering program grant: we are the lead in this $700,000 grant, with partners CSUSB and UC Riverside. We have recently proposed a grant to the US Department of Agriculture, with partner UC Riverside. We are developing a grant for a Title V Cooperative where CSUSB is the lead, and we are a partner. We have been asked by UC Riverside's Bourns College of Engineering CE-CERT to partner in a California State Department of Energy grant.

Further on partnerships: Planning includes seeking and responding to additional opportunities for partnerships as they arise from funders or potential partners.

I would like us to expand our partnership capability to more collaborative grants and also invite participation from area business as advisory board members, sponsors of mentoring and internship programs, and involvement on a larger scale in general across campus disciplines. CTE does a good job in this area, but I believe we can gain some significant benefits from partnerships in other disciplines as well. I'd also like to become more directly involved in some of the regional consortia to advocate for SBVC to take the lead on projects that become available. To pursue these, I need time, and administrative support for my office is what will make that happen. At the moment, I am pretty much campus-bound because I'm wearing so many hats and juggling so many projects. To make the best use of a director's time, I need to be freed up from being the one to make copies, schedule meetings, or attend to other tasks that a secretary or administrative assistant is fully capable of doing.

CAMPUS CLIMATE: The grant office reviews and uses the data present in the campus climate survey reports to identify gaps and needs that we might be able to address in grant project design. Recently, the Office of Research, Planning, and Institutional Effectiveness (the division under which grants operates) asked for my input in adding to the campus climate survey for questions related to resource development and management in terms of how students and faculty are served.

We look to the different populations' feedback (faculty, staff, students) for their perspective about what is right with the campus, so we can highlight SBVC's strong points and unique qualities in proposals. We also look to see whether there are areas where a grant might address a pressing need, such as a concern from students of inadequate study or computer spaces; we can add in resources to fill these gaps in our project proposals. When there is an opportunity to attend faculty, staff, or student meetings to gain more information that can be used in grant proposals, we attend and engage in dialog to obtain input and suggestions.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Not applicable; this is our department's first program review and efficacy cycle (needs assessment took place in Fall 2014; efficacy in this term of Spring 2015).