Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: <u>Monday, March 18, 2019 by NOON</u>

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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops (February 22 and March 1)**.

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019**.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a **MICROSOFT WORD** DOCUMENT (do NOT convert to PDF)
2) Do NOT change the file name

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at** cgabriel@sbccd.cc.ca.us **as soon as possible.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php

Program Efficacy

2018 – 2019

Program Being Evaluated

Grant Development and Management

Name of Division

Research, Planning, and Institutional Effectiveness

Name of Person Preparing this Report　　　　　　　　　　**Extension**

Dr. James E. Smith

Names of Department Members Consulted

Girija Raghavan, Joanna Oxendine

Names of Reviewers

Work Flow	Date Submitted
Initial meeting with department	3/8/2019
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 19**

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	1		
Faculty			
Classified Staff	1 (@ 60%) accountant		
Total	1.6		Total FTE staff 1.6

Table 1. Programs and Services Supported by Ongoing Major Grant Awards			
2014-2015	2015-2016	2016-2017	2017-2018
$3,109,269	$5,435,874	$2,102,852	$2,271,617

Table 2. Departmental Effiency and Productivity (Ratio of Salary to Income Generated)				
	2014-15	2015-16	2016-17	2017-2018
Salary	$233,799	$151,366	$51,228	$111,863
Awards	$3,109,269	$5,435,874	$2,102,852	$2,271,617
Ratio	1:13	1:36	1:41	1:20

Table 3. Ongoing Major Grant Awards - 2017-18	
Nursing Enrollment	$182,500
MESA	$74,515
Zero Textbook Cost Degree	$149,840
CTE Data Unlocked	$50,000
Middle College High School	$100,00
NSF S-STEM Transfer Collaborative	$639,845
USDA SPECA	$163,198
TAACCCT	$636,844
Title V	$274,875
TOTAL	**$2,271,617**

Description:

The Grant Development and Administration 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.
- As shown in the performance measure comparisons table, grant awards have provided the foundation for the development of programs and resources that contribute to student success.

Department 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 & 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.
- Instability in staffing and resources have created a situation where at times there is limited ability to respond to funding opportunities.

Action Plan:

- Revive campus Grants Committee.
- Assess the efficacy and efficiency of current Grants Office practices, procedures, and templates and make necessary modifications to improve upon such for internal staff.
- Meet with current project directors to better understand the scope and progress of their grants as well as to glean insight as to how the Grants Office might better support them and the campus community at large.
- Restructure and update the Grants website with more current information that is easier to locate.
- Host opportunities to talk with faculty members regarding their programs, interests, etc. and how to leverage these with grant funding to support student success.
- Continue working with deans (instruction and student services) to prioritize and respond to grant opportunities.

Part I: Questions Related to Strategic Initiative: <u>Increase Access</u>

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	**Meets**	**Exceeds**
Demographics	The program **<u>does not provide</u>** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **<u>provides an analysis</u>** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **<u>demonstrates a need</u>** for increased resources.
Pattern of Service	The program's pattern of service is **<u>not related to the needs of students</u>**.	The **<u>program provides</u>** evidence that the pattern of service or instruction meets student needs. The program **<u>discusses the plans or activities</u>** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **<u>demonstrates that the pattern of service needs to be extended</u>**.

Demographics:

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.

This office serves the entire campus and community 12 months a year. The tables below provide the information about the connection between campus demographics and grants office activities and goals.

Table 4. head count	2014-15		2015-16		2016-17		2017-18	
Ethnicity	Student Count	%	Student Count	%	Student Count	%	Student Count	%
African-American	2,223	13.04%	2,160	12.50%	2,186	12.31%	2,361	12.24%
Nat.American/ Alaskan	32	0.19%	34	0.20%	43	0.24%	38	0.20%
Asian	602	3.53%	620	3.59%	649	3.66%	652	3.38%
Filipino	193	1.13%	230	1.33%	237	1.33%	231	1.20%
Hispanic	10,874	63.80%	11,147	64.52%	11,584	65.24%	12,733	66.01%
Multi-Ethnicity	588	3.45%	582	3.37%	634	3.57%	694	3.60%
Pacific Islander	64	0.38%	37	0.21%	39	0.22%	42	0.22%
Unknown	71	0.42%	66	0.38%	62	0.35%	69	0.36%
White Non-Hispanic	2,397	14.06%	2,400	13.89%	2,321	13.07%	2,470	12.80%
Total	17,044	100%	17,276	100%	17,755	100%	19,290	100%

Internal demographics of the campus community have a direct bearing on the program goals for the grants office. First of all, the campus is located in a community with high economic and educational needs. As shown in the table below the majority of students on campus are ethnic minority and a majority of those are first generation to attend college.

The number of students on campus has grown significantly over the last five years. The increase includes many students who are the first generation to attend college. Over sixty percent of the students at SBVC are first generation to attend college. The Grants Office has a goal of finding funds to support programs that promote success among these student whether in the area of STEM majors, other areas of transfer, or CTE.

Numbers for FTES (seat-count) have also grown significantly over the last five years, placing a strain on existing service delivery. The Grants Office relies in part on faculty and staff to identify grants and award opportunities to pursue. The campus employs about 800 staff and faculty members during a typical semester. We encourage ideas for funding and campus recognition from every level. One way this is accomplished is through the grants advisory committee. This committee has representation from every work unit. Although the committee has been dormant for the last year, our plan is to revive it.

Table 5. FTES	2013-14	2014-15	2015-16	2016-17	2017-18
Ethnicity					
African-American	1,342.17	1,293.96	1,256.24	1,224.78	1,333.25
American Indian/Alaskan Native	25.92	21.81	25.36	29.4	23.68
Asian	350.35	368.93	375.45	377.86	399.88
Filipino	116.2	134.31	144.79	143.44	144.44
Hispanic	6,173.90	6,641.78	6,630.42	6,685.82	7,545.28
Multi-Ethnicity	335.8	360.01	338.64	343.54	404.98
Pacific Islander	39.71	38.72	22.8	20.68	25.67
Unknown	47.26	35.79	28.21	33.2	34.4
White Non-Hispanic	1,385.48	1,329.19	1,290.54	1,260.31	1,479.11
Total	9,816.79	10,224.50	10,112.46	10,119.02	11,390.68

Pattern of Service:

Describe how 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 Grants Office responds to the campus needs year-round. Although there has been inconsistent staffing over the last five years, the office makes every attempt to pursue opportunities that benefit the campus and the community.

How the Grant Department Supports Student Success:

The Grants Office responds to explicit student success funding opportunities and also integrates student success outcomes in the grants we develop. Since 2010, the grants office has assisted in securing and managing over $12 million, the majority of which has gone toward programs to support student success (see the table below).

Table 6. Grants and Revenue	
Grants-2010-2018	Total
PASS GO	$5,493,092
MSEIP	$689,727
NSF-Water	$199,273
MCHS	$100,000
Mental Health	$248,191
CTE Data Unlocked Grant	$50,000
MESA	$74,515
Zero Textbook	$149,840
Digital Media Disciplines	$274,875
S-STEM	$639,845
Veterans Resource Center	$198,675
CDBG	$10,000
TAACCCT Grant	$636,844
USDA SPECA Program	$163,198
Walmart-HACU	$100,000
Enrollment Growth-Nursing	$182,500
Adult Education Block Grant	$3,337,721
Total	$12,548,296

To be aware of the specifics in how student success can be achieved in each area, the Grants Office 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 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.

Currently active grants that also support student success include: Zero Textbook Cost Grant which reduces the burden of expensive books; the Veterans Resource Center Grant, which helps fund a

Part II: Questions Related to Strategic Initiative: **Promote Student Success**

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
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.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) 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 it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")

As shown in Tables 1-3 and Table 6, despite instability of staffing at the director level, the grants office has continued to meet the basic needs of the campus. However, greater stability should result in greater effectiveness.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.)

Student Learning Outcomes:

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

Service Area Outcomes
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. Prepare and submit award applications for campus recognition that highlight campus achievements of our student population. <u>Measurable outcomes</u>: Number of award applications
3. 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.
4. 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.

5. Communicate opportunities and success with a monthly newsletter
6. Maintain a current webpage

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

N/A

Part III: Questions Related to Strategic Initiative: <u>Improve Communication, Culture &</u>

<u>Climate</u>

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its goals and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Describe how your program seeks to enhance the culture and climate of the college.

> The Grants Office also pursues recognition for the campus by completing award applications that highlight successes. One example of this is that our Diesel program is being recognized at the AHSIE conference next month for success with Hispanic high school students, especially girls in a field dominated by men. These awards bring positive recognition and boosts the esteem of the campus internally and brings prestige externally.

Describe one or more external/internal partnerships.

> PARTNERSHIPS: Over the last five years, SBVC has maintained partnership with several institutions across numerous grants. Three grants—the National Science Foundation S-STEM Transfer Collaborative for HSIs, the USDA SPECA Program, and a US Dept. of Education Title V grant—are administered by Cal State San Bernardino as the lead institution and include multiple community colleges as partners. SBVC is the lead institution on a CA Chancellor's Office Workforce and Economic Development Program grant in partnership with the Rancho Santiago Community College District, and a consortium member institution in partnership with 11 other community colleges, including Chaffey College as lead, on a US Dept. of Labor, Employment and Training Administration TAACCT grant.

What plans does your program have to further implement any of these initiatives?

>

IV: Questions Related to Strategic Initiative: <u>Maintain Leadership & Promote Professional Development</u>

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. <mark>Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).</mark>

N/A

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Grants Professionals Association (GPA)

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, 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.	The program functions at a highly productive level and has planned for growth as appropriate.
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 were not launched into Curricunet by	The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

	Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.	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.	
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

> The San Bernardino Valley College Department of Grant Development and Administration 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 mission or purpose relate to the college mission?

> The office supports the mission of the college in numerous ways. First and foremost, we do so by finding funding sources that will aid continuous improvement and enhance the quality of education and then by expanding the delivery of those services to more students.
>
> The partnerships we help to develop contribute the economic development and growth of a community in great need.
>
> In general, we support the mission 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.

Finally, we support the mission by seeking funding for programs that prepare students for transfer to four-year universities, to enter the workforce, and by earning applied degrees and certificates.

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

Educational Master Plan September 2014

Programs and Services Supported by

Grant-Funded Projects

Programs and Services Supported by Ongoing Major Grant Awards			
2014-2015	2015-2016	2016-2017	2017-2018
$3,109,269	$5,435,874	$2,102,852	$2,271,617

PRODUCTIVITY: The grant department definition of productivity includes proposals developed, with a second-level outcome of grant funds awarded.

INCREASING GRANT AWARDS:

PARTNERSHIPS: See Part III

COMPLIANCE WITH STATE AND FEDERAL REGULATIONS:

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.

Relevance and Currency, Articulation of Curriculum:

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. (NOTE: If the report is inaccurate,

contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Articulation and Transfer

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

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

N/A

Currency

<mark>Review all mentions of your area in the catalog.</mark> Is the information given accurate?

If any courses are no longer offered, list them here. (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?

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

<mark>If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).</mark>

N/A

Challenges:

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

The Grants Office has had four directors over the last five years. Instability of leadership from a director has had a negative impact on effectiveness and planning. Consistent leadership from a director who can gain and use institutional memory is critical. The District has retained a consultant

to work with us on big and/or District level grants. The hope is to maintain continuity in the position and build on past successes.

VI: Questions Related to Strategic Initiative: <u>Provide Exceptional Facilities</u>

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

<mark>Provide an evaluation of the facilities in your area and their impact on the educational environment for students in your area (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).</mark>

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.