

**Allan Hancock College  
Administrative Department Program Review**

**2021-22 Comprehensive Self-Study**

Program review is intended to be a reflective process that builds on the extensive information gathered for the Annual Updates and lays out the program’s major directions for the future. It is based on data and evidence to assess and improve performance on established functions and Service Area Outcomes. Service Area Outcomes reflect the measures of effectiveness of the department functions. (Place your responses in the text boxes below each question.)

Date:	August 03, 2022 – Revised December 2022
Program/Department:	Institutional Grants
Team Chair:	LeeAnne McNulty
Team Members:	Jon Hooten, Donna Beal

**I. Program Scope (must align with college mission)**

I.a. Scope of Services – list and describe primary types of services and functions, including primary clients.

The Office of Institutional Grants assists faculty, staff, and administrators with the technical aspects of developing fundable grant proposals in response to the district’s strategic priorities. Grants office staff assists in the development of ideas, identification of funding sources, budget development, grant writing, interpretation of application guidelines, and final preparation of the proposal. The office assists in the interpretation of regulations and policies, oversees the programmatic requirements of grant-funded projects, and supports the monitoring, reporting, closure, and renewal of existing grants. The Institutional Grants office contributes to the AHC Educational Master Plan by applying and crafting grant proposals to match the proposed activities with the overarching goals of the institution.

**AHC INSTITUTIONAL GRANTS MISSION STATEMENT**

The Allan Hancock College Office of Institutional Grants believes in the capacity, potential, and commitment of people to create a more just society. We seek and receive funding for the innovations committed to positive, life-changing actions for our students and community, with a dedication to people of color, women, low-income, first-generation, and the special populations of people who need the support of champions to become champions themselves. We are dedicated to supporting projects that transform lives, break-down barriers to success, and truly restructure oppressive systems to empower, educate, and elevate those in their pursuits of happiness, compassion, service, safety, and financial security through educational endeavors.

I.b. Location & Time (check all that apply). Indicate where support is provided – not necessarily where you have a physical office.

Time	Santa Maria	Lompoc Valley	Santa Ynez	VAFB	Other	Online
	Always Sometimes Never	Always Sometimes Never	Always Sometimes Never	Always Sometimes Never	Always Sometimes Never	
M-F 8-4:30	◆ <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Yes.
M-F 4:30 on	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Weekends	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

I.c. Admin Unit data

	2022-23	2021-22	2020-21	2019-20	2018-19
FT Employees	3	2	2	2	1
PT Employees	0	0	0	0	1
Student Workers	0	0	1	2	0
Temporary Workers	0	0	0	0	2

## II. Past Program Service Area Outcomes (SAOs)

II.a. List program objectives (not resource requests) from past program reviews and provide an update:

SAO	YEAR	STAUS
1. Develop Competitive Proposals	2013	Successful
2. Enhance College's Capacity	2013	Successful
3. Strengthen Campus Community Collaborations	2013	Improving
4. Provide Post-Award Support and Compliance	2022	Successful
5. Support AHC Ed. Master Plan Goals and Outcomes with grants projects and funding	2022	Successful & Continuing

II.b. Comment on challenges and/or obstacles in achieving the outcomes

Although the Grants office has been very successful in obtaining federal, state, and private grants, the challenges reside in the innovative nature of grant awarded programs that push new boundaries and create change on campus. Active grant projects often lead to emerging problems such as office space needed, grant objectives vs. institutional or federal guidelines, and a need for more grant staff to help lead new grant directors, coordinators, and specialists in spending, tracking, grant actions, reporting, purchasing, budget surveillance, and communication/coordination throughout the college.

II.c. Based on assessment of the past 6 years, what are the current department strengths and weaknesses?

**STRENGTHS:**

The Office of Institutional Grants (IG) continues to advance progression towards bringing teams together to create innovations, while financially supporting initiatives to better meet AHC's mission. Within the past three years, the number of grants we have written and applied for, and the numbers of grants we have been awarded have steadily grown. Fiscally, the IG office doubled and then duplicated the effort for grant the funding brought into the college the past two years through the award of 37 new grants, bringing in \$14,339,070. These new funding sources have ultimately led to focused and asserted efforts to serve the most historically oppressed special populations on campus, expanded student services and outreach, built further partnerships, and amplified diversity, equity, and inclusion efforts.

The office of Institutional Grants also changed the design of the grant writing and submission process by moving the grant writing process away from a paper sign off form, to an online shared drive through Microsoft Teams. In addition, the Grants office presents to the following shared governance entities: Administrative Team, College Council, Academic Senate, Resource Alignment Committee, Facilities Council, Budget Council, and other committees and councils that may be effected by the grant funding. Now, everyone on campus, who is interested, can participate in the grant writing process as an active participant or observer. The transparency of the grants process alleviated much of the mystique and surprise sudden funding.

**WEAKNESS:**

Currently, although we have been extremely successful in obtaining grants, the need for supporting Project Directors, Grant Coordinators, Business Services, Grant Accountants, Program Specialists, and Office Technicians through the grants orientation, processes, procedures, eligible purchases, reporting methods, data collection, institution of new actions, participating in the shared governance processes, navigating grant portals, and closing out grants at the end of the grant performance period have all been desperately needed.

The Institutional Grants office had an urgent need for a post award Grants Analyst I, to support new Project Directors, Coordinators, and Specialists through oversight, guidance, and compliance reviews. The AHC Institutional Grants office now has a fulltime Grants Analyst I, hired August 16, 2022, to provide this needed oversight.

The new weakness to serve as departmental goals are to update the website, update all files, provide professional development and orientations for all new and continuing grants affiliated staff, and coordinate better with the Grants Accountants in Business Services to support grant spending trajectories and communicate individualized compliance information.

In addition, each grant effort will be weighed against the AHC Education Mater Plan to ensure each grant's outcomes and objectives are in alignment with the institutional vision. The Institutional Grants director will work continue to work with Deans, vice presidents, and the president of the college to ensure each grant proposal supports college and departmental priorities.

**III. Performance, Stated functions & Demand for Service**

III.a. Quantitative data collected:

III.b. What workload metrics do you collect (i.e. number of surveys, help desk requests, purchase orders)

The past 6 years of grant awards.

Fiscal Year	Number of Grants Submitted	Amount of Grants Submitted	Number of Grants Received	Amount of Grants Received
2021-22	39	\$45,046,912	18	\$7,323,737
2020-21	28	\$13,055,482	19	\$7,015,333
2019-20	26	\$12,926,785	15	\$1,999,366
2018-19	25	\$5,563,889	22	\$3,752,805
2017-18	25	\$6,120,436	26	\$2,662,854
2016-17	28	\$3,558,938	19	\$2,083,122

\* If you have an established benchmark (e.g. statewide recommendations, program goals)

III.c. Survey data collected:

The institutional Grants Office will work with Institutional Effectiveness to craft a survey for institutional feedback. Surveys will be sent to departmental heads, administrators and current project directors to measure the levels of understanding grants processes and conduct a needs assessment.

Proposed draft questions will include:

1. Is your program supported by any grants?
2. Do you know how to contact the grants office?
3. Do you know how to request a search for grant funding?
4. Do you hear the Grants reports during shared governance meetings? If so, which meetings?
5. Does your department receive the support it needs from the Grants office to successful direct, coordinate, and utilize the current grants?
6. What additional assistance or information would you like from Institutional Grants?

Describe the demand and satisfaction based on the results from surveys, focus groups, customer feedback, or other means of feedback.

Service	Level of Satisfaction	Importance	Analysis


Based on the survey results, what are the main gaps that form your SAOs for the next six years?

**IV. Equity**

IV.a. How does your program support equity?

The AHC Institutional Grants office supports equity in the following ways:

- Funding student support services – with focused attention on special populations such as: people of color, women, student parents, low income, former foster youth, formerly incarcerated, incarcerated, childcare, etc.
- Access to higher education through basic needs support
- Partnerships with community, county, state, and regionally affiliated nonprofits, businesses, industry, cities, and social services.
- Guided pathways support
- Departmental innovations to better serve and support students  
*Departments served: Student Services, Engineering, English, Basic Needs, Math, Science, Rising Scholars, TRIO, CalSOAP, Aim to Dream, Agriculture, Nursing, Library, Fore Academy, Veteran’s Center, LAP, Biology, Machining Tech, Open Education Resources, MESA, STEM, ESL Noncredit, Endowments, Career Center, Partnership Development, Professional Development*
- Sustainability and Environmental developments/innovations
- Outreach to English learners, field workers, low-income communities, and rural communities.
- Professional development funding for culturally responsive andragogy and curriculum
- Transfer to four-year universities
- Internships and employment opportunities

**V. New Program Outcomes & Plan of Action**

V.a. Identify recommendations to improve department performance in its functions and service outcomes (SAOs).

*For example, if the function is payroll, an effective objective may be to process payroll on time with 99% accuracy. Example two, if the function is Plan Services repairs, an effective objective may be to complete all work orders in a timely manner. Example three, if the function is grant applications, an effective objective may be to file ‘X’ amount of grant applications and complete the application process on time.*

EXAMPLE:

<i>SAO 1: Reduce wait time for research requests</i>		
<i>Activity</i>	<i>Timeline</i>	<i>Progress Measure</i>
<i>Work with IT to create useful data views</i>	<i>Fall 2017</i>	<i>Turnaround time for all requests</i>

SAO 1: Support awarded grant programs with post-award orientations, help, and guidance.			
Activity	Timeline	Progress Measure	Link to Strategic Plan

Hired Grants Analyst I for better post-award oversight	By August 16, 2022	Spending on grant timelines, Training for all grant affiliated positions, no returning of grant funding, grant compliance, and institutional support/communication	A.4 Develop and maintain collaboration with K-12 partners
SAO 2: Support AHC through finding, applying, and gaining grant funds to support the college's success in meeting its strategic goals.			
Activity	Timeline	Progress Measure	Link to Strategic Plan
Continue to write grants that assist the college in meeting goals identified in the Education Master Plan	Throughout the year	Number of grants awarded, amount of grants awarded, and services provided that match college Educational and Strategic Goals	C.3 Foster a college climate that is responsive to equity gaps and mitigates implicit bias C.7 Expand student support services
SAO 3:			
Activity	Timeline	Progress Measure	Link to Strategic Plan
Maintain clear communication with the college through shared governance	Throughout the year	Number of meetings presented grants to councils and committees, Microsoft Teams participation, Board approvals of grants, board recognized grants submitted.	D.1 provide cross-functional support d.7 Implement college wide capacity to assess and evaluate student achievement and completion, mitigating the equity gaps.

## VI. Resource Needs

VI.a. To implement the actions above, list any resources needed (please include corresponding cost estimates):

	SAO	Strategic Planning Goal	Specific Resource	Estimated Cost	Health and Safety (Y/N)	Priority
Facility Needs	An additional office for	Dec. 2022 office furniture was placed in A 403 to provide	College Corps. Phase 1 funding	\$85,000	N	#3

	post award offices	College Corps and Phoenix Scholars office space and grants support				
Technology Needs						
Staffing Needs	1 new FT Grants Analyst I	I. Communication II. Critical Thinking & Problem Solving	General Funds	\$88,875 Annually	N	#1
Equipment (non-technology)	Computer, Scanner, Phonenumber	I. Communication	General Funds	\$3,500	N	#2
Other Resources						

**Validation**

To ensure institutional input, and when appropriate, the program review chair should solicit input from a validation team comprised of the following members:

1. One faculty appointed by AS
2. One staff appointed by CSEA
3. One manager appointed by the Management Association

The validation team will prepare a memo regarding validation of the program review.

1. Does the report include the program scope, relevant data related to program functions and services, findings and an action plan?
2. Is the information in the program review valid and accurate? Is there any important information missing?
3. Are there any areas in which the program deserves a commendation for performance excellence?


Current Grants and their Support of AHC Education Master Plan:


Funder Name	Project Title	Award Amount	Renewal	Board Action	Master Education Plan Goals			
					Primary	Secondary	Tertiary	Quarternary
California Community Co	Rising Scholars Network	\$516,000		7/12/2022	Strategy A.1 Connect with Students: Enhance the student enrollment experience and create a community bridge by implementing strategic outreach activities and continually improving student on boarding processes.	Strategy A.2 Connect with Students: Expand and enhance campus diversity and exclusionary programming to ensure broad participation of all students; with a focus on traditionally marginalized communities.	Strategy A.3 Connect with Students: Implement a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling; with an emphasis on meeting the needs of non-traditional age students.	Strategy A.6 Connect with Students: Expand relationships with community-based organizations as a means to reach prospective students and their families.
California Department of Education, Child Development Division:	California State Preschool Program	\$329,909	C	7/12/2022	Strategy A.6 Connect with Students: Expand relationships with community-based organizations as a means to reach prospective students and their families.	Strategy D.1 Student Completion: Provide a cross-functional student support approach and assist completion through Student Success Teams.		
California Department of	General Child Care and Development Programs	\$746,491	C	7/12/2022	Strategy A.6 Connect with Students: Expand relationships with community-based organizations as a means to reach prospective students and their families.			
John Burton Advocates for	2022 Burton Critical Needs and Opportunity Fund	\$6,000	N	8/17/2022	Strategy C.3 Student Progression: Foster a college climate that is responsive to student equity gaps and mitigates implicit bias by building in training and opportunities to share, discuss, and respond to disaggregated student achievement and outcomes data.	Strategy C.2 Student Progression--: Implement an integrated campus wide financial resources campaign to mitigate student dropout as a result of financial hardship.		
CALeVIP Incentive Program		\$21,000		8/17/2022				
United States Department	FY 2021 Transitioning Gang-involved Youth to Higher Education Program	\$989,767	N	9/20/2022	Strategy A.1 Connect with Students: Enhance the student enrollment experience and create a community bridge by implementing strategic outreach activities and continually improving student on boarding processes.	Strategy A.2 Connect with Students: Expand and enhance campus diversity and exclusionary programming to ensure broad participation of all students; with a focus on traditionally marginalized communities.		
California Department of Food and Agriculture	Speciality Crop	\$126,984	N	9/20/2022	Strategy E.2 Transition to Transfer and/or Gainful Employment: Invest in cutting-edge relevant industry technology to prepare students for the workforce.			
Central Coast South Central Consortia - Amendment	Funding to support employer engagement with career technology pathways, including but not limited to Nursing, Machining	\$72,204.36		9/20/2022	Strategy A.6 Connect with Students: Expand relationships with community-based organizations as a means to reach prospective students and their families.	Strategy A.4 Connect with Students: Develop and maintain collaboration with K-12 partners to build successful early academic and career pathways.	Strategy B.3 Successful Entry: Prioritize elimination of achievement gaps in gateway courses, including an evaluation of AB 705 implementation to ensure appropriate placement and impact of support courses	Strategy E.8 Transition to Transfer and/or Gainful Employment: Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.
Governor's Office Department of Defense (DoD) California Advanced Supply Chain Analysis & Diversification Effort	CASCADE III: paid internship funding is designated for two college students to participate in internships to develop skills for	\$8,500	C	10/18/2022	Strategy C.8 Student Progression: Expand engaging and relevant cross-disciplinary content for students that is equity-minded and communicates a sense of belonging for students who have been historically marginalized in higher education.	Strategy E.3 Transition to Transfer and/or Gainful Employment: Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.	Strategy E.8 Transition to Transfer and/or Gainful Employment: Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.	



## Program Review Committee

The program review committee must be approved by the superintendent/president or cabinet level administrator.

Department Manager:  01/02/2023  
LeeAnne McNulty (Jan 3, 2023 08:57 PST)

Committee Member:  01/02/2023  
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Committee Member:  01/09/2023  
Armando Cortez (Jan 9, 2023 09:19 PST)

Committee Member:  01/09/2023  
\_\_\_\_\_

External Member:  01/08/2023  
Laurene Lee (Jan 9, 2023 09:35 PST)

## Approval

The written report will be submitted to the appropriate cabinet member for approval. The program review and annual updates will be used for planning and budgeting purposes.

Cabinet Member:  2/6/2023  
Paul Murphy (Feb 6, 2023 10:03 PST)











# Grants Admin Program Review revised dec 20.2022

Final Audit Report

2023-02-06

Created:	2023-01-03
By:	Janet McGee (JMCGEE@HANCOCKCOLLEGE.EDU)
Status:	Signed
Transaction ID:	CBJCHBCAABAAbFTI3DSkxkfEXIcGjPIVPbl_GV7z5rH0

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