

# Bergen Community College

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## ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

**Assessment Period:** 2015 - 2017

**AES Department/Unit:** Office of Grants Administration

**Department/Unit Head:** William J. Yakowicz

**Department/Unit Assessment Liaison:** Ilene Kleinman

**Date Submitted:** 7/6/16

❖ **Mission/outcome statement or description of the Department:**

The mission of the Office of Grants Administration is to facilitate development, acquisition, and implementation of high quality grant funded projects that further the mission, goals, objectives and strategic plan of Bergen Community College.

❖ **Department's Core Outcomes:**

1. Engage faculty, administrators and staff in grant development activities promoting innovative, fundable, and competitive grant proposals.
2. Provide effective post-award grant management, implementation, compliance, budgeting, and financial reporting services.

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### SEMESTER 1: CREATING A PROGRAM/UNIT LEVEL ASSESSMENT PLAN

**1. Department/Unit's Outcome(s) to be assessed (from the above section):**

Goal 1 will be assessed based on an evaluation of the outcomes of the newly created Grant Fellow position within the Office of Grants Administration. Did the creation of the Grant Fellow position yield success?

**2. Means of Assessment:**

- a. How many professional development opportunities did we provide the fellow with?
- b. How many faculty members did the Grant Fellow interface with?
- c. How many emails did the Grant Fellow send out to faculty to inform them of grant-related opportunities?

- d. Has the Fellow been given the opportunity to get engaged in grant proposal development?
- **Feedback from Vice President:**

## **SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE**

### **3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.**

Job description for Grant Fellow is attached.

At the end of the Grant Fellow's tenure, we will look at number of emails sent, amount of interest generated by faculty, number of grants the fellow worked on.

### **3B. Desired results department and Vice President would like to see.**

- **Feedback from CIE:**

## **SEMESTER 3: COLLECTING AND ANALYZING DATA**

### **4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)**

Having the Grant Fellow as part of the Grants Office's team has been beneficial in ways we could not have anticipated. As a fellow faculty member, Don was able to raise awareness of grant opportunities and processes and became a liaison between the grant office and faculty. Faculty who have admitted to never having had interest in grants found themselves intrigued and reading the emails.

- a. The fellow attended a grant writing seminar at the Foundation Center; he felt he "gained an awful lot from the training and found it to be very rewarding."
- b. Don had conversations with faculty on a weekly basis (faculty approached him) to ask questions about grants. Some of the faculty included Peter Dlugos, Harold Kahn, and James Zorn.

- c. Emails were sent out every 2 weeks with a select 2-3 opportunities that were summarized, sometimes trivia was included from the Nyquist report. Every email elicited a response from at least 2-3 faculty members. People also seemed interested in the Grant Fellow position.
- d. Prof. Reilly engaged in grant development for the following grants: TD Bank Foundation's "Center for Financial Literacy," Puffin Foundation's "Within the Strings," and the Department of Education's "Transition Program for Students with Intellectual Disabilities" grant.

## **5. Recommendations for Improvement:**

While more faculty members demonstrated interest in grants, there was little follow-through. It is suggested that faculty do not have enough time to commit to developing proposals and that a release-time type of incentive may be beneficial.

Having the fellow provide frequent workshops lasting 1-1.5 hours each would assist faculty in better understanding the grant development process.

- **Feedback from Vice President:**

## **SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE**

### **6. Use of Results:**

Being able to bring a Grant Fellow to be a part of the grants team made us realize the value of the position. Faculty engagement through emails was very effective, eliciting more interest than from those sent out by grants office staff in the past. Having the faculty fellow-faculty relationship bridged a gap and spiked an interest in grants that didn't previously exist.

Future fellows should have strong English/writing skills but should also have the ability to interface with faculty peers on a regular basis, both through email and in person. They should also have a willingness to get involved, be trained and help others develop their projects.

Having little or no track record for writing grants would also be an advantage as the experience would broaden the reach of the grants office's training of the Grant Fellow.

- **Feedback from CIE:**