

PROGRAM REVIEW UPDATE 2015-2016

Program: Veterans First

Division: Enrollment Services

Date: 10/2/2015

Writer(s): Todd Steffan and Sylvia Rodriguez

SLO/SAO Point-Person: Todd Steffan

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

The significant change has been the relocation of the program to a larger facility that can accommodate more students, services, and have appropriate space dedicated for community and veterans organizations. The Veterans Resource Center houses a study room, lounge, computer room, waiting area, three offices, and a storage room. In addition, we continue to see significant increases in the number of Veterans entering college. Based on recent data from OIR, the program currently serves Veterans from approximately 51 cities throughout the surrounding area. The Veterans First Program continues to expand its services and its reputation as a model program has fostered strong collaborations with neighboring community colleges that are seeking to build their own veterans' centers.



B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

SAO #1 – Communication to dependents/spouses of Veterans. Increased communications through e-mail, in-reach table, and hiring student staff who are dependents and spouses, has helped increase awareness of services and programs provided to dependents and spouses of Veterans. There has been an increase in numbers of dependents and spouses utilizing the new Veterans Resource Center. Providing services for dependents/spouses of Veterans such as the Vet Center Readjustment counselor, subject support, and involvement with the student Veterans Organization has helped. Other services such as Yoga for Veterans will be able to be offered to spouses and dependents. This initiative will continue through 2015-16.

SAO # 2 Creating Career Resources/Recruitment events and placements for Veterans. The Veterans First Program has increased the services for employment and careers by providing an Employment Development Department on-site representative on a bi-weekly basis. New career focused programs have been implemented, such as the Engineering Tech Veterans cohort which includes an eight-week fulltime internship at the Lawrence Livermore National Laboratory. The VFP continues to participate in various Veterans job fairs, gathering information for LPC student Veterans, such as Vet Con and Hire a Hero, Honor a Veteran job fair, Military Jobs job fair, and other local employment events. Recently, the program coordinator participated in “National Manufacturing Day” which enhanced opportunities to link students to potential employers and increase their understanding of careers in the manufacturing sector. This initiative needs proper resources and dedicated time to develop to important connections that will open potential career opportunities for our student veterans.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Funding and staffing continue to be main issues. The Veterans First Program serves approximately 500 student veterans. The program staff consists of **one full-time program coordinator** who must also balance his workload with certifying VA educational benefits. The VFP is now at its maximum capacity at a very critical point in its development. To continue the momentum that has been established since 2006 - staffing needs to be increased to sustain the quality level of service currently provided. Further, additional support would enable the VFP to the focus efforts on developing strategies to support student success, collecting supporting data, developing new services, such as employment/careers for Veterans and more programs for dependents/spouses of Veterans.

D. What are your most important plans (either new or continuing) for next year?

Increase staffing – A full-time Veterans Certifying Specialist has been presented to RAC for consideration. The Veterans Coordinator will continue to identify planning objectives that will focus on program growth and student success. Begin developing curriculum for a semester long course for Veterans that will support their transition from college to civilian/college life. The Coordinator plans to survey the student, speak to various professionals in the field of veterans’ transition, and research courses currently offered at other colleges.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Yes. Plans to develop an early alert system to identify at-risk student veterans aligns with the planning priority to support student success through expanded tutoring services. For example, students with unsatisfactory mid-term progress reports will be referred to the Tutorial Center for additional help.

Curriculum that focuses on transition issues, soft skills, employment opportunities, and financial planning etc. will directly support developing a course specifically for Veterans – Boots to Books course.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

n/a

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Continue to develop more services and programs for Veterans. Opening a larger and more functional Veterans Resource Center has allowed to serve more students – Veterans, active duty, reservists, and spouses/dependents of Veterans.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

SAO #4 – Since the new Veterans Resource Center has been created, more students utilize the center. The center is able to serve more students more efficiently, for example, there can be workshops in the lounge of the VRC and the Veterans offices can stay open and be accessible for students needing assistance from the Veterans coordinator or his staff.

- B. Discuss assessment results that indicate a need for improvement.**

- We continue to collect data on the VRC usage. Since the VRC opened in November 2014, it has not had multiple years to compare data. SARS has been implemented to track student usage, although there are still challenges in getting students to log in. Currently, the program coordinator is working with a group of Veterans in developing better questions/indicators for students to log in. Additional student staffing has been hired and placed near the front in the waiting room to enforce and advise students in logging correctly. The increase in usage of the VRC is visible, but improvement needs to be made in collecting accurate data. In addition, it is important to capture the type of service the student veteran is utilizing while in the VRC.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

Continue refinement in the system utilized to log in students when they use the VRC and services provided by the program. Gathering input from various student Veterans in how to improve logging in when using the VRC. Continue to review SARS data report to identify trends and discrepancies in data. Continue to emphasize staff training to ensure student veterans log in appropriately and with the correct service code.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

All services are in person. However, email is used for active duty who have yet to exit from the military. The program step-by-step information on priority registration, processes, critical deadlines, and benefits. The program hopes to begin discussion on implementing an online veteran's orientation.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

Yes. As the Veterans program has dramatically increased over the years, the number of permanent staffing has not increased at all. In order to continue to maximize services and programs for Veterans with the increase of new student Veterans, funding needs to be provided to hire support, such as a certifying official for the Veterans Coordinator. This would allow the Veterans Coordinator to focus on monitoring and collecting valuable data to maximize services provided. This would also allow the coordinator to develop new innovative programs and services. Providing support would help develop more student support success strategies, such as an early warning intervention process.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year).*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

The Program will use data to assess whether student veterans are utilizing priority registration and whether they are aware and/or use the employment services provided through EDD.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	
Estimated number of SAOs that will be written or revised:	2

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

SAO #4 –Recreate, expand, and improve the VRC as the Hub of the program will be assessed. Refining SARS and continue implementation of satisfaction survey and increase marketing through outreach and inreach for the Veterans First Program and especially its center. The center will be a key focus, since it houses the majority of key services/programs for Veterans.

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	
Spring 2016	