dName of Program	Division	Author(s)
VETERANS	Student Services	Todd Steffan and Sylvia Rodriguez

INSTRUCTIONS:

1**.** This Program Planning Update covers the academic years 2012-2013 and 2013-2014.

2. The planning should be for the academic year 2015-2016.

3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

<div align="center">Rubric PPU 15_16</div>
<div align="center">e.g., ESL PPU 15_16</div>

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.

5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.

6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).

7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.

8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I.   SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1.   Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

> For the 2013-2014 Academic Year, the Veterans First Program (VFP) assessments were directly related to following SAOs: (1) increasing awareness of services available for dependents and spouses of student veterans (2) creating career resources/recruitment events and placement for Veterans (3) enhancing communication to student veterans about services available and SSSP priority registration (4) measuring veteran utilization of the Veterans Resource Center.
>
> SAO #1: Communication To Dependents/Spouses Of Veterans
> The primary focus of the Veterans First Program (VFP) is to provide support services for student Veterans, however the program also offer services and resources for non-Veterans, such as dependents/spouses of Veterans. Although we have larger numbers of Veterans at

Las Positas College, we do have a good size of dependents/spouses of Veterans. In Fall 2013, an online survey was distributed via email to all Veterans and their dependents and/or spouses. Program staff also followed up with phone calls to ask participants to complete the survey. The survey asked questions on the level of awareness and knowledge of services and programs available to them from the VFP. Overall the responses were positive, but the number of spouses and dependents who responded was limited. Key survey findings include:

- Majority of respondents (80%) stated they learned about VFP services and programs from peers, the website, or by simply locating the VRC through their campus travels.
- Only eight of the respondents (5%) do not utilize VFP services and programs.
- All respondents (100%) indicated they were aware of VFP services and programs.

Overall, there was a total of 77 respondents which included 12 dependents and 1 spouse. This survey supports the need to continue to develop resources and programs for this group, such as more scholarships for dependents/spouses. In addition, there is a need to develop strategies to outreach to spouses and dependents of Veterans.

SAO 2: *Creating career resources/recruitment events and placement for Veterans*
In 2013, the VFP administered a general survey to the Veterans requesting feedback on the type of services and programs the Veterans would like to see developed. One of the areas was internship and career opportunities. Based on the feedback, the VFP collaborated with EDD to provide a dedicated case manager who would offer needed services for resume writing, networking, and job/career exploration. This service was only available for fall 2013; however, there is an agreement with EDD to provide another "Veteran" specific case manager beginning spring 2015.
The VFP developed resources and recruitment through collaboration with various organization such as Employment Development Department (EDD), Lawrence Livermore National Lab (LLNL), Tesla, Livermore Economic Development Agency, and other local businesses and agencies. In the Fall 2013, the VFP (along with EDD and Tri-Valley One Stop) hosted a regional Veterans Job Fair entitled "Honor a hero, hire a vet". Data was collected by the State but was not provided to the VFP. In Summer 2013, the VFP along with the LLNL developed a small pilot internship program focused on our student Veterans. The veterans who participated in this pilot had either mechanical engineering, computer science, and/or business majors. The objective of this pilot internship was to provide the veterans an opportunity to work with mentors and to obtain hands-on experience in a field of interest from a well-renowned organization. This pilot program has now expanded into a larger cohort of veterans focused on high-demand jobs in the engineering field. A grant was secured by the College to continue this important program and to provide more internship opportunities for veterans.
Due to limited staffing, this SAO was not assessed. However, the VFP plans to rewrite the SAO to delete reference to job placement which is difficult to assess due to lack of services provided at the College and the ability to collect data. The plan is to assess the revised SAO in Fall 2014/Spring 2015. The focus will be on the services provided by the collaboration between VFP and EDD.

SAO 3: *Enhancing communication to student veterans about services available, SSSP priority*

registration, and Operation Gateway Orientation

All participants (approximately 50) of Operation Gateway were required to complete a pre and post survey. The primary goal of the surveys were to determine which workshops and speakers were more effective and important to the group of Veterans. With every Operation Gateway, the VFP surveys to learn and incorporate more workshops/session that are of primary interest to the interest. All veterans (100%) who participated in Operation Gateway responded to the survey. Key findings from the survey:

- Less PowerPoint presentations and more hands-on learning opportunities (for example, there was a session on completing the FAFSA for financial aid).
- 66% understood better the role of LPC Counseling services better after attending Operation Gateway.
- 63% understood better the role of LPC Financial Aid services better after attending Operation Gateway.
- 48% understood better the role of the Veterans Resource Center better after attending Operation Gateway.
- Some participants requested more breaks between workshops.
- Some participants would like more time dedicated to building a resume.
- Most liked that all workshops was in the same building.
- 93% stated that the workshops flowed well.
- 55% would like to utilize assistance from Congressman Swalwell office.
- The highest attended workshop was counseling with 58%.
- The lowest attended workshop was financial aid (who have not applied) at 15%. Majority who attended operation gateway had already applied to financial aid.

At the conclusion of Op Gateway, veterans had completed their 3 core services (assessment, orientation, student education plan).

A follow-up survey to Operation Gateway 5 and 6 participants (90 veterans) was administered in Fall 2014. The basis for this survey was to measure knowledge and understanding of services provided by the VFP addressed at Operation Gateway. The survey incorporated two questions with a simple, rating scale from 1 to 5. Since this survey was done later and not mandatory, a total of 17 veterans responded. Overall the response was very good.
Key survey findings:

- On a scale of 1 to 5 with 1 being no understanding and 5 indicating greater understanding of the Veterans First Program and the services it offers, the average score was 4.4.
- On a scale of 1 to 5 with 1 having no new knowledge and 5 representing greater knowledge about services and programs available to them, the average score was 4.4.

The surveys have been effective tools in determining which workshops were liked and worked well vs. those that did not. But the data does not help indicate if this made it easier for Veterans to go to college from the military. The VFP will strengthen follow-up activities with the Operation Gateway cohorts as well as monitor grades, retention, and completion rates.

SAO #4: *Recreate, expand, and improve the Veterans Resource Center as the Hub of the program in its new location*

Since the Veterans Resource Center (VRC) opened in the late Fall of 2012, data has been collected from student Veterans satisfaction of services and resources in the VRC through surveys. Also, data was collected from other VRCs in the California to determine what services and programs Veterans want to have in a VRC. One common theme was to have adequate space in a VRC. In Fall 2013, a decision had been made to tear down the existing VRC and move it to a newer location. Data was utilized in doing the floor plans of the new VRC with taking into account the requests from various student Veterans input. A new larger location was identified and a new floor plan incorporating things as a larger lounge, offices with proper insulation for confidentiality, a separate study and computer room, waiting room, and the use of the outdoor area as a place for Veterans to study, relax, and do various activities. The new VRC will be in operation in late fall 2014 and the SAO will be moved to the spring 2015 to collect data through surveys and SARS data on the utilization and awareness of the new VRC.

2. Discuss changes made in how your program provides services based on assessment data.

Based on assessment data from the surveys for SAO #1 the VFP will continue to develop more programs and services for spouses/dependents of Veterans. In addition to developing these resources, more marketing and communicating to this group of students will be implemented. But due to favorable feedback, the VFP will not have this continue as a SAO.

SOA #2 as discussed above will be redefined to focus on the services provided by the collaboration of EDD and VFP. Assessment of job placement as the original SAO stated will not be done, due to the lack of resources and ability to collect data on this.

SOA #3 has been completed. The VFP will continue to survey effective communication methods to the VFP student population. New questions will be added to the next Operation Gateway pre and post surveys to provide data on knowledge and understanding of services and programs provided by the VFP at operation gateway. But this will no longer be a SAO.

SOA #4 will move to Spring 2015 as the new VRC is opened. Data will be collected through surveys and SARS to demonstrate the usage of the new VRC. Information collected will also help assess if the requested services and programs are being provided in the VRC. The VRC will become the center point of the VFP.

All data that has been collected with the different SOAs has been useful, but more data on retention, completion, and transfer rates needs to be completed to indicate the success of the VFP and the students it serves. The VFP will continue to market the VFP program and services to Veterans, but also to dependents/spouses of Veterans, active duty, and reservists. For example, the VFP could increase the number of active duty attending LPC by doing more

outreach to local bases, such as Camp Parks and Coast Guard Island. VFP will continue efforts in developing more effective ways to provide services (such as counseling via telephone or online) to active duty or reservists who may be far away and cannot easily see a counselor in person to receive priority registration. Many of LPC online classes fill up immediately and these classes may be better for those who live far away from LPC and currently serving.

3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

With Operation Gateway data we have gone from less of a presentation style orientation to more on-hands workshops. Now when participants complete Operation Gateway, all components of 3SP are completed – assessment, orientation and education plan. This data has been useful when planning the agenda and workshops for future operation gateways.

More marketing will be needed to focus on dependents/spouses of Veterans as well.

4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☒   NO   ☐

If yes, please explain.

Yes, the VFP has had a difficult time in following up with its students, such as those who attended operation gateway or who are on unsatisfactory academic progress. The VFP does send out emails and make follow-up calls, but due to a lack of permanent staffing, it is not possible to do adequate follow-up calls, one on one meetings, and group meetings. Over 200 Veterans utilize VA educational benefits each term (2013/2014), over 350 Veterans attend each term and over 450 unduplicated Veterans attended LPC last year (2013/2014). These numbers demonstrate the need for additional funding/staffing to support programs and services, not to mention the new larger Veterans Resource Center. The Veterans population has tripled and the new post 9/11 GI Bill complexities, time consuming processes, and compliance requirements have significantly impacted the VFP. The VFP still operates with only one fulltime person, who does the coordination of the program as well as certified and processes VA educational benefits. The VFP continues to rely on VA work study student staff which changes each semester. In addition to the on-going training and knowledge needed (due to the changing federal and state regulations), student staff is not able to certify and

process VA benefits. Without the student staff, the VFP would not be able to adequately serve its Veterans. A permanent part time classified certifying official and also a dedicated Veterans counselor is needed for this program, if it is going to grow and effectively serve its special student population.

B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

   This is a one person program   ☒

   The coordinator of the VFP and the Dean of Enrollment Services meet to discuss possible SAOs. The Coordinator informally discusses the SAOs with the student Veterans group for the feedback. The coordinator and the Dean then tweak and collaborate on the language to make sure what is being measured is what the VFP wants to measure.
   The VFP does have a work group that is composed of faculty, students, staff, administrator, and a community member that meets periodically to discuss services and programs for the VFP as well as the various data and SAOs of the VFP.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

   This is a one person program   ☒

   Again, the VFP Coordinator and the Dean of Enrollment Services meet to brainstorm how best to develop and evaluate assessments. The two evaluates the survey results and feedback to make sure the data makes sense and can be used to improve the VFP program. At this time, new assessment or new SAOs are discussed/developed. This information is also carried over to meetings with the student Veterans group and the VFP work group.

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

   Program emails   ☒

   Program meeting minutes/agendas   ☒

   Blackboard/other website   ☐

   Other (please describe)   ☒

   This is a one person program, but various methods in documenting SAO related discussions is collected through agendas of meetings with the VFP task force and also the LPC student Veterans organization. Informal/formal discussions with the Dean. Updates to the VPSS (when requested).   Data is also collected through various surveys. With limited staffing it makes it a challenge to document SAO discussions.

II.   PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> In general, the trends in data are similar. The VFP continue to see increases in returning Veterans, but the increases are leveling out due to various factors such as a better economy, more Veterans saving their benefits for a 4-year college, no increase in permanent staffing, new barriers for Veterans to gain priority registration, and limited classes. With the new 3SP requirements (orientation, assessments, academic plan, under 100 units cumulative, and 2.0 or higher GPA), new veterans who are currently serving in the military at the time of registration are not able to take advantage of priority registration. These new Veterans who are currently in the military and want to attend college the following term they get out of the service are unable to assess or meet with a counselor, because they may be in another country, a base in another state or in southern California, making in now impossible to have needed priority registration. There are still many opportunities to grow the VFP and more importantly to promote retention, completion, and academic success. Some of the unique programs such as the Engineering Tech Veterans cohort are making strives to promote success for our returning Veterans, but more resources need to be dedicated in the VFP and programs such as Veterans cohorts with dedicated staffing is needed.
>
> There is a need for more concise data on the special population the VFP serves, but much of this data is currently difficult to access. More data such as retention, transfer rates, and success rates is critical but availability of this data currently is very limited and not collected. Much of this needed data is only accessible through the research department.

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

By not increasing permanent staffing, such as a part time permanent certifying official and a dedicated Veterans counselor, the VFP may not experience growth and success of the VFP. Other colleges with similar size student Veterans and offering services and programs in addition to processing VA educational benefits, has proven success by expanding the staff with dedicated Veterans counselors. Studies and data have shown, that this special population is hesitant to trust or ask for assistance when needed. The military instills the idea of not seeking support or assistance. It takes consistency with the same person each time to build a strong connection and rapport. Currently there is great possibility each time the Veteran accesses counseling, the student Veteran will have a different counselor each time they need one. This inconsistency may dissuade student Veterans from seeking assistance from academic counseling. Also by not providing additional staffing as the program has tripled has made it more difficult for the VFP to connect with and serve all Veterans attending LPC.

C. Other information pertinent to the program

For the Veterans program to serve more students the VFP would need to hire a permanent part time certifying official and a dedicated Veterans counselor. This would allow the VFP coordinator to build more and new programs and services for all of the special population it serves. It would allow us to grow our program and assist the college in its goals of equity and success.

III.   PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

> The VFP was able to evaluate and amend the orientation process with Operation Gateway to make sure that it achieves goals and meets student needs. The VFP is able make sure all new Veterans who attend Operation Gateway meet many and are aware of all of the 3SP requirements. Follow-up is still an issue, since the VFP does not adequate staff to dedicate much time to follow-up. It is important that the VFP continues to find new and more effective ways to communicate to the student population it serves.
>
> The VFP have started to try to utilize Blackboard to communicate requirements needed, but due to the lack of staffing it has made it difficult to implement this. Other LPC programs such as EOPS has a permanent classified staff in addition to a director and dedicated counselor which allows them time to effectively implement blackboard. The VFP does not have this type of staffing as the other programs that serve special student populations, yet serves more students that these other programs,
>
> The VFP started tracking students who were in danger of losing their VA educational benefits and was not tracking those who may be losing priority registration. The benefits tracking proved effective; however, we realized that the Program needed to start tracking students who are at or are close to a 2.0 to intervene sooner and not just those with benefits,
>
> Due to limited staffing the VFP was only able to do limited on campus outreach. The VFP participated in College Day and continually networked with the campus to ensure as many students as possible are informed about our services.
>
> Also due to limited staffing, the VFP was not able to hold additional workshops. The VFP primarily helps students one on one but realize that effective use of workshops would reach more students at one time. The VFP have been able to develop MOUs with outside agencies.

B.   Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.

    a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
    - change a website
    - use technology differently
    - update the way an orientation is presented

In accordance to the student success model, directed, focused, nurtured, engaged, connected, and valued, the VFP will continue to work on focusing on a new SAO on priority registration. The VFP will continue to find creative ways to achieve the new 3SP requirements. The VFP started in Spring 2014 to communicate with the student Veterans about the new priority changes due to the 3SP. Various marketing was implemented, such as tables on campus, e-mails, updates on the LPC Veterans website, handouts, and calls. A new spreadsheet was developed by IT, in which the VFP can run to see which categories the students Veterans are missing (orientation, assessment, education plans, not meeting academic standards, over 100 units). But it has always been a goal of the VFP to promote student success, especially through follow-up with the Veterans both one on one and in groups. The VFP will continue to have a difficult time to grant new Veterans priority registration, unless the VFP is able to do online assessments and online and/or phone call assessment plans. Once again, the barrier of not having a dedicated Veterans counselor and permanent staffing in addition to the coordinator makes it difficult to overcome the challenges and requirements such as developing an accurate and detailed education plan before the student Veteran registers for classes. The lack of not having a dedicated Veterans counselor that can do education plans both on campus and by other means such as online and phone education plans, prevents access to getting required classes, since without an initial education plan, the Veteran loses priority registration and will not know what classes to take that will allow to achieve academic success and meet VA educational payments requirements. All of this effects access and retention. The VFP will continually update and improve our orientation process to ensure that our students are aware both of what the VFP has to offer as well as their obligations to the program. The new SAO will be focused on monitoring and improving the number of Veterans eligible as well as utilizing priority registration. The VFP will be moving SAO #4 to Spring 2015 as it moves to the new VRC location. The VFP will work to continue to target all students who do not meet the minimum 2.0 to make sure that they get additional services and referrals. The VFP will work with the Information Technology office to create a BANNER report that will let the program know which students are at a 2.5 and below. This report also tells us if students have progress probation. In this manner the VFP goal is to intervene sooner and prevent students from getting on probation in the first place. This will help increase eligibility for priority registration for Veterans as well as promote student success.

Based on assessment data from the surveys for SAO #1 the VFP will continue to develop more programs and services for spouses/dependents of Veterans. In addition to developing these resources, more marketing and communicating to this group of students will be implemented. Communication and promoting services for Veterans, active duty, reservists, and spouses/dependents of Veterans will always be a priority of the VFP, but this will no longer be a SAO for the VFP.

SOA #2 as discussed above will be redefined to focus on the services provided by the collaboration of EDD and VFP. Assessment of job placement as the original SAO stated will not be done, due to the lack of resources and ability to collect data on this.

SOA #3 has been completed. The VFP will continue to survey effective communication methods to the VFP student population. New questions will be added to the next Operation Gateway pre and post surveys to provide data on knowledge and understanding of services and programs provided by the VFP at operation gateway. But this will no longer be a SAO.

SOA #4 will move to Spring 2015 as the new VRC is opened. Data will be collected through surveys and SARS to demonstrate the usage of the new VRC. Information collected will also help assess if the requested services and programs are being provided in the VRC. The VRC will become the center point of the VFP.

b. Have your program's assessment results shown a need for new SAOs?
YES ☒   NO ☐
If yes, for what service areas will your program write new SAOs?

The VFP will be enhancing and continuing SAO #2 and #4. It will be adding a new SAO focused on 3SP priority registration requirements, while implementing the six components of student success. Follow-up with the students under the VFP will continue to be a key factor.

c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

The VFP will begin to assess SAO #2 and #4 after the changes have been made in the spring 2015 term. The VFP will continue to develop methods in accurately accessing Veterans who do and do not have priority registration. The VFP will make this as a new SAO. It will look at ways to increase the ability to be eligible for priority registration. Having funding for new staff will have a direct impact in the ability to assess this new SAO as well as with the others. In addition, data will need to be collected and provided by the LPC research department.

2. Curriculum (omitted – not applicable to non-instructional programs).

3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

With respect to further outreach, the VFP intend to increase networking with the community Veterans organizations as well as develop new marketing strategies to continue to grow our student Veterans population. Communication methods is going to be important in helping achieving all of the VFP SAOs.
The VFP will continue to develop and provide more workshops on topics of interest. The VFP goal is to provide at least one per semester. These workshops will both increase students' knowledge of the topics and promote inclusiveness in VFP.
Follow up with students under the VFP both individuals and in group settings is going to be a key component in promoting the six steps of student success.

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IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management (omitted – not applicable to non-instructional programs).

B. Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

Need a dedicated Veterans counselor.

2. Rationale for faculty position request(s)s.

It has been proven to be very effective at other institutions by having a dedicated Veterans counselor. Studies and data has demonstrated that student Veterans are less likely to ask for help, because they are taught in the military to be tough and handle it themselves. Also veterans tend to put up walls and barriers when they meet new civilians. The current process of having all counselors see Veterans often makes it difficult for the Veteran to see the same counselor each time and therefore encourages them not to seek out counseling, especially when they need it. Some Veterans have strong PTSD or other challenges from their service that it is very important for them to develop a strong relationship with a counselor. Other programs that serve special student populations have proven the effectiveness of having a dedicated counselor. Programs like EOPS, DSPS, International Student programs, to name a few. Have dedicated counselors dedicated for their programs. All have successful track records.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Certifying official, permanent part-time (20 hours/week)

4. Rationale for classified staff position request(s).

Currently the Veterans Coordinator certifies all VA benefits students. The VFP student population has tripled since it hire the fulltime coordinator/veterans certifying official. Since then the VFP has now a full Veterans Resource Center and will be moving to a larger facility at the end of this year. To continue to grow and serve the student Veterans a permanent part time certifying official is needed. This position will also be able to assist in monitoring student progress. Currently the VFP is one-person program - Coordinator/certifying official and student assistants which change often.

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

We would like to request an increase or augmentation of our current budget in order to hire a part-time certifying official and a dedicated Veterans counselor. In addition, funding for book services and for operating the new Veterans Resource Center is needed. Funds are also needed to attend training as well as register for various organizations. The VFP would like to pursue possible funding through 3SP and Equity plan as an option.

2. Rationale for financial request(s).

Both of these positions would allow us to continue to serve our existing population while working on growing the program. If we take in more students, we need increased book funds to serve them. Also, the new Veterans Resource Center doubles its size and will need funds to provide required supplies for the new center.

With constant new changes in state and federal regulations, constant training and resources are needed.

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

New scanning software. There is new programs available which will allow better communication with new, current, and alumni Veterans. One new software is Uvize virtual Veterans center.

2. Rationale for technology request(s).

New scanning software is needed since the VFP wants to convert our hard files to scanned files. There is new programs available which will allow better communication with new, current, and alumni Veterans. One new software is Uvize virtual Veterans center which is similar to Facebook without social and advertisement that Facebook has. This will be a great resource to connect new Veterans with the VFP and successful LPC Veterans alumni.

E.   Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1.   Request: Renovation or upgrade of existing facilities or new facilities.

> The Veterans Resource Center opens this year and additional items that may have been missed will be needed as it operates.

2.   Rationale for facilities request(s).

> Constant evaluation of operations of the new Veterans Resource Center will be done to determine if new items are needed.

3.   Request: Upgrading of existing equipment or purchase of new equipment.

> Constant evaluations of equipment will be done as the new Veterans Resource Center (VRC) begins to operation, which may indicate some new equipment will be needed to be purchased.

4.   Rationale for equipment request(s).

> Equipment needs may come up that were missed as the new VRC operates.

5.   Request: new supplies

> Need supplies, such as cleaning, paper, etc. for the new VRC

6.   Rationale for supplies request(s).

> As the new VRC operates, we will monitor and evaluate additional and new supplies needed. For example with the increase size of the new VRC, the Program will encourage more to utilize it, which will mean the need for more computer paper and printer ink than needed in the old center. The new VRC will have a full copier, which will be used more, Currently in the old VRC we have to go to the copy center for all copies needed.