Program: VETERANS FIRST PROGRAM
Division: STUDENT SERVICES
Date: SEPTEMBER 13, 2020
Writer(s): TODD STEFFAN / EVELYN ANDREWS
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.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 11.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. **[https://bit.ly/3fY7Ead]**

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

AY 2019-2020 Accomplishments:
- Operation Gateway 11: During the Fall term, our Mission Serve Team provided proactive outreach to student veterans who participated in Operation Gateway which was scheduled on July 18 and 19, 2019. Over 40 students participated in an intensive new student Veterans hands on orientation held at Las Positas College. This special two-day transitional orientation is geared to empower student veterans, dependents/ spouses, and reservists with resources to ensure academic success at LPC.
- Implemented an Mentoring Veterans Program (MVP) - Partnered with community leaders, second year veterans, and faculty. Operation Gateway students met with their mentors for a wellness check on sharing their transition to college life. MVP helped student veterans feel connected to the campus.
- Remembering 9.11 Event: Annual 9/11 Remembrance. Keynote Edward Guerrero, USMC Veterans, Fire Captain City of Oakland, empty shoes in the front of bldg. 1600 to represent the 412 first responders who lost their lives on 9.11.01. We achieved raising awareness of this important historical event with our current students, and highlighted our Fire Science Program at Las Positas College.
- Mission Leadership, Updates, and Communication - L.U.C.: Monthly hour meeting with a leader from the college or community. Guest speakers included the LPC President, Vice President, and

LPC Deans. We achieved strengthening collaboration and open communication leaders at the college and in our community.

- Veterans Day event (Speaker/Book Signing): To honor veterans' day and to recognize our student veterans that served our country, we hosted two major events to increase awareness of those in the military: (1) a landing of military helicopter called the "Huey" on campus. The Huey was used for Vietnam. (2) We invited Mr. Terry Burgess, Gold Star Dad, who spoke about his son US Army Staff Sgt. Bryan Burgess, who gave his life in Afghanistan.

- 2nd Annual 2.2 for 22 Challenge Walk (over 400 participants): One of the challenges student veterans face is Post Traumatic Stress Syndrome, depression, and various hidden addictions, as an example, while taking classes. On a national level, veterans have succumbed to suicide after separating from the military. Student veterans have advocated for the continuation of offering the 2.2 for 22 Challenge Walk and 5k Run on campus to raise awareness that 22 Veterans lose their internal battle to suicide a day. Funds raised support services and programs to support emotional and mental health services for student Veterans.

- Established LPC Veterans First Relief Fund for student Veterans. During this term, the Veterans First Program was awarded $5,000 from Trilogy at Vineyard Veterans organization and $5,000 for Association of the United States Army – MG William F Dean Chapter to help address financial challenges that student veterans face when their benefits are not received in a timely manner. We make every effort to also raise awareness about money management by offering financial literacy and financial aid workshops.

- Military Appreciation Night – College Basketball. During the Spring 2020 term, we invited the campus community and local community veterans service organizations to enjoy free evening of college basketball to honor active service members and veterans.

- Honoring Women Veterans - #WeServe! With Keynote speaker Lt. Col. Jennifer L. Nolan from Camp Parks in Dublin, California, she graciously shared her experiences of being a female leader in the military. This event also featured our women student veterans from each of the military branches. Our goal was to highlight inclusion, gender equity, and diversity in highly male dominant system. Women veterans were honored with scholarships, as well.

- Renewed Safeway Foundation Grant ($40,000) – During the Sprig 2020 semester, the Veterans First Program received continued support of the Safeway Foundation. The grant will fund retention efforts and initiatives to support an emergency relief fund, child care, and reduced rate for riding the ACE train.

- Veterans First Scholarship (over $30,000 awarded to LPC Veterans): During the Spring 2020 semester, we were pleased to offer and award over $30,000 in scholarship funds to our new, continuing, and transferring student veterans. We continue to foster a strong, supportive relationship with local veterans service organizations to fund these scholarships.

- Timely processing of "XW" due to COVID19 – With the onset of COVID19 and Shelter In Place, the Veterans Specialist reported "XW" data to the Dept of VA in updating students certifications to reflect adjustments to students' class schedules.

- Partnered with the LPC Counseling Division for assistance with Disability Resource Center to schedule appointments in SARS for Veterans Counselor

- Virtual Services - Zoom "Veterans Chat" to check-in and stay connected; counseling, online certification process
- Launched MyVRC mobile application free for current LPC student Veterans, active duty, reservists/guard, and dependents/spouses of Veterans. One time cost for the Veterans First Program.

The majority of short term and long term plans were met in 2019-2020, but COVID-19 / Shelter in Place created some major challenges, especially with retention and recruitment. Many student Veterans prefer to take courses on campus, when March 2020 shelter in place and changed to online/remote classes, many student Veterans reduced/dropped courses, in hope that summer/fall 2020 would be back on campus. Shifting a Veterans Resource Center, which is built on promoting comaraderie through the services and programs physically in the center, such as utilizing the lounge, computer room, and study/tutoring room, has been a challenge. The Veterans First Program did adjust quickly in providing virtual services such as Veterans counseling, virtual front desk, online workshops, and other online services/programs to promote camaraderie, connection, student success, and reduce isolation.

MyVRC app was purchased in fall 2019 and is being promoted as another method for student Veterans to be connected with each other and provide connection to services/programs on and off campus, such as mental health service. Although the Veterans Resource Center is closed for students and most of the staff is working virtual, when we come back after shelter in place is done, space will be an issue, especially office and storage space. One of the key items in Measure A bond approved by our voters, is to increase services and programs and build a new Veterans Resource Center. Plans for the new center will need to be based not on current Covid-19/shelter in place but back to assuming growth of student Veterans and staffing.

Operation Gateway, new Veterans orientation, which was designed to assist student Veterans with transition from military to college, was built on an in-person format.
The Veterans First program, through grant funding, was able to bring a professional expert in mental health, Dr. Snetter, to present workshops at both fall and spring flex days. These trainings for faculty, classified professionals, and administrators is very important, especially in this virtual environment, which has created more isolation, which is a key challenge for Veterans pre-Covid19.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors		Learning Support		Professional Development	X	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

- CHALLENGE:

    The Veterans First Program strives to serve student veterans who are transitioning from military life to civilian/college life. In order for the Veterans First Program to be successful in ensuring that students have transitioned to being a college student, acclimated to college life, and registered each term, we face challenges with staying in touch with students. We do our very best to utilize a myriad of outreach efforts to communicate with student veterans, dependents and spouse of veterans, and reservists. To deliver optimum services we are faced with the following challenges:

    (1) Collecting accurate data of usage of services:
    Another item, which did not move forward, because of concerns of funding as well as the challenges in going to a remote format, was to purchase Academia which would assist with tutoring, tracking, and collecting data in which would help with scheduling counseling and staff. Without moving to new technology systems, it is a barrier for student Veterans, especially in this remote format.

    (2) Faculty Understanding of Student Veterans:
    One challenge we have is educating faculty about student veterans. This past year, we have worked with faculty who are not familiar with, or experienced in, having student veterans in the classroom is a challenge for the Veteran First Program. Student veterans are typically older students who have a global worldview. Not all student veterans have injuries, but some may have invisible disabilities that student veterans may not disclose to their faculty.

    (3) Mental Health Support:
    Another challenge for the Veterans First Program is the lack of mental health support services for student veterans who may need additional emotional or psychological services.

- OBSTACLE:

    There are various obstacles the Veterans First Program continue to face in achieving departmental goals, especially when the campus plans on restoring services to students in the near future post COVID19.

    (1) Funding – To continue offering excellent programming that bring the local communities and attract new student veterans to Las Positas College, an obstacle is raising funds to execute and writing grants for these events.

    (2) Transcripts Evaluation - A continued student Veteran obstacle is having transcripts evaluated on a timely basis. Las Positas College is moving towards the direction of providing front-end transcript evaluations, but between COVID-19 and inadequate staffing, it has been a challenge to completely shift to this process. At the end of Dec. 2020, new prior credit requirements such as evaluating Joint Service Transcripts (military transcripts) will also add an additional critical portion in completing an evaluation of courses required by Veterans Affairs.

(3) Evening Hours - The Veterans First Program is committed to working with student veterans in not only ensuring that VA educational benefits are properly processed with the Department of Veterans Affairs, but ensuring that student veterans have a positive experience on campus. We believe in the "student first" philosophy and will do our best to work with students when it is best for them. An obstacle we face is offering operational work hours to accommodate our evening student population. For consistency with the division, we are unable to deliver services to our evening students, e.g., evening appointments with the Veterans Counselor, and evening tutoring.

(4) Another obstacle is transitioning to a paperless work environment. Students are required to complete a fillable VA Education Certification form and submit it via email to the office for processing. Students must also submit copies of their military separation forms, such as the DD214 and Certificate of Eligibility. When the system is down or not accessible, it is difficult to ensure that forms are properly scanned and saved in the AppXtender application tool.

- NEEDS:

  (1) Need New Larger, Improved Space. The program has outgrown its space. With increases in the LPC student Veterans population, and utilization of the center and staffing, a new and larger center is needed. We lack office spaces to provide required confidentiality; sound travel through the thin walls, and the study space is always crowded. Need more study spaces in the new center. Storage space is always an issue. The area in which student Veterans study, relax, connect with their peers is now too small and often is so crowded, that student Veterans do not utilize it. Especially during peak times.

  In Measure A, one of the key items was improving Veterans services, so a new VRC is needed soon. Even though the new VRC is not scheduled for a while, planning needs to begin soon since the new center will need to be relocated since it is currently in a building scheduled to be torn down.

  (2) Covid-19 presented major challenges and obstacles in converting to an online format. Although the Veterans First Program team adapted best as it could, but most forms still must be filled in, scanned, and e-mailed to the office. New and improved technology is needed, such as the ability to complete fillable forms, which data is entered in by students, and meets federal and state requirements for Veterans Affairs benefits. This would help with the certification process for the certifying official and for the students requesting certification of benefits.

  (3) In the previous program review, we had indicated that the Veterans First Program need to purchase a new modern and efficient electronic GOLF CART to replace the old one. This cart is important to transport student Veterans and community members with mobility challenges, but was put on hold during shelter in place.

Mark an X before each area that is addressed in your response.	Definitions of terms: https://bit.ly/2LqPxOW

	Community Partnerships/Outreach	**X**	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	**X**	Services to Students
	Course Offerings	**X**	Financial/Budgetary	**X**	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	**X**	Student Equity
	External Factors		Learning Support		Professional Development	**X**	Technology Use

C. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**

Few significant trends.

Enrollment for female Veterans has increased from 66 in Fall 2015 to 83 in Fall 2019. Also age of Veterans attending Las Positas College has increased. Although 25-29 year old is still the highest percent at 34%, 30-39 year old have increased from 25% in Fall 2015 to 29% in Fall 2019. Veterans headcount has dropped from the peak in Fall 2016 and Fall 2019 from 465 to 409. This could be due to various reasons such as economy, smaller numbers serving and exiting the military, no longer offering Engineering Tech Veterans cohort program, and methods in verifying Veterans. Projected to continue drop due to the remote format which student Veterans prefer not to do, Alameda sheriff academy moving from LPC to Chabot which we had a good rapport with Veterans attending the academy, and campus offering less classes due to budget cuts.

Another trend, more student Veterans are taking hybrid courses than before. Fall 2015, 27% did both face to face and distance (hybrid) courses, while in Fall 2019, this went to 40%. This increase is due to more hybrid classes being offered and the new Veterans Affairs regulations which now allows hybrid classes to be counted as on campus courses for housing allowance purposes.

There is a decrease in number of student Veterans with less than 30 units attending LPC from Fall 2015, 53% from Fall 2019, 49%, but have seen an increase in students attending with 60 units or more, 9% in Fall 2015 to 13% in Fall 2019. Overall, little significant changes.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach	**X**	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

With the current remote learning environment, which appears to go into 21-22, continued focus will be put in staying connected with students through various remote methods, including virtual Veterans Resource Center front desk, remote Veterans counseling, follow-up phone calls and e-mails, utilization of the MyVRC app, Veterans First Canvas page, and Veterans First website. We have started various services and programs which we hope will encourage students to continue their academic pathways.

Short Term
English 1A class for Veterans. This was offered a few years ago when we had the Engineering Tech cohort. We hope this class will continue to build momentum and be a course which is a entry class for many student Veterans.

Mental Health – Continue to try to connect student Veterans with various mental health services. Started a new program with Las Positas College Health and Wellness Center, Chill and Chat for Veterans. Kick off was Sept. 22, 2020 and we hope this will connect student Veterans with other student Veterans, as well as promote additional mental services for student Veterans. Also continuing to provide workshops for faculty, classified, and administrators in serving student Veterans through venues such as flew day. Also, promoting and collaborating the Disability Resource Center services to student Veterans. Goal is to increase student Veterans enrollment into the Disability Resource Center program.

Funding – Continue in fund raising and advocating for local, state, and federal funding to support operations, services, and staffing for the Veterans First Program and student Veterans. Continue 2.2 Challenge Walk for Vets to bring awareness of the 22 Veterans who commit suicide. Connect community, college, and student Veterans. Raise some funds for mental health and other services for LPC Veterans.

Events – Continue to provide various educational and honoring Veterans events, such as 9.11 Remembrance, Honoring Veterans Day, Honoring Women Veterans, and other annual events on campus or in a virtual format.

Remote Services / Programs – Even after COVID-19, will continue to research, pilot, and utilize various remote technologies to improve effectiveness of services, such as Veterans counseling and certification of VA benefits for Veterans.

Funding continues to be an immediate plan, to continue to support resources and programs for Veterans. Continued advocating with political leaders and community organizations is vital. Fund raisers such as the virtual 2.2 challenge walk will help bring awareness and also financial support.

Long Term –

A long-term goal is to continue to advocate for additional dedicated funding for the operations of the Veterans Resource Center our of the regular operating budget of the college. The state continues to provide some on going funding yearly to support the Veterans Resource Funding. This funding is very critical in maintaining needed staffing. With the current fiscal crisis COVID-19 has caused the state and the college, it will be even more important to continue to collaborate with community organizations and businesses, as well as submitting for other grants.

Also continue to advocate for larger Veterans Resource Center, per Bon Measure A – Improve facilities and services for Veterans at Las Positas College and Chabot College.

We will continue to look at innovative technologies to service our student Veterans more efficiently and effectively. Working with admissions and records evaluators in implementing front end evaluations for student Veterans. An ongoing goal will be to continue to work with Las Positas College institutional research office to collect and analyze student Veterans data such retention and completion. It is always a goal to increase retention and graduation rates of our student Veterans.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development	X	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. **[https://bit.ly/3fY7Ead]**

The Veterans population is a very diverse student population. It has always been the goal of the Veterans First Program and the Veterans Resource Center to promote a welcome environment to all. Increasing the size of the Veterans Resource Center from the old Veterans Resource did impact the number of students utilizing the center. Honoring Women Veterans and providing additional support resources have impacted the numbers of women Veterans at LPC. Fall 2014, 11% of the Veterans population (40 female Veterans) was female, while in Fall 2018 this increased to 20% (73 female Veterans). The Latino population in Fall 2014 was 23% and increased 34%. The Veterans First Program will always strive for trust, respect, cultural awareness, and support for all student Veterans success. We will continue to work closely with the various learning communities on campus to promote equity. We are planning on supporting various heritage celebrations, by presenting various Veteran panels from different ethnicities/cultures.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [**https://bit.ly/3fY7Ead**]

B1a. **In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

N/A

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

N/A

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [**https://bit.ly/3fY7Ead**]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

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N/A
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B2b. **In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

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N/A
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B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
N/A			

B2d. When will analysis and discussion of the assessment data be completed?   (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

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N/A
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B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

B3a. **In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

Utilizing data to identify which services on campus are being utilized by student Veterans, as well as determining services/programs on campus that need to be focused on to increase retention and success. Operation Gateway, Veterans orientation, completed its 12th year. This is a very important program in assisting student Veterans and directing them on a successful pathway. It is key to review and evaluate which workshops and materials provide supporting student success. Operation 12 was the first virtual Operation Gateway and also utilized a comprehensive canvas site dedicated to Operation Gateway 12 students. It will be important to determine the effectiveness with this format.

B3b.

When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Data is being collected from student satisfaction surveys to determine services and programs on campus student Veterans are and are not utilizing. With the virtual environment and limited student satisfaction survey questions since it is online, it will be a challenge to assess data. But in the future when we are not remote and more in-depth student satisfaction surveys are done, we will be able to use this data as well. We will continue to send out our own internal survey as we do each year as well as collect quantitative data from Operation Gateway pre and post surveys is helping determine the effectiveness of Operation Gateway. Also qualitative data is being collected from student Veterans who attended Operation Gateway through collecting statements from student Veterans who attended OP Gateway. Operation Gateway 12 .

B3c.

When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

The analysis of assessment data will be completed at the end of Spring 2022.   With Covid-12, some of the comparisons will be challenging. With shelter in place and online learning has cause increased retention and difficult to increase utilization of other programs and services on campus as originally plan. Data collected from previous Operation Gateway 10 thru 12 will be reviewed and evaluated. Data will also be reviewed if increase or decrease utilization of on campus services impacts retention and completion.

For assistance with this section, contact the Curriculum Committee Chair. [https://bit.ly/3fY7Ead]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

N/A

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A