Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Veterans Program	Student Services	Todd Steffan / Sylvia Rodriguez / Frances Denisco

INSTRUCTIONS:
1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
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 (*e.g.*, Bio, math, EOPS)
4. 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.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
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 co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

> The mission of the Veterans First Program is to provide information and assistance to eligible

> Veterans in applying for and in receiving Veterans' educational benefits in a timely manner. The Veterans First Program strives to connect and/or refer the student veteran to appropriate college and community resources that will assist them in their successful transition from military to college. Educating the campus and the community about the unique needs of the veteran student population is an ongoing commitment that helps promote collaborative work that will augment services currently provided.

The mission of Las Positas College is:

> *Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals*.
> (**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

> The Veterans Program ensures that Las Positas College continues to be an institution that is inclusive , student-centered, and supportive of the educational goals of all students who choose to pursue those goals here.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

   (Highlight the appropriate box to type in an X.)

   YES ☐   NO x

   If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

   (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
N/A	
N/A	

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

   YES ☐   NO x

   If yes, please describe briefly what new curriculum is planned.

N/A

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES x   NO ☐

If yes, please describe briefly what new initiatives are planned.

> The Veterans program needs to expand its services to veterans on the Las Positas College campus by providing internships and career services to those participating in the program.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

    (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

    (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

> SAOs were last assessed in Spring of 2012. SAOs will now be assessed in accordance with the new Program Review process put into place AY 2013-2014.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	2 SAOs existed as of the assessment done in Spring of 2012

4. Analysis of SLO/SAO data for AY 2011-12.
    (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

    a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

    (This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> Assessment of the SAOs for the Veterans Program was held through emails, meetings and

note taking regarding the program between the Program Coordinator and the Dean of Enrollment services, and other Student Services staff. Evidence of this dialogue can be found in those documents. Also included in these types of dialogues were the Veterans themselves, who were asked for input and their help in making the program successful on campus.

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

The Veterans program had 4 ongoing goals in their first program review during the 2009 cycle of program review. Those goals developed into 2 SAOs that were entered in to eLumen and assessed. SAO #1: Student Veterans who complete the series of workshops and presentations during Operation Gateway (the summer veterans transition program) will have a better understanding and know how to access more resources and services available for them than those who do not attend Operation Gateway. Surveys were conducted before and after Operation Gateway program. The results of those surveys were used to improve the Operation Gateway program to more effective levels of service and workshops for Veterans who attended this program . So, the Veterans program now regularly provides information workshops on resources available to Veterans both on and off campus. SAO#2: Student Veterans, dependents/spouses of Veterans, and reservists/national guard will know about the resources and services available from the Veteran's First Program. Goals related to this SAO referred to developing additional tools to identify veterans on campus, and increase the availability of data driven information about the veterans to help improve planning. This goal has been accomplished on a macro level, and now needs more fine-tuning in conjunction with the OIR and other Student Services and campus entities. Another way to promote knowledge of the program was to build and market the Veterans First Program as a statewide model for Community Colleges. This goal has been achieved, and is ongoing in nature. After the assessment of SAOs in the 2012 AY, the program has decided that it needs to develop new SAOs that reflect both its ongoing activities and newly assessed outcomes that it wants to achieve.

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Much of the support requests for the Veterans program for AY 2014-2015 will be informed by the continuation of successful initiatives that already exist within the program. Data collected at Operation Gateway activities is the support for a large portion of the program's resource requests. But the resource requests will also be changing due to the the changes in regulations mandated by SSA law requirements for monitoring academic progress, maintaining SEPs, and new requirements for academic accountability as per the new law. Also, changes will always be on-going due to the changes in federal laws which impact educational benefits such as the GI Bill. New VA educational benefits occur, such as

> last year with the new VRAP benefits, modifications and regulation changes to the post 9/11 benefits. As of now there are multiple types of VA federal education benefits, Ch 30, CH 31, Ch 32, Ch 33, Ch 33 transfer of entitlement, CH 35, CH 1606, CH 1607, and VRAP. This list of VA educational benefits do not include various CA state VA benefits. Additionally, there are construction related issues (the current building that the Veteran's program inhabits needs to be removed) that will require the program to acquire and make operational a new Veteran's resource center, and expanding that center to accommodate more veterans will impact resource requests.

    d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

> Assessments will follow the newest program review timeline that was implemented in AY 2013-2014. Assessments will include, as they always have, student data and point of service surveys, as well as academic and state and federal compliance mandates. Reassessments will be made of ongoing SAOs an initial assessments will be made of new SAOs created.

D. Student Data

    1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

        a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> The Veteran's Program is focused on student data, and is required to report student data to the state and federal governments. Discussion of student data occurs within and among all the Program Coordinators, the DES, the student services and financial aid staffs, the Veterans First Advisory group, and the student Veterans themselves. Evidence of discussion surrounding student data can be found in notes taken by the program coordinator, responses to request by outside sources, promotional materials forwarded to the campus and community about the number and kids of services offered to veterans and the numbers and kinds of students who take advantage of the services that the Veterans Program provides. Data about students is discussed by the program with the college community as a whole, to better bring awareness and services to the veterans. Notes from division meetings, formal and informal meetings of the coordinator and the dean, and the Institutional researcher. Emails between the coordinator and the community of the college and the community at large are also locations to find dialogue regarding the discussion of student data for the Veterans program. The program also collects its own student data through point of service surveys so it can understand the ways in which it

> needs to improve and make changes in the service it provides to veterans.

b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

An analysis of student data reveals that between 2007 and 2011 the program has doubled the number of veterans served (who received VA educational benefits) on the Las Positas College campus, going from 99 to 207. This is largely due to the effort and achievement of goals and SAOs set out by the program to provide information, identify students, and create a welcoming program on the campus. Data also reveals that over the same period, 2007 to 2011, a growing majority of those veterans served are choosing to continue their education here at LPC, rather than being first time any college or first time transfer students. These numbers allow us to interpret that the veterans we are serving are being retained on the campus. In the Fall of 2010, 57% of veterans were part time enrolled, but by Fall of 2011, that number had fallen to 35%, and the number of full-time enrolled veterans had gone up from 26% to 49%. The number of Veterans attending full-time is largely due to the changes in Veteran Affairs and Federal law requirements which will only allow Veterans to receive the maximum allotted VA educational benefits if the student attended fulltime (12 units or more of required per education plan classes). In addition to this change in law, we are seeing more Veterans attending college, due to the downsizing of the military branches as well as the limited career opportunities available to these returning Veterans. Between 2007 and 2011, a majority of veterans served by the program were seeking transfer degrees or associate degrees only, with the combination of those two categories equaling over half of the veterans served by the program in each of those years. Results of and analysis of the student data provided by the OIR for the program is all demographic. Point of service surveys by the Veterans Program will continue, and lead to planning around what program improvements are requested by those served, and how those served respond to what the program is doing currently. However, the Veteran's program needs to work with the OIR to develop more specific data that the program can use to identify answers to questions such as "of the number of veterans who enrolled in any given semester, how many of them took advantage of their priority enrollment status on the first day it was available." Data that helps the program look at this question, for instance, would help the program evaluate whether an SAO about increasing veteran knowledge of the new priority enrollment SSA requirements was effective.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

Student data directly supports resource requests by showing that the program is growing significantly, and is successful in attracting veterans, and that resources need to grow in a complimentary fashion to sustain and enhance this success. The data packet does not necessarily reflect information about dependents and spouses. Dependents and spouses of veterans are part of the program mission, and data for identifying and supporting their needs is being developed, so as to address this subset of students to serve, and their needs. Data collection is still being looked at; because of inconsistency in how data is obtain, through the Banner registration system. During registration all students are asked "Are you a Veteran." If a student Veteran does not answer this question each time they register they can be left out of the data pool of Veterans. Also, I have found that newly returning Veterans do not always answer the question, "Are you a Veteran" because they do not see themselves as a "Veteran" just yet. Even federal forms have been changed to address this data collection issue. They now are being changed from "Are you a Veteran" to "Did you serve in the armed services of the United States of America. The data we have collected currently data is primarily focused on Veterans only. This data needs to be expanded as well, since Veterans are not the only students the Veterans program serves. We have dependents and spouses who are eligible for various VA benefits (state and federal), that we serve as well. Additionally, the Veterans office needs more specific types of support from the OIR to help utilize data and set up data reports so that the Veterans office has easy access to information such as retention, persistence, transfer and completion rates among veterans only on the campus. Lack of readily available data has caused missed opportunities for grants and other funding and resource requests due to not being able to readily report such types of data.

2. Enrollment Management **(Instructional programs only)**

   a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

   N/A

   b. If this amount differs from 2011-12, describe what changes have occurred.

   (To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

   N/A

   c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

   N/A

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

    (Enrollment Management data is posted on the IR website:
          (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
N/A	N/A	N/A

*   If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1		40	12
regular hourly classified staff**	0			0
student assistants	0			0

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

    YES ☐   NO X

    If No, briefly describe. Provide any data which support these needs.

    > Currently, the program is run by one coordinator and many well trained student assistants who are paid through the VA Work-study Program. Recently, a reclassification request has been submitted to adjust the coordinator position to a level equitable to similar student services program coordinator positions. The program relies on other understaffed college offices such as the OIR to obtain student data necessary to apply for financial and program resources from both internal and external sources. The Veterans Program would like to support the OIR in request for additional research support. The Veterans Program does not have access to various databases that are important in tracking transfer rates, retention rates, etc. This data is important when applying for future grants. The Veterans program has grown to needing a permanent part time staff member who can assist with

certifying VA benefits and assist with supervising the Veterans Resource Center. This would ensure that student Veterans VA educational benefits are processed in a timely manner as the population continues to grow. This would also allow the coordinator to be able to focus more on various workshops, community outreach, student success, fund raising, and expanding the services and programs needed for success by our student Veterans. Relying on student Veterans as support (through VA work-study) to assist with operating the Veterans Resource Center, VA benefits, etc. is a major challenge, because of the natural turn-over rate of student Veterans attending community college. Since things such VA benefits require extensive training, it would be a great benefit to have a permanent part time position supporting the Veterans Program Coordinator.

Funding is also being requested to support an academic counselor specifically for Veterans, similar to all of the other special population programs such as EOPS, DSPS, and ISP. This could be funded on a weekly part time basis. Veterans would have only one academic counselor to work with, which would allow them to develop a stronger rapport. This would also promote efficiencies so that each time a student Veteran who needed to see a counselor would see a counselor that they have already developed a relationship and history with and would not need to start from the beginning each time they saw a counselor. This also would expand the One-Stop shop in the Veterans Office. Schools who have dedicated academic counselors for Veterans have seen significant student success benefits by doing this.

3. Are there Staff Development needs for the academic year 2014-15?

YES X   NO ☐

If yes, elaborate. Provide any data which support these needs.

Ongoing training and staff development is needed for the program to remain in compliance with federal and state laws and to ensure that veterans receive their benefits. Additionally, training is an ongoing need for the key group of student assistants that are vital to the program's continued success.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES ☐   NO x

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Document scanning for electronic auditing by the federal government will be necessary, so having a document scanner would be important in maintaining compliance. New technology requests might arise as the program outfits a new Veterans Center on campus.

> Different methods/systems in logging students in and monitoring the services and programs they are using in the Veterans Resource Center are being reviewed.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> The Veterans Resource Center, hub of the program, has to relocate on the campus due to the both the demolition of the current building, and the growth of program, and to enable its future growth. This will require new facilities, furniture, computers, copy machine, other equipment and supplies.   The Veterans Resource Center is a critical piece of the Veterans First Program. The LPC Veterans Resource Center has been recognized and utilized as a model center throughout the state. A newer updated Veterans Resource Center will better meet the needs of our student Veterans as well as becoming a key center in the state. Funding is needed to maintain items such as paper, supplies, copy machine maintenance, etc.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES ☐   NO X

If yes, please briefly describe amount and general uses.

> N/A

2. Are there any **new** financial needs for the academic year 2014-15?
(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.

> Increased general fund financing to support the growth of the program is critical. The Veterans First Program should be funded as other student services programs, such as DSPS, EOPS, ISP, etc. It should not have to rely on its own fund raising efforts to support its programs and services. This program serves more students than many other student services programs combined and should be funded appropriately with college resources. If the program needs to continue to find its own funding sources, then the college needs to

> support the program with the types of student data and support that will allow for the program to pursue ongoing, more robust funding.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> External impacts on the program play an important role in how the program functions, and in the need to acquire resources. State and Federal mandates and program success and expansion with regard to things like the Student Success Act and changes in availability and kinds of benefits often dictate program functions and resource needs. Due to the downsizing of the military branches and the weak economic job market, the numbers of Veterans will continue to grow these next five to ten years, placing stresses and demands on the Veterans program to meet the needs of our veterans.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
    (The 2012 Academic Program Review Updates can be found on the Grapevine

    http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

    (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

> Objective I: Increase Academic Success Rates of veterans through educational workshops designed to increase student knowledge of academic success requirements and other requirements to maintain their benefits. We have provided these workshops and this goal is completed, but it is of course ongoing as new veterans come into the program.
> Objective II: Develop additional tools to identify more accurately campus veterans. There has been much progress towards the completion of this goal, but it is ongoing and needs more fine tuning. See human resources requests, and student data information above.
> Objective III: Promote and market the veterans program to serve as a model throughout the state. This objective has been been achieved, as the veterans program here at Las Positas is in fact seen as a model throughout the state. In order to maintain that success, this is an ongoing objective that has been translated into SAOs for expanding services to the veterans. See the SAO matrix below. Objective IV: Provide a welcoming environment for veterans to help ease their transition to college. This goal has been achieved, but will need to be assessed and reassessed in an ongoing quest for better service to veterans, and in light of the destruction of the current Veterans Resource Center and the creation of a new one in a different location.

B   Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives <u>not</u> accomplished since the 2010 program review, even if not discussed in the Update.)

> Many of the objectives of the Veterans program are ongoing, and are continually assessed and reassessed for improvement. More could be accomplished towards the objectives could always occur with an increase in human and financial resources.

C.   What are the objectives for the academic year 2014-15?

(Summarize <u>briefly</u> the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

> SAO #1)*Students who are dependents and spouses of Veterans will become of aware of and begin to receive services from the Veterans program. SAO #2) Veterans will receive career placement help from the Veterans Program.   SAO #3) Veterans will take advantage of their priority registration access. SAO #4) Veterans will continue to feel welcomed and supported at Las Positas College in the pursuit of their educational goals.*

D.   For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

> Getting support to veterans returning to college is key to their success in achieving their educational goals. Veteran learning and achievement is improved through financial and emotional support for the veteran and for spouses and dependents. Unmet resource needs in this program directly impacts the number of veterans served and supported on the campus, and therefore inhibits veteran student achievement/learning.

Continue to the next page to complete the form.

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Veterans Program	Student Services	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	2	*Create ways to identify and outreach to veteran spouses and dependents through student data analysis and outreach events.*	*Students who are dependents and spouses of Veterans will become of aware of and begin to receive services from the Veterans program.*		*Identification and tracking of spouses and dependents, with year to year comparisons of increases in numbers served by the program.*	*Human Financial*	*part time staffing to work on identification and outreach to this specific population*	*RAC, committees involved with prioritizing human and financial resources*
2	1	Creating career resources/recruitment events and placement services for veterans.	Veterans will receive career placement help from the		Veterans will have jobs that the program helped them to get.	Financial	Money to develop job placement services	RAC, committees involved with providing financial

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			Veterans Program.		Point of service data will be collected regarding veteran employment that comes about through these services.			resources to Student Services
3	1	Continue to provide more information to a greater number of students through email and workshops and in all possible ways, to alert Veterans about the importance of the new priority registration model created by the SSA.\n\nEnhance and fine tune this aspect of the Operation Gateway orientation program.	Veterans will take advantage of their priority registration access.		Comparison of the numbers of Veterans who can register at their first opportunity, and actually do take advantage, over several terms for increases.	Human	More support from OIR to create student data that can reflect the answers to these kinds of questions.	RAC, human resources prioritization committees
4	1	Recreate, expand and improve the Veterans Resource	**Veterans will continue**		Point of service surveys	Potentially, all of them	Expansion of the facilities,	All budgetary committees

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		Center as the Hub of the program in its new location	**to feel welcomed and supported at Las Positas College in the pursuit of their educational goals.**		before,, during and after the move to the new location.		technological resources, chairs, many needs that may arise as the move occurs.	, and facilities committees.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.