

PROGRAM REVIEW UPDATE 2016-2017

Program: Veterans First Program

Division: Enrollment Management

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

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

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

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

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

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

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

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

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

Here are the significant changes in the Veterans First program (VFP) year 2015/2016

- Spring 2016 – added a part time Veterans academic counselor in the Veterans Resource Center.

- Spring 2016 – College approved to hire a full-time Veterans academic counselor.
- Increase in student Veterans, individuals receiving VA benefits, and increased program demands on coordinator has required the VFP to rely on hourly support for VA certifying benefits functions.
- Summer 2016 – Measure A approved – with part of its charge to support and improve Veterans facilities and services,
- Fall 15 – Summer 16 – LPC Institutional Research Department worked closely with the VFP and IT to clean up data. Now able to run data with little error on # of Veterans, Active Duty, Reservists, Dependents/Spouses served by the college and VFP. Future comparisons and data will be easier to analyze.
- Space in new VRC has limitations. Office space for new services cannot be accommodated because all three offices are currently occupied. Social, gathering, group meeting spaces also need to be increased, due to the increased number of Veterans that the program is serving. The recent passage of Measure A should help support the building of the next new Veterans Resource Center that should help meet the growing needs of the VFP and its VRC. One of the main initiatives of Measure A is to support new facilities and improved services for Veterans.
- New grants received. Kisco. Safeway. Researching and applying for other large grants.
- New fundraisers, Fall 2015 – Cycle 4 Veterans (C4V). Will continue to grow. C4V II is Fall 2016.
- VFP and its VRC recognized as a regional center, serving Veterans from over 52 cities, valley and bay area. Because of this, the VFP and student Veterans at LPC have been involved in statewide and federal advocacy for funding (Categorical). Best practices being shared with other colleges. Assisted directly with collaboration between Chabot/LPC Veterans programs and opening new VRC at Chabot.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how?

In 2015, a major step forward for the VFP was the opening of the new larger Veterans Resource Center. The new Veterans Resource Center was open successfully in Fall 2015 and new services have been added such as a financial coach bi-weekly, Vet Yoga, and Congressman Veteran liaison in the VRC monthly. Need for funding has always been a critical issue with the Veterans First Program, since currently Community College Veterans Programs are not funded by the state and very little from the Federal Government. Because of the LPC VFP and its VRC becoming a regional center, more veterans are choosing to attend LPC. This has resulted in increased grant funding and more grant funding opportunities. In 2016 LPC VFP received a 20k Safeway grant and a 40k Kisco foundation grant. Of course with increased funding from these types of sources, increased reporting and workload follows for VFP staff in order to comply and report back to the grant providers.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Students have been positively impacted by the addition of the adjunct Veterans counselor in the Veterans Resource Center. This has always been a goal of the VFP and taking it one step closer to being a true one-stop shop for student Veterans, Active Duty, Reservists/Guard, and Spouses/Dependents of Veterans. Results include less wait time for Veterans to make appointments. VFP has also been able to provide new improved services, such as counseling via phone and internet for those who are unable to come to the college, because are still in the military and on base. This allows many to get all student success requirements done, as well as registering classes before they get out of the service and on campus. Qualitative feedback from student Veterans with this new service has been nothing but positive. This contributed support to approving a full time Veterans counselor in the VRC.

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

Funding, staffing, and space continue to be main issues, as the program growth demands continues to outpace services, staffing, and space. . The Veterans First Program (VFP) continues to grow and now serves over 500 student veterans. Although the new current VRC is much larger than the first VRC, the increase of student Veterans and also the new services, such as counseling in the VRC, the VFP has out grown the current VRC.

The current VRC space is no longer adequate for the various services and programs now offered. For example office space for new services cannot be accommodated because all three offices are currently occupied. When outside services, such as VA Healthcare representatives or congressional liaison needs an office that provides a safe and confidential area, we do not have the additional offices. Social, gathering, group meeting spaces also need to be increased, due to the increased number of Veterans that the program is serving. The recent passage of Measure A should help support the building of the next new Veterans Resource Center that should help meet the growing needs of the VFP and its VRC. One of the main initiatives of Measure A is to support new facilities and improved services for Veterans.

In addition, the program staff structure has to branch out from a single coordinator. Because of this growth and demands including operation and managing the new VRC and its services, the VFP coordinator can no longer balance certifying and coordinating the program. The VFP is now at its maximum capacity at a very critical point in its development. To continue the momentum that has been established since 2006 – permanent staffing needs to be increased, such as an additional certifying official to sustain the quality level of service currently provided. Further, additional support would enable the VFP to the focus efforts on developing strategies to support student success, collecting supporting data, developing new services, such as employment/careers for Veterans and more programs for dependents/spouses of Veterans.

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

The most important plans for next year, include the following.

- Provide support for the VFP Coordinator to continue statewide work and integrate work with other programs on campus.
- Continue to work with the Institutional Research department to collect and analyze data, such as completion rates, retention rates, student Veterans demographics, etc.
- Develop mental health services for Veterans. Provide training to students, staff, faculty, and administration on Veterans needs and mental help issues.
- Continue to advocate statewide level to provide information to legislatures and statewide officials.
- Continue to support the English 1A cohort learning community for Veterans

- Begin the development of a course for Veterans coming to college – focusing on success strategies and leadership development.
- Continue to collect information at conferences to learn and teach others best practices.
- Develop a VRC best practices guidebook.
- Develop an online orientation for Veterans.
- Expand VRC by utilizing outdoor area adjacent to VRC.
- Develop online tools to provide information and advising to student Veterans who are unable to come to campus easily, including those who are currently active military all over the world. Zoom is a new online service that will be implemented.
- Develop and begin the process to monitor mid-term progress, especially those not **geed** meeting academic progress.

F. Instructional Programs: 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.

G. Do plans listed under Question E or Question F connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

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

Our plans for the Veterans First Program services directly relate to planning priority of expanding tutoring. Currently the VRC has a study room in which some support subject assistance is occurring by a part-time math instructor, other student Veterans, and group study sessions. This will continue to grow as we have more volunteers providing support subject assistance. In addition, cohort learning Veterans communities will continue with the Veterans English 1A course continuing Spring 2017. Also a leadership Veterans course is being developed which supports the planning priority of institutional support for curriculum development and maintenance.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes ____no

(This data can be found here: <http://goo.gl/Ssfik2>)

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

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO: Student Veterans who complete the series of workshops and presentations during Operation Gateway (summer transition program), will have a better understanding and know how to access more resource services available for them than those who do not attend Operation Gateway

Describe the quantitative or qualitative results: Data collected before and after Operation Gateway has provided both qualitative and quantitative results. Questions related to satisfaction of the workshops and presentations was collected as well as demographic data, such as what branch services and if the veteran served in Operation Iraqi Freedom (War in Iran) and/or in Operation Endurance Freedom (War in Afghanistan). The largest percentage in a particular branch of service was 36.1% from Army, followed by 27.8% Marines, then 22.2% Navy, then 11.1% Airforce. 50% attending Operation Gateway in 2015 reported serving in a combat zone. Data supports the need for more hands-on and interactive workshops and presentations. Based on past data such as the survey on Operation Gateway's financial aid session, changes were made to the design of the presentation, which improved satisfaction on the financial aid workshop from approximately 60% to 88.9% of attendees rating it as helpful. There are a lot of services, programs, regulations, for Veterans attending college. It is easy to become overwhelmed, making the already difficult transition even more difficult for Veterans attending college after military service. One area that was not rated as positively as other during Operation Gateway was the workshops by Employment Development Department. Results of the evaluation by veterans led to a change in this session. Because of this, the presentation on this topic for the most recent Operation Gateway was changed. The portion on employment for Veterans focused less on resume writing and more on resources such as internships, the Engineering Tech Program. And other direct opportunities for Veteran students to gain experience.

Discuss any actions taken so far (and results, if known): As mentioned before data collected helped support the modification of workshops. Over the years, Operation Gateway has changed based on feedback and has become more hands-on. For example, presentations from financial aid have to sitting at the computer with guidance and applying for financial aid. The same thing was true for VA Healthcare. Based on assessment of Operation Gateway sessions, the important VA Healthcare workshop presentation is no longer just information on VA healthcare, but direct assistance in applying for VA Healthcare.

Discuss your action plan for the future: Success of Operation Gateway (OPG) and assessments done, the VFP will continue this important signature program. OPG has become a sustainable part of the VFP and will continue assessment of this service and closing out this SAO.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?