

PROGRAM REVIEW Fall 2021

Program: VETERANS FIRST PROGRAM

Division: STUDENT SERVICES

Date: OCTOBER 12, 2021

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SLO/SAO Point-Person:

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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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 with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Mission Ready – Veterans First Learning Community – with English 1A for Veterans	X	X	
2 Convert to Remote Services / Programs	X	X	
3 Leadership – Updates – Communications Series and other workshops	X	X	X
4 Expand Mental Health Services	X	X	X
5 Advocate for larger Veterans Resource Center – Measure A	X	X	
6 Continue fund raising and advocating for local, state, national funding	X	X	

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Collecting Accurate Data of Usage of Services	X	X	
2 Mental Health Suuport	X	X	X
3 Funding	X	X	
4 Transcript Evaluations – Military and College Transcript Review/Evaluation. VA Compliance issue.	X	X	
5 More hours for services – evening hours	X	X	
6 Larger, improved space	X	X	
7. Innovative technology for online services – fillable, dynamic forms.	X	X	
8. Replace of old and unsafe equipment – golf cart	X	X	

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Integrate and expand Mission Ready – Veterans First Learning Community		X	X	X
Develop and implement front end evaluations of military transcript and college transcripts	X		X	X
New technology to improve services and programs. Reduce paper. Interactive and dynamic forms. For example allowing student signatures and case management		X		
Continue to build funding to support staffing and operations		X	X	X
Mental Health Support		X	X	X
Planning for new Veterans Resource Center – Measure A		X		X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
Guided Pathways	Development of education / career planning
Facilities	Plans for new Veterans Resource Center

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Student Survey from Institutional Research. Surveys sent directly to student Veterans, military members, and family members from Veterans First Program Reflections from student Veterans who attend Operation Gateway Leadership Updates Communications (LUC) monthly meetings
What did you learn?	Always learning about needs for student Veterans, such as the importance mental health counseling. Vital to provide services of connection and inclusion. Mission LUC has

	been extremely informative directly from student Veterans, such as the need of timely evaluation of military and college transcripts
How will you use the feedback?	Continue to utilize feedback in expand and improve programs and services. Veterans First Program primary foundation has always been student Veterans Voice. Feedback provides great guidance in effective programs / services provided as well as areas that need improvement.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by 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 used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Few significant trends.

Enrollment for student Veterans have seen a significant decrease due to the pandemic. This reduction has been experienced at most community colleges throughout the state. Surveys and research have indicated that many Veterans prefer to be on campus than online for courses. Reduction of this also is due to the reduction of courses available for students as well as the shift of the Alameda Sheriff Academy to Chabot College. Many student Veterans choose to pursue careers in law enforcement and the Las Positas College Veterans First Program had a strong rapport with the Alameda Sheriff academy. The change of the Engineering Tech Veterans cohort model also has created a reduction in Veterans, as when the program was all Veterans, more Veterans tended to choose this major. More efforts are needed in outreach to meet the demands of industry to hire Engineering Technologists, which will help increase enrollment for student Veterans. California Community Colleges are projected to see increases in the number of Veterans attending community college for the following anecdotal reasons: recent global changes in Afghanistan coupled, more military members exiting the military, and lastly, instruction returning to in-person classes with the mandated vaccination requirements of students.

Enrollment for female Veterans has increased from 61 in Fall 2016 to 84 in Fall 2020. Also, age of Veterans attending Las Positas College has increased. Although 25-29-year-old is still the highest percent at 33%, 30-39-year-old have increased from 28% in Fall 2016 to 31% in Fall 2020. Veterans headcount has dropped from the peak in Fall 2016 and Fall 2019 from 465 to 409.

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 has been a reduction from, 45% of Veterans completing 12 units to 14.5 units in Fall 2019 to 40% in Fall 2020. There has been an increase of student Veterans taking 6 units to 11.5 units to 33% in Fall 2020 from 29% in Fall 2019. This trend could be due to more student Veterans working to support their families due to the pandemic, as well as taking classes at different colleges in the online format.

A major change of student Veterans taking only online classes from 7% in Fall 2016 to 92% in Fall 2020

Although there is no change in the percentage of student Veterans transferring 60% and little change from student Veterans pursuing associate degree only. With industry demand for career technical degrees, which many only require an associate degree, there is a great opportunity to grow the number of student Veterans attending Las Positas College if more marketing and outreach is done to promote these growing careers and education requirements.

There has been little change in the percentages of race-ethnicity with the student Veterans demographics, except, the Latino percentage is the highest percentage at 39%. This is higher than the college Latino percentage of 30%. Since Fall 2016, there has been a steady reduction of white Veterans, from 49% to 34%. Another interesting ethnicity demographic is Las Positas College general Asian student percentage is 30%, while Asian student Veterans is only 5%. According to a special minority report prepared by the National Center of Veterans Analysis and Statistics completed in 2014, only 1.6% of total Veterans population were Asian. But this report showed that 11.2% Veterans were African American. The Las Positas College Veterans population who are African American have been 5%. Las Positas College Veterans program is very diverse and this diversity needs to be recognized and celebrated.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
___yes ___no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

SLOs/SAOs:

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

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

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

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly 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.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

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 13th 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 13 was the second virtual Operation Gateway and also utilized a comprehensive canvas site dedicated to Operation

Gateway 13 students. From data and student feedback from Operation Gateway 12, more focus was directed towards connection between the students attending Operation Gateway 13 students and the Veterans First Program. It will continually be important to determine the effectiveness with this online format. We are hopefully Operation Gateway 14 will be a combination of online and in person.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____0__%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Online learning has been very difficult for student Veterans. Although all services were converted from on campus to online, the online format created isolation which is a major challenge for Veterans. We have redirected much of efforts to connection, case management, and outreach. The data and student reflections have proven how it is very important to have a sense of belonging. It is vital that future Operation Gateway orientations focus and build this on-going sense of being connected with the college, Veterans First program, and with other student Veterans.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

From all previous surveys from Operation Gateway, they have all supported the vital need of having a special orientation for student Veterans. Operation Gateway 13 in summer of 2021, switched from a post survey questionnaire to reflections from the student Veterans who attended each day. One major finding, that it was very important to student Veterans to feel connected and supported. Focusing on this key element, is very important in the continue focus in providing equitable services and programs for student Veterans, military members, and their family members.

(5) List changes that you plan on making to improve student learning.

More inreach and outreach effort. Student success coach will be hired with the Department of Education Centers of Excellence for Student Veteran Success and a pt counselor assistant will help provide additional support to the team to be more proactive than reactive, through things like wellness check calls and follow ups. Impement a early alert system. More proactive inreach methods would be utilized, with some of the resources being supported by the Dept of Ed. Centers of Excellence for Student Veteran Success (3 year grant).

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

We are looking at different methods to evaluate student learning. With Operation Gateway 13, we utilized input from post survey and student Veterans input to focus more on connection, that the standard orientation. We made Operation Gateway 13 interactive with the requirement of reflective input from those who attend.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

We will continue to focus on providing student focused services and programs. Maintaining a strong welcoming environment, both virtually and on campus. Providing true front end evaluations of military and college transcripts will help provide more stream line and direct services, which will improve student success.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____X____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

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).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**?

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**?

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**?

____YES ____No

If not, what program improvements may be made to increase this metric?