BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: VRC

Division Name: Student Services

Please list all team members who participated in this Program Review:

Name	Department	Position
Teresa Ong	DRC/VRC	Dean
San Lu	DRC	Supervisor
Julie Brown	VRC	Veteran Resource Specialist
Mimi Rea	DRC	Counselor
Janet Weber	DRC	Counselor

Number of Full Time Faculty: _____ **Number of Part Time Faculty:** 1

Please list all existing Classified positions: *Example: Administrative Assistant I*

Veterans' Resource Specialist

List all departments covered by this review and indicate the appropriate program type.

☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway	
☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway	
☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway	
☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway	
☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway	

SECTION 1.1: SERVICE AREA DATA

1.1A. Service Area Data: Please note that this is SARS data, tabulating the number of walk-ins and appointments into the Veterans Resource Center and not the number of veterans at Foothill College

	2013-2014	2014-2015	2015-2016
Number of Students Served	2297	1640	1807
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.1B. Student Service Trend:
Students Served (Over Past 3 Years): ☐ Increase ☒ Steady/No Change ☐ Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).
- VRC does not track this data at this time.

	Increase	Steady/No Change	Decrease
African American	☐	☐	☐
Asian	☐	☐	☐
Filipino	☐	☐	☐
Latino/a	☐	☐	☐
Native American	☐	☐	☐
Pacific Islander	☐	☐	☐
White	☐	☐	☐
Decline to State	☐	☐	☐
Male	☐	☐	☐
Female	☐	☐	☐
<25 Years Old	☐	☐	☐
>25 Years Old	☐	☐	☐

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

To close the performance gap for disproportionately impacted students, the VRC has successfully partnered with the DRC to provide a "one stop shop" experience for veteran students. We have been able to share resources with the DRC including DRC counselors, the Accommodations Instructional Technology Coordinator, the DRC Supervisor, and the Accommodations Coordinator and have been working with veteran students to provide wrap-around services such as counseling, disability evaluation and proctoring, technology evaluation, training and workshops. The VRC Specialist continues to provide critical advising for veterans regarding the use of their GI Bill benefits and other financial resources for college expenses to help veterans complete their coursework.

The Los Altos Rotary has also provided a tremendous amount of support by contributing financially and funding a part-time office assistant to assist the VRC specialist and funding a part-time dedicated tutor for veteran students as well as funding the much anticipated patio and plaza addition located right outside of the VRC. The office assistant works with volunteers in scheduling workshops, pairing verterans and mentors and assisting veteran students in their application process for their benefits.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

Assessment and reflection of service area outcomes has highlighted an increased need for tutoring and a counselor with a DRC background to help veteran students stay on track and successfully complete classes required for their academic/career goals. A dedicated part-time counselor with a DRC background has served as the VRC counselor last year and in previous years and provided academic, career and disability counseling. One of the VRC SAO's is to have a dedicated VRC counselor for at least 2 hours per week. A DRC Counselor can provide more effective support by addressing all veteran students' needs. A dedicated veteran tutor has also been hired to better serve veteran students as they understand the challenges in the transition from military service to civilian student life and our veteran students are more receptive and motivated to use the tutoring service. Use of assistive technology such as Smart Pens has provided additional academic support and led to an increase in the number of Smart Pens ordered.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT
If your program has an instructional component, please complete Section 1.2.
If your program does <u>not</u> have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's <u>website</u> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

1.2C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment			
Productivity			
Course Success			
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☐ Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☐	☐	☐	☐	☐	☐

Asian	☐	☐	☐	☐	☐	☐
Filipino	☐	☐	☐	☐	☐	☐
Latino/a	☐	☐	☐	☐	☐	☐
Native American	☐	☐	☐	☐	☐	☐
Pacific Islander	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐
Decline to State	☐	☐	☐	☐	☐	☐

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☐ Below Level
Female: ☐ Above Level ☐ At Level ☐ Below Level
<25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☐ Decrease
Program Productivity (Compared to College Goal): ☐ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☐ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☐ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Objective	Year	Completed	Ongoing	No Longer a Goal
Offer tutoring services	Year: 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Access adjacent space	Year: 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Hire Veteran Resource Specialist	Year: 2016	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Hire Admin Assistant	Year: 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Utilize Assistive Technology	Year: 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Funding for a tutor and an administrative assistant and the adjacent space has been a challenge. We anticipate funding for a part-time tutor for veterans for one day per week in 2016/2017. The Rotary

Club anticipates breaking ground for the external adjacent patio and plaza space in 2017, but we are in need of more internal space.

Please provide rationale behind any objectives that are no longer a priority for the program.

VRC did not address the active SAO on encouraging veterans to take a learning skills inventory. This was an old SAO that wes never deactivated in the system.

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do <u>not</u> list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Reduce Wait Time for Counselors	*Winter 2016 Term*	*Student Surveys*
Improve retention/course completion rates	Fall 2017	TracDat
Increase number of veterans served	Fall 2017	SARS
Increase tutoring services	Fall 2017	SARS
Increase use of assistive technology	Fall 2017	SARS
Increase academic counseling	Fall 2017	ClockWork
Increase referrals for other DRC services	Fall 2017	ClockWork

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.
☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 2B)	Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
FT DRC/VRC Counselor		Section 2B	☒	☐	☐	☐
Facility expansion			☐	☐	☐	☒
FT Admin Asst.			☒	☐	☐	☐
Tutoring services			☐	☐	☒	☐
PT Academic Coach			☐	☐	☒	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

			☐	☐	☐	☐

2E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

A veteran resource specialist was hired based on the retirement of the previous resource specialist and the need for a Certifying Veteran Official and based on the increased number of veterans utilizing the center as well as the number of outreach events and activities.   **A DRC/VRC counselor was hired to provide academic, vocational and disability counseling to help veteran students stay on track and succeed in their academic/career goals.**

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Lack of space	Need to expand for workshops, events, academic support
Lack of office support	Need for additional help with cetification and outreach
Lack of counseling support	Need for additional counseling

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The VRC has collaborated with the Rotary Club of Los Altos and other community organizations to provide networking and career informaiton. Members of the Rotary Club have mentored and provided talks about careers and internships on a regular basis fo our veteran students.We have improved data reporting in numerous ways such as adding categories to reflect each of the military branches to better serve the separate groups of the military.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2015-2016 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

5A. Strengths and successes of the program as evidenced by the data and analysis:

VRC has been working steadily to provide community programs for veterans. There was a recent dip in

the number of student veterans who were using services at the center last year, but it appears to be on an upward trend this year. The increased number of hours provided by a Veterans counselor has served students well because of improved access.

5B. Areas of concern, if any:

1) An area of concern is the need to build community programming, outreach, recruitment and services for student veterans. There is not enough personnel to do so at this time. Our Veterans Resource Specialist's primary duty is to ensure that our vets receive their GI Bill benefits and that we remain in compliance with VA regulations. Although willing, our VRC specialist cannot cover all the other areas of needs specified above.

2) Another area that has been of concern is the need for a dedicated Academic Coach for veterans. At this time, student veterans with disabilities have been utilizing Academic Coaching to a significant degree. There are student veterans who wish to work with our coaches, but are not able to access them because they are a dedicated DSPS service. We need to develop/ find funding for this service to be accessible to all student veterans.

5C. Recommendations for improvement:

1) One idea that has surfaced is to hire an intern from a graduate program to run community programming and outreach for VRC. This would significantly reduce the cost, and also provide an internship opportunity to a veteran who is in a graduate program to receive training and run a program for his/her fellow veterans.
2) Further fundraising/ request funding from SSSP or Equity

5D. Recommended Next Steps:

        x Proceed as Planned on Program Review Schedule
        ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Assessment Report - Four Column

Foothill College

SA - Veteran's Resource Center

Mission Statement: The Veteran's Resource Center will provide veterans the essential components in assessment and screening, general academic support services, peer counseling, culturally relevant support programs, outreach, student clubs, wellness or access to training in assistive computer technology.

Primary Core Mission: Basic Skills
Secondary Core Mission: Transfer

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Veteran's Resource Center - Counseling - Faculty counselors will counsel at the center a minimum of 2 hours per week. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 09/22/2014 **End Date:** 06/26/2015 **SA-SLO Status:** Active	**Assessment Method:** Create a baseline for number of student drop-ins for counseling services at the VRC **Assessment Method Type:** Data **Target:** Meet with at least 3 student vets per week during drop-ins	01/02/2017 - A PT faculty Counselor was hired for 18 hours per week in this position. This counselor sees at least 10 students per week. In addition, FT counselors are also seeing veterans (at least 1 per week). **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** FT Veteran/ DSPS counselor **Resource Request:** FT Veteran/ DSPS counselor **Resource Request:** FT Veteran/ DSPS counselor **Resource Request:** FT Veteran/ DSPS counselor	