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| (without data) Overview | |
| Date Submitted: | 11/14/2011 |
| Data Download Date: | n/a |
| Program/Department: | Veterans Affairs |
| Campus: | College of Alameda |
| Administrator: | Alexis S. Montevirgen, Dean of Enrollment Services; LaShawn Brumfield, VA Certifying Official/Staff Assistant |
| Department Chair; Coordinator: | n/a |
| Mission Statement: | The Veteran Affairs Program has been providing educational benefits to Veterans and Veteran Dependents since the college opened in 1970. Its primary purpose is to help eligible Veterans/Veteran Dependents complete their educational goals of as associate degree, certificate of achievement, certificate of completion, and/or general education certification for transfer, while keeping in compliance with the Federal and State guidelines for their educational benefits (Chapter 33 Post 9/11, Chapter 1606, Montgomery GI bill, Chapter 35 Dependents Educational Assistance, Chapter 30). The current components are Intake, Orientation, Counseling and Certification which are designed specifically for serving Veterans and Veteran Dependents. |

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| Student Data (Include service area data such as the number of students served by the program or service. Include data and recommendations from program review). | | | |
| 1. Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
|  | Data | Data | Data |
| 1. **Retention** | Data | Data | Data |
| 1. **Success** | Data | Data | Data |

The VA program serves 60 to 70 veterans and veterans’ dependents in a semester unduplicated. 5 to 10 students are seen a day depending on the beginning or the end of the semester. There are approximately 3 to 4 contacts per student per semester.

Approximately 10-15 new veterans and/or veterans’ dependents apply their GI Bill at College of Alameda per semester.

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| 1. **Faculty Data** | |
|  | **Fall 2011** |
| Contract FTEF | n/a |
| Hourly FTEF | n/a |
| Extra Service FTEF | n/a |
| Total FTEF | n/a |
| % Contract/Total | n/a |

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| Faculty Data Comparables F2011 data not available | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | data | data | data | data |
| Hourly FTEF | data | data | data | data |
| Extra Service FTEF | data | data | data | data |
| Total FTEF | data | data | data | data |
| % Contract/Total | data | data | data | data |

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| 1. **Staff Data** | |
|  | **Fall 2011** |
| Contract FTE | .5 |
| Hourly FTE | 0 |
| Extra Service FTE | 0 |
| Total FTE | .5 |
| % Contract/Total | 100% |

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| 1. **Accomplishments and Goals - Course SLOs and Assessment** | |
| Number of departments in divisions | 1 |
| Number with SLOs | 1 |
| % SLOs/departments | 100% |
| Number with SLOs that have been assessed |  |
| % Assessed/SLOs |  |
| Describe assessment methods you are using | Survey, focus group |
| Describe results of your SLO assessment progress | Data from the Department of Veterans Affairs shows that **community colleges were one of the most popular choices for students who used their Post-9/11 GI Bill this past academic year** (Chronicle of Higher Education 6/13/10).    We serve Veterans/Veteran Dependents who come from all areas of our community, as well as US Coast Guard base located in Alameda.  Student Profiles:  A current COA VA student is approaching retirement from 20+ year service in the military. He is using his educational benefits for pursue a BA in Business Administration. His family is eligible for educational benefits based on his percentage of disability.  A current COA VA student just recently discharged from the military is having difficulty transitioning to civilian life. The student constantly speaks about the need to move locations as this is the military life. The student is no longer interested in pursuing an education and prefers to return to active duty. The student failed and withdrew from his courses.  A continuing COA VA student failed their classes as a result of PTSD and is no longer eligible to receive VA benefits due to low standards of academic progress.  A current COA VA student expresses frustration with their classmates’ lack of respect and focus. This interferes with their classroom learning experience. |

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| 1. **Accomplishments and Goals - Program Outcomes and Assessment n/a** | |
| Number of degrees and certificates in your discipline |  |
| Number with Program Learning Outcomes |  |
| Number assessed |  |
| % Assessed |  |
| % Assessed/SLOs |  |
| Describe assessment methods you are using |  |
| Describe results of assessment progress |  |
| 1. **Accomplishments and Goals – Strategic Planning** | |
| Advance Student Access, Success, & Equity | All |
| Engage our Communities & Partners | All |
| Build Programs of Distinction | All |
| Create a Culture of Innovation & Collaboration | All |
| Develop Resources to Advance & Sustain Mission | All |

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| 1. **Accomplishments and Goals – Strategic Plan Relevance** | |
| New Programs Under Development | none |
| Programs Integral to Overall College Strategy | all |
| Programs Essential for Transfer | all |
| Programs that Serve a Community Niche | all |
| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. | all |

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| 1. **Accomplishments and Goals - CTE, Transfer, Basic Skills** | |
| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. |  |
| Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion |  |

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| 1. **Action Plans and data sources (indicate which data sources used)** | | |
| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. | | To provide for future needs of the program, we need to need to expand our resources in anticipation of the increase of veteran students. The future goals and methods of assessment of the program, including student learning outcomes, are to continue monitoring student success indicators. A pre and post test will be developed to assess the student learning outcomes. Targeted recruitment of Veterans would be included in any outreach plan.  The following action steps are specified to assist the VA population through every step of their educational experience at the College of Alameda.   1. Update Veteran Affairs webpage on College of Alameda site to be more interactive and include updated information, downloadable documents, related images, video tutorials to assist students through benefits’ process, and links to Veteran Services websites. 2. Develop a Veteran Affairs packet containing similar information that is posted on the website. It should include: a Statement of Responsibility, financial resources, relevant VA information, COA policies, and information on additional resources. 3. Provide orientation workshops for incoming/new Veterans and Veteran Dependents pertaining to educational benefits requirements and services at COA. 4. Develop consistent delivery of counseling assistance in evaluation of transcripts and creating educational plans while maintaining compliance with college, state, and federal regulations. 5. Create an efficient system for storing active and archived files. Consider optical imaging to make documents easily accessible. 6. Improve certification and verification process. Consider drafting notification emails or wall postings regarding missing documents, class schedule updates, completed certifications to notify VA students. 7. Develop a workshop series for administrators, faculty, and staff to strengthen the campus’ understanding of the veteran population and specific needs. This can be offered during Staff Development days. 8. Continue to pursue plans to develop a Veterans Resource Center which would provide educational resources such as computers, printers, and study areas. This center would be staffed by veterans and veteran dependents in order to develop camaraderie among the student population. 9. Work with VA students interested in developing a Student Veterans Association, a national organization of veteran students. This will strengthen the relationship between the student veteran population and student life. Additionally, working with the Associated Students to organize campus events supporting and celebrating our veteran population will assist with the transition from active duty to civilian life. 10. Develop a pre and post test in order to assess student learning outcomes and demographic data. 11. Implement a career development module with the One Stop Career center to provide job search support, health care resources, special skills development and training, and networking opportunities. |
| Data Source – Assessment Findings | |  |
| Data Source – BI Data | |  |
| Data Source – Institutional Goals | |  |
| Other Data Sources | |  |
| 1. **Needs and data sources (indicate which data sources used)**   **Please prioritize in each category, with highest priority first.** | | | |
| Please describe any **equipment, material and supply** needs. | Event/supply budget for outreach events and veterans workshops. | | |
| Please describe any **faculty/classified/student assistant** needs. | 1. FTTE Veterans Staff Assistant   Student Assistants | | |
| Please describe any **facilities** needs. | Space for creation of a VA Resource Center  Computer desks/chairs  1-2 couches  1 locked closet for storage  Microwave, refirgerator, sink w/ running water, paper towel dispenser | | |
| Please describe any **technology** needs. | Flat screen TV  Computers for Veterans Resource Center (staff/students) | | |
| Data Source – Assessment Findings | x | | |
| Data Source – BI Data | x | | |
| Data Source – Institutional Goals | x | | |
| Other Data Sources |  | | |