Peralta Community College District

Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Veterans Affairs

Date: 9-30-2016

Program Type: Instructional   Student Services   Administrative Unit

(Circle the answer)

College or District Mission Statement:

"The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."

Program Mission:

The Veterans Affairs Program provides assistance to veterans and to eligible dependents of veterans in their pursuit of an education and in obtaining veterans' benefits. Services including counseling, tutorial assistance, outreach, recruitment, referral service for job placement, and financial assistance.

Date of Last Comprehensive Program Review: Fall 2015

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment Students will have a defined educational goal by the second semester of their enrollment measured by the number of updated EdPlans	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____9-20-16_____ (date)	
Curriculum (if applicable)	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Instruction (if applicable)	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Student Success and Student Equity	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date)	

		Ongoing: _____ (date)	
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). _____.	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

The Veterans "Age" demographics has shifted, I've notice the larger age group is early to late twenties.; "Gender" continues to be male dominated population for veterans; the "Ethnicity" ratio between the Hispanics and Caucasians holds the greatest population with African Americans & Asians following closely behind.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

The enrollment of veteran students for fall 2016 is lower than spring 2016 semester. This is due to a significant amount of veteran students graduating, and/or transferring during the spring 2016 semester.

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

In order to address student success for veteran students, the veterans' affairs has enhanced orientation and counseling efforts for new and continuing students. Through these efforts veteran students are provided with necessary knowledge to access educational benefits, campus resources, and services to help fulfill their educational goals.

In addition, the VRC also host an orientation for new and continuing students during the beginning of each semester. The Orientation is 30 minutes to an hour. During the orientation we address campus resources, important dates on the academic calendar, accessing VA benefits, importance of seeing a counselor at least twice a semester, SEP, etc.

Although the meetings are not mandatory, we have discussed ways to encourage more veteran students to attend the orientation. Roughly 25-30% of the veteran students attend the orientation. Moving forward, we will

create a student survey to capture information from veteran student's thoughts of the orientation. We will also continuing to find ways to encourage more student attendance during the orientation.

D. Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable). **Comments about changes:**

N/A

E. **Other program specific data or unplanned events** that reflect significant change in the program.

The past year the Veterans affairs has a designated space and because of that we have expanded. The program has been able to expand by collaborating with various campus resource programs and community based organizations. The soul goal is to support veteran student success in postsecondary education. This was fostered by coordinating services that address the academic, financial, and social needs of veteran students. This is done by collaborating with other supportive services to host workshops, or offering services that address the academic, financial, and social needs of our student population.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

College of Alameda's SSSP plan lays out a range of educational programs and student services that are accessible to veteran students. In addition to making appropriate referrals to support programs and services for the vet population, the Veterans Affairs department has fostered partnerships with campus resources. Establishing these partnerships has allowed veteran students to access a variety of support services within the Veterans Affairs department.

In addition, the vet student population has a designated counselor to assist with student educational plans. This support students by helping them to identify a specific goal and creating an SEP to guide them towards their academic goal. Students are tracked through department forms giving during orientation and counseling sessions. Once forms are collected the front desk staff updates the spreadsheet.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

Most recently the Veterans Resource Center has implemented orientations for the veteran students. This was implemented in order to ensure that veteran students has knowledge on accessing educational benefits, campus resources, and services to help fulfill their educational goals.

Moreover, the VRC also host an orientation for new and continuing students during the beginning of each semester. The Orientation is 30 minutes to an hour. During the orientation we address campus resources, important dates on the academic calendar, accessing VA benefits, importance of seeing a counselor at least twice a semester, SEP, etc.

Although the meetings are not mandatory, we have discussed ways to encourage more veteran students to attend the orientation. Roughly 25-30% of the veteran students attend the orientation. Moving forward, we will create a student survey to capture information from veteran student's thoughts of the orientation. We will also continuing to find ways to encourage more student attendance during the orientation.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

Through designing student learning outcomes for the VRC, we were aware that students needed to have the foundational understanding of accessing supportive services and programs. One of the department SLO's are: Students will understand how to access their Educational Benefits as measured by the number of students who are certified by the 4th week of school.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year?   Please include a timeline and/or assessment plan for the future.

The VRC is on a 3 year program assessment cycle. In the previous academic year we assessed PLO 1 which states: Students will have a defined educational goal by the second semester of their enrollment measured by the number of updated EdPlans.

This current academic year, the VRC will access our second PLO during the spring semester (2016/2017). Every 3 years by the 4th week of the semester each student has to submit their class schedule, and SEP. Data will be collected after this time to see what percentage of students have knowledge of how to access their Educational benefits. Criteria for successful performance will be accessed by the 4th week of each semester.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Based upon assessment results the VRC has made significant improvements to student access, office logistics, processes and procedures. The VRC has hired a fulltime veteran's counselor, a fulltime staff member and an hourly. These three positions are all designated to focus on vets.

Through these recent changes, the Veterans department has been able to coordinate events, expand resources and services, and establish a case management system that supports and track students.

▽ **Veterans Affairs Outcome Set**

Outcome

Educational Goal
Students will have a defined educational goal by the second semester of their enrollment measured by the number of updated EdPlans

▼ **Measure:** SEP/defined ed goal

Details/Description of the Assessment Method (please identify current data sources): This SLO will be assessed during the spring semester (2015/2016) every 3 years. Each student has to submit their class schedule, and SEP. Data will be collected after this time to meet the goal of at least 80% of students have a defined goal and student educational plan.
Criteria for Succesfull Performance: Qualitative data will provide student feedback on the services currently provided as well as input on additional services which can be provided to improve services to Veterans.
When will you collect this information?: Late April of each year
Who will be responsible for collecting this information?: VA Certifying Official

Findings for SEP/defined ed goal

Summary of Findings: 85% of the veteran students that utilize their benefits have a defined goal and student educational plan. This was tracked by the student meeting with the vet counselor to get a SEP and keeping a copy in the student file. The VRC keeps record of this with an excel spreadsheet.
Results: Acceptable Target Achievement: Exceeded
Recommendations / Next Steps: The Vet center staff will create a more efficient system to track vet students SEP's. Also, the VRC will hire additional student workers to assist with office logistics, processes and procedures. in addition, the VRC will hire a part-time vet counselor to assist with counseling and SEP's.
Reflections/Notes : The VRC will work on outreach and follow up services with the vet students to insure that all the students have a SEP in their file.

VI.   Additional Questions

A. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

Currently, the Veterans Resource Center does not have a student satisfaction survey yet. Our goal is to create a survey during the fall 2016 semester. We will construct a student satisfaction survey based upon the departments SLO's. In doing so, we will be able to gather insightful information that we support positive changes.

- Briefly describe any changes that have impacted the work of your unit.

Since the Veterans Resource Center now has a 100% vet counselor/coordinator, we have been able to do more outreach, coordinate additional events and establish more relationships to host recourses in the department.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
- Staff/Hourly **Stability**- Veterans gains rapport w/staff more prone to utilize services & make connection w/college as whole. **Continuity-** staff will be constant therefore, no need to keep training or request for staffing, causing break in progress/growth of program. **Productivity**- As the services continue to expand as well as the veteran	- Fulltime Vet counselor - Fulltime Staff	The Veterans Affairs Program provides assistance to veterans and to eligible dependents of veterans in their pursuit of an education				

population, staffing will be detrimental in providing those services and current staff is not exhausted.		and in obtaining veterans' benefits. Services including counseling, tutorial assistance, outreach, recruitment, referral service for job placement, and financial assistance.				

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
5 laptops for: (loan program)	3 laptops			Students will be able to: complete admission, transfer & veterans benefits application, as well as online		

				orientation, complete, homework, check email, communicate w/instructors (online, hybrid courses), etc..		
office Copier				To equip/connect veterans with the basic resource in order to focus and excel while in college resources in the area of: housing / shelter, jobs, and food comes often via email and in an effort of not burning out desk printer an office printer will serve now and in the future as service continue to grow in a greater capacity.		

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.
	A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
	A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.
	A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans

	at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.