



Strategic Initiative Section Report

Veterans Resource Center:

Date: 05/16/2016

- Program Review Non-instructional Cycle F 2015 Veterans Resource Center

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Veterans Resource Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Veterans Resource Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: The Veterans Resource Center (VRC) aligns with Fullerton College's mission to prepare students to be successful learners. The primary objective and mission of the VRC is to support the Veteran students, dependents, and service members that attend the college by providing engaging resources, events, workshops, seminars, academic counseling, and resources that support their academic success.

Vision: The VRC cultivates a culture and camaraderie for Veteran students, dependents, and service members of Fullerton College which supports the vision of helping to create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

Core Values: The VRC supports the core values of diversity, traditions, personal integrity and high ethical standards by respecting its veterans and their families. The VRC and the Veteran students willingly accept responsibility for the betterment of the world around them and in the process, value and promote the wellbeing of our campus community.

College Goals: In coordination with the college's goals, the Veterans Resource Center is dedicated to increasing Veteran student success, reducing the Veteran student achievement gap, and strengthening its connections with the community. These goals will continue to be achieved by the number of workshops dedicated to serving the academic needs of our student veterans, the academic resources provided by means of our Vet on Vet Tutoring program, Veterans Academic Counseling and our third-party community and government agencies dedicated to enriching the lives of our Veteran students, dependents, and service members.

PR Section 4.1 - 4.2

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4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	VRC students will receive email reminders informing them to visit the VRC for the Veterans Administration (VA) certification or priority registration process.	Ongoing	Will be analyzed at the end of Fall 2015. Data collected at the end of this semester will be compared to data collected before the appointment reminder system was established.	Future use	None at this time
2.	VRC will increase the number of Veteran students who complete their required counseling appointment by providing email and phone call reminders by Veteran Work-Study staff members.	Ongoing	Will be analyzed at the end of Fall 2015. Data collected at the end of this semester will be compared to data collected before the appointment reminder system was established.	Future use	None at this time
3.	Incoming Veteran students who complete a New Student Intake will report higher academic success rates.		Ongoing		1

4.	Veteran students will communicate timely requests for VA certification.	Spring '14 – 401 Summer '14– 182 Fall '15 – 355	Ongoing	Ongoing	Every term
5.	VRC will provide campus-wide staff development to ensure that awareness and training about Veteran-specific issues is provided to all campus personnel.	09/25/2015	10/26/2015	Ongoing	1

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. 1. The intended outcome is that 100% of Veteran students requiring VA certification or Priority Registration will receive the email and apply for certification/complete the process for priority registration.	The VRC email will be deemed successful if all VA Certifications complete before the first week of the new semester.		Continue to utilize email and phone call reminders as effective tools to communicate with Veteran students, or develop a more effective way of reaching our students.

<p>Further, this Outcome intends to improve the overall life quality of our Veteran students by reducing anxiety/stress related to timely VA educational benefits compensation</p>			
<p>1. 2. The number of students completing the required counseling appointment prior to the beginning of each semester will increase. Students will be reminded the evening prior to their appointment with the intent of helping the Veteran student keep their scheduled appointment.</p>	<p>Reports collected from SARS appointment system.</p>	<p>Students who were contacted by phone calls made by Veteran-work studies are twice as likely to attend a set counseling appointment and submit a request VA certification in a timely manner.</p>	<p>Results will be evaluated to evaluate the effectiveness of this SAO.</p>

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College

Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>3. Students will learn successful matriculation practices, including information about VA requirements and available campus-wide and community support services, thus improving academic success.</p> <p>Students will communicate timely requests for VA certification prior to beginning of each semester.</p>	<p>A report of sub-standard grades submitted to the VA. Decrease in the number of sub-standard grade reports will deem the new student/initial orientation to be successful.</p>	<p>See number #3 on page 7, 1 cycle complete.</p>	<p>Continue and modify the new student orientation as needed with added support services.</p>
<p>4. Veteran students will communicate</p>	<p>Criteria will be a measurement of</p>	<p>Spring '14 – 401 certified Veteran</p>	

timely requests for VA certification.	number of certifications completed after the first week of each semester (excluding late starting short term courses).	students Summer '14-182 certified Veteran students Fall '15 - 355 certified Veteran students	
5. Staff will has been provided Veterans Sensitivity and Awareness training on campus, hosted by the California Community College Chancellors office, via the Student Mental Health Program (SMHP).	09/25/2015	41 faculty and staff members of Fullerton College, and surrounding college campuses, attended the training. Overall satisfaction: 4.63 of 5. A five page, detailed, evaluation is available upon request.	Increased sensitivity and awareness in regards to the Veteran student population. Continued workshops and training seminars in the future.

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Veterans Resource Center

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

1. Students have benefitted as the faculty who participated in veterans sensitivity and awareness trainings are more knowledgeable about and sensitive to Veteran student issues.
2. VRC receives fewer complaints about faculty demonstrating insensitivity to Veteran student issues.
3. Faculty who completed trainings or attended workshops report a greater level of comfort working with Veteran students.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

1. Students have a greater academic success and retention rates when they utilize the Veterans Resource Center resources.
2. Through the Veterans Academic Counseling appointments, students are able to critically think and show understanding of graduation or transfer timelines; in addition, selecting courses appropriate for their academic goals.
3. Students have responded to the consequences of not being certified for VA benefits unless their file is updated with a current Student Educational Program Plan (SEPP).

4.5 What challenges remain to make your program SAOs/SLOs more effective?

1. Being able to meet the demands of serving Veteran students in an effective and efficient way with the current staff to student ratios.
2. Providing adequate, timely counseling appointments.
3. With limited permanent support staff, the opportunities to serve on campus-wide

committees continues to be a challenge.

4. Keeping Veteran students accountable for their responsibilities in the VA certification process.

5. Ongoing, sustained and committed staffing. Examples include a dedicated Director, Student Services Technician, and also Veterans Work-studies' (VWS) contracts are only signed one semester at time and there is a high VWS turn over, therefore inconsistent support staff.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

The program goal of developing and administering campus-wide sensitivity training about Veteran student needs is linked to the college's goals. VRC student success will be promoted as faculty and staff will continue to have a greater understanding of how to work with Veteran students, especially those with disabilities. In collaboration with the California Community College Student Mental Health Program (CCC SMHP) and other related programs and services; such as the education benefits, VA certification process and direct access to a Veterans Academic Counselor, the VRC will be able to continue to increase veteran sensitivity and awareness throughout the campus and community, and close the Veteran student achievement gap with the combined efforts of our faculty and staff.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

The Veteran Resource Center's program SLOs support the institution SLOs of being able to communicate, make decisions, resolve issues, set realistic goals, and take personal responsibility. Student educational goals and related course selection are primary discussion items in academic counseling appointments with the Veteran Academic Counselors to ensure compliance with VA requirements and overall student success. Veteran students are guided in the goal-setting process to set up a plan of success which includes identifying goals and the means to achieve them, and the use of campus-wide and veteran-specific community resources. They learn self-advocacy and communication skills as they are held accountable for timely VA certification requests.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

1. Program data on use of VRC services (End of Year reports- counseling, tutoring, workshops, seminars, events).
2. Student evaluations
3. Institutional Research
4. Campus-specific data via Banner, ARGOS, SARS reports
5. Deans (55 currently listed Veteran students) and Presidents Lists (30 currently listed Veteran students)
6. Graduation reports

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

1. The substandard grade reports indicate a decrease in number over the last year
2. Institutional reports indicate that the overall GPA is reported with a .03 increase to 2.64, and overall student success remains at 70% since the last program review. However, despite this insignificant growth, the Veteran student population overall GPA rates remain lower than the general student population.
3. Utilization of services provided by the VRC has increased.
4. There is an increase in the Veteran student population by 33% since 2012-2013.
5. Students and FC personnel rate VRC services highly.

6. The number of Veteran students on the deans' and president's lists have increased over the years.

7. Achievement gap is closing. Data shows that the general student population academic history is reported at 82% completion rates with 66% success rates, while the Veteran student academic history is reported at 87% completion rates with 70% success rates.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

1. The results of this analysis show that the population of Veteran students has grown 33% from FY 12-13 and FY 14-15 which resulted in an increase for demand of support services and added personnel. The following personnel were hired full-time: Certifying Official, Counselor, and Office Coordinator to accommodate this rapidly growing student population.

2. VRC services have been streamlined as a result. Examples include:

1. Tutoring services- Basic skills (English, Math, and Reading) tutors have been hired to serve the Veteran student population at the VRC. The current level of math tutoring includes courses up to MATH 250AF. English and Reading tutoring includes all levels. As the demand of our students change, our available tutoring changes to accommodate the students' need.

2. Mental Health Counseling– Volunteer mental health services are provided to students bi-weekly provided U.S. Vets.

3. VA benefits briefing – A Veterans Service Officer representing the County Veterans Affairs Office has conducted two benefits workshops serving 23 students. There is a commitment from his office for future workshops.

4. The VRC has a dedicated study lounge with computers and printing capabilities for students.

5. The VRC has a dedicated California State University Fullerton Veteran student ambassador.

3. VRC has an assigned general counselor 1 day/week to assist with the increased demand for educational planning as required by the VA for certification purposes.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 Veterans Resource Center

Action Plans

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Student Services Technician, Veterans Resource Center
List College goal/objective the plan meets:	College Goal #: 1 & 2 Objective #: 1, 2, 3, & 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150	Providing consistent, reliable, and stable office and administrative support of the VRC's ongoing and evolving administrative needs. A Student Services Technician would provide the Veterans Resource Center with consistent and reliable office support. This position would

words or less.	alleviate the high turn-over rate of our existing office support staff that is supplemented by VA work-study students. This position will help train incoming VA work-studies, stay abreast of basic Veterans Administration guidelines; policies and procedures, streamline a New Student-Veteran Intake process, create and maintain internal database on the more than 1,500 students the VRC serves. The timeframe to satisfy this SAP would be 1 year.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The full-time Student Services Technician would streamline the New Student-Veteran/Dependent/Service Member Intake process: <ul style="list-style-type: none"> • Create a welcome environment for our incoming veterans, dependents, and service members. • Generates a welcoming community/environment in support of the new students' success. • Measure an Increase in student retention. • Measure an increase in student success.
What specific aspects of this SAP can be accomplished without additional financial resources?	None.

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Director, Veterans Resource Center Programs/Services
List College goal/objective the plan meets:	College Goal #: ALL Objective #: ALL
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Adequate VRC management to meet the growing demands of the VRC and provide academic, community, and wellness resource in support of the increasing number of veterans discharging from the military; to include Veterans Resource Center Director. The timeframe to satisfy this SAP would be 1 to 3 years.
What <i>Measurable Outcome</i> is anticipated for this SAP?	With the support of a full time Veterans Resource Center Director the department can collaborate with several campus departments (A&R, DSS, CalWORKs, Financial Aid, and the Cadena Transfer Center. The campus wide involvement on a Director level will significantly increase collaboration with various departments. The discussion, planning, and implementation of events will improve student potential and increase the measurable outcomes in academic success, graduation and transfer rates, etc.
What specific aspects	None

of this SAP can be accomplished without additional financial resources?	
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STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (formerly called short-term goal)	Basic skills tutors
List College goal/objective the plan meets:	College Goal #: ALL Objective #: ALL
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Vet to Vet tutoring program. Provide support services to the veterans, dependents and service members in math, reading and writing, and other subjects as needed. The VRC Director, Student Services Technician, academic veterans Counselor, and veterans of the campus and surrounding community would work closely with the Basic Skills and Tutoring departments to improve students' academic progress.
What <i>Measurable Outcome</i> is anticipated for this SAP?	With a dedicated tutoring staff, hired as hourly professionals, the number of veterans, dependents and service members that receive assistance in math, reading and writing would increase. Currently, the number of VRC students utilizing tutoring services are approximately 400+. We can increase that number as well as increasing the academic success in basic skills courses, graduation rates and transfer rates.
What specific aspects of this SAP can be accomplished without additional financial resources?	The VRC could continue to tutor a small number of students with our limited resources; personnel, hours, and supplies. Having a reliable veteran peer-tutoring program would increase the number of students we can serve.

STRATEGIC ACTION PLAN # 4	
Strategic Action Plan Name: (formerly called short-term goal)	Veteran-specific group orientation
List College goal/objective the plan meets:	College Goal #: 1/ 3 Objective #: ALL objectives/ 3

<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<ul style="list-style-type: none"> • Professional Expert/Project Coordinator, Veterans Counselor and Director will develop outline for small group veteran orientation. • Veteran’s Counselor will deliver small group orientations at various times during the year. <p>Include follow-up procedure with Veteran students who complete the orientation.</p> <p>Expand the current orientation for incoming veteran students to include small group and individualized sessions that better prepares the veteran student emotionally, academically and socially for the college experience.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Increase in success and completion rates, increase in transfer and degree/certificate conferral rates, and increase engagement of FC students with community resources.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Can only be accomplished with a dedicated FTE Director and dedicated VRC space to conduct veteran-specific orientations that outline VA policies and procedures that align with the FC core values, and prepares students for a positive and successful college experience.</p>

<h2>STRATEGIC ACTION PLAN # 5</h2>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>Renovate the VRC to accommodate the growth of the veteran student population and expected increase in disabled student veterans, new Director, and Student Services Technician.</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #: 1 / 3 Objective #: 1-4 & 6 / 1 , 3, 5</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>With the support of a Director, Student Services Technician, and other VRC support staff, additional facilities space will enable the VRC program to provide additional support services which includes but not limited to space for community building, camaraderie, tutoring services, peer mentoring, new student orientation, and alumni reunions/programs.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this</p>	<p>Increase in success and completion rates, increase in transfer and degree/certificate conferral rates, and increase engagement of FC students with community resources.</p>

SAP?	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. If the VRC does not have the space it will not be able to provide all the above mentioned support services and programming.

STRATEGIC ACTION PLAN # 6	
Strategic Action Plan Name: (formerly called short-term goal)	Adjunct Counselor
List College goal/objective the plan meets:	College Goal #: All Objective #: All
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	An Adjunct Counselor dedicated to the VRC, satisfying the evening and Friday hours that are students are without an Veterans Academic Counselor, would increase the number of our veterans receiving education benefits from the Department of Veterans Affairs. And in turn increasing the number of veteran students attending, and successfully completing, various degree programs at Fullerton College.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in success and completion rates, increase in transfer and degree/certificate conferral rates, and increase engagement of FC students with community resources.
What specific aspects of this SAP can be accomplished without additional financial resources?	A limited number of our daytime Veteran students would be seen by our fulltime Veterans Academic Counselor, only four days a week. However, that would still leave our veteran students attending in the evenings and on Fridays without a dedicated Veterans Academic Adjunct Counselor.

