Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College
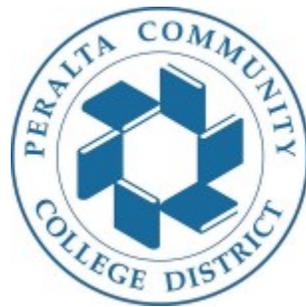
Veteran Affairs: Program Review Handbook

Fall 2015
Version 2.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department. It provides the department, program or administrative unit accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic and student support programs and administrative units.

- Provide a standardized methodology for review of units.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the program or unit, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that services reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Non-Instructional Department, Program or Administrative Unit Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of support and administrative services. These questions direct attention to assessment results, support services, administrative functions, and resource areas related to student success in order to develop a plan that will improve the quality of support and administrative services.

The primary components in the Non-Instructional Department, Program or Administrative Unit Program Review process include:

- The Non-Instructional department, support or administrative service Program Review Team

- Completion of a Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report every three years

- Validation of the Non-Instructional Department, Program or Administrative Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The *Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Non-Instructional Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.

Thus, the recommendations and priorities from the Non-Instructional Department, Program or Administrative Unit Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Non-Instructional Department, Program or Administrative Program Review Team

The Non-Instructional Program Department, Program or Administrative Unit Review Team at the College is comprised of the following members:

- Department, program or administrative unit Manager.

- Two additional staff members within the department, program or administrative unit.

- All staff within a department, program or administrative unit is encouraged to participate in the Non-Instructional Department, Program or Administrative Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of staff outside of the department, program or administrative unit.

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The Non-Instructional Department, Program or Administrative Unit Program Review Team will analyze the Program Level Outcomes and/or Service Area Outcomes assessment results and other information (student demographic data, needs assessments, student engagement surveys, student satisfaction surveys, etc.) and complete the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report.

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Validation: A *designated college body,* such as a validation committee or institutional effectiveness committee, will review the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction, Vice President of Student Services and College President.

Non-Instructional Department, Program or Administrative Unit Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the department or program by October 1st of each comprehensive program review year.

- Total enrollment data for the college (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations (i.e.; foster youth, veterans, DSPS, etc.) for the last three years.

- Total number of students served in support and/or special programs disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.

- Overall college retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.

- Support and/or special program retention rates for the last three years, if applicable

- Overall college completion retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.

- Support and/or special program completion rates for the last three years, if applicable

- Department, Program or Administrative Unit staff demographics: Full-time/part-time, by category of employment, disaggregated by age, gender, ethnicity

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Part II. College

The *Office of Instruction and the Vice President of Instruction* at the College will provide the following to the Non-Instructional department, program or unit manager.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.

- A copy of the College Goals and Objectives for the current academic year.

- Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable.

- Administrative unit and/or campus surveys, if applicable.

Definitions

Administrative Unit: An administrative unit is responsible for providing specific services throughout the college and/or provides services necessary to support the overall operation of the college.

Administrative Unit Outcome (AUO): a statement that describes the benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs. Each AUO must be measurable with defined criteria.

Assessment: Measurement of a service area outcome. Self-assessment and evaluation surveys can provide the data. Collecting and analyzing the evidence leads to improvement of the unit's effectiveness.

Department/Program: An individual area of service within the college.

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

Retention: After the first census, the percent of students earning any grade but a "W" in a course, series of courses, or program.

Service Area Outcome (SAO): a statement that describes the benefit that a department or support service unit hopes to achieve that is a result of the work that the unit performs. Each SAO must be measurable with defined criteria.

SSSP: Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

Student Success: Completion rates with a grade "C" or better. Completion rates can be at the course, program, degree or certificate level.

The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. **College:**   Berkeley City College

    Department, Program or Administrative Unit: Veteran's Affairs Program

    Date: October 20, 2015

    Members of the Department, Program or Administrative Unit Program Review Team:
    Jennifer Lenahan
    Amy Herrera

    Members of the Validation Team: (suggested)
    May Chen, Ph.D.
    Jasmine Martinez
    Catherine Nichols
    Susan Truong
    Andrea Williams

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2. **Narrative Description:**

The California State Approving Agency, the Council for Private Postsecondary and Vocational Education, and the Veterans' Administration approves Berkeley City College a s a degree-granting institution for veterans and to eligible dependents of veterans seeking educational and vocational training under Title 38, United States Code. The Veterans Affairs Program at BCC (BCC VA Office) provides specialized customer service to members of the various branches of military service, veterans, and their eligible dependents. Specifically, the staff serves as advocates for students by providing information about Berkeley City College, financial assistance and assisting with Veteran's Administration certification of their educational benefits. The VA Certifying Official for Berkeley City College acts as liaison between the college and the regional VA offices to provide information on college procedures, and to resolve problems regarding eligibility and payment of VA benefits.

Berkeley City College was formerly Vista Community College, founded in April 1974 as the fourth of the Peralta Community College District's community colleges. In June 2006, Vista Community College's name was changed to Berkeley City College and has consistently grown in full-time equivalent students (FTES) holding a proud title of the second largest college in the Peralta District. With a growing diverse student population comes also a dually growing diverse counseling department. In the summer of 2008, the District implemented the PeopleSoft database system (PROMT/PASSPORT), in order to stay up on current trends for collecting student data and providing students with a friendly streamline to access their records and registration online.

The Veterans Affairs program is located in the Berkeley City College South Campus at 2070 Allston Way, Berkeley. The office is open Mondays through Thursdays from 8:30 a.m. to 4:30 p.m. and Friday by appointment. The Program serves the Veterans and their eligible dependents with their educational benefits.

We assist with all chapters and branches of the military. Currently, there is one part-time Veteran's Certifying Official and one part-time VA Counselor. The VA Counselor provides professional counseling and assists students with their Educational Planning.

3. Organizational Chart:

Please insert an organizational chart showing where the department, program or administrative unit is located within the college organizational structure.

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                        BCC College President
                      /                        \
          VP of Instruction              VP of Student Services
                                                |
                                          VA Certifying Official (.5)
                                                |
                                          VA Academic Counselor (.5)
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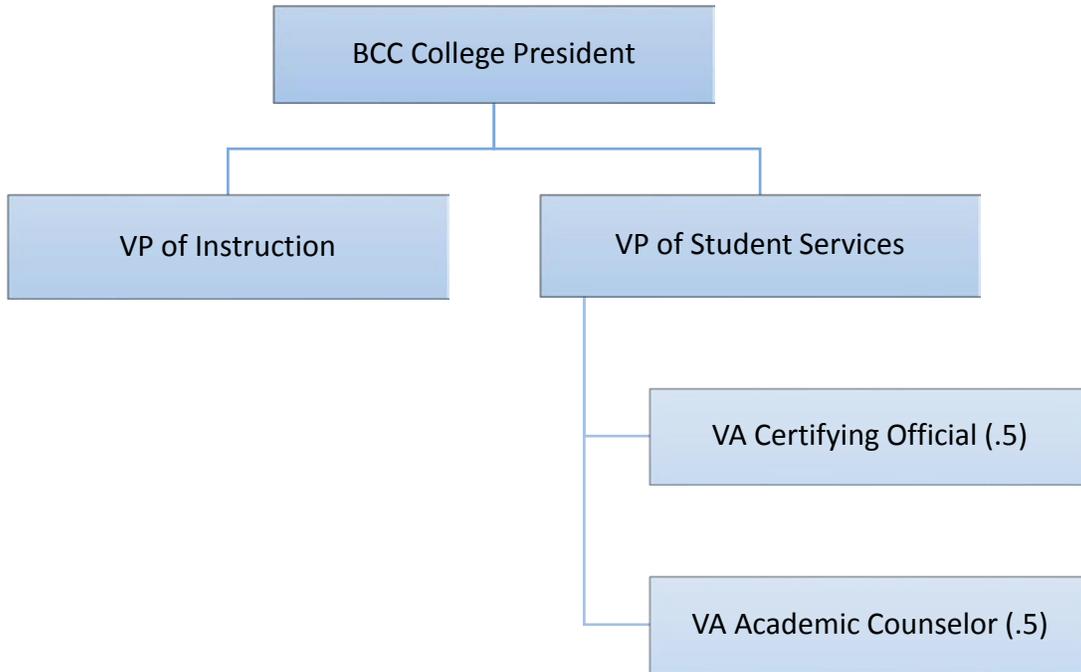
It is estimated that over 20% of our homeless population in the Bay Area are veterans, and make up 26% of the overall homeless population in the United States. Veterans are twice as likely as other Americans to become chronically homeless. Some of the primary causes of homelessness among veterans are: Lack of income due to limited education and lack of transferable skills from military to civilian life (especially true of young veterans returning from Iraq and Afghanistan), weak social networks due to problems adjusting from military life to civilian life and lack of services. Veteran students are often older than the average student, many of which have different needs for getting by on a daily basis. The creation of the BCC Veteran's Resource Center is a way for us to reach out and support our returning troops and help those veterans that lack the resources for educational success.

Currently, the VA Program works collaboratively with various other student services departments. The students in the VA Program are also part of EOPS, DSPS and PACE Programs.   The veterans' affairs program supports a variety of administrative, student services and academic units in the college. The certifying official is the liaison with the student services and administrative units, attending regular monthly meetings. VA Workshops/Conferences occur various times during the year that is not always available in our area; but we are pro-active in obtaining the literature from those workshops/conferences in order to say up-to-date.

To assist our veteran students, the following strategies should be developed and/or continued:

1. Continue to serve VA students in-person as well as online by enhancing, updating and upgrading BCC Veterans Affairs Website
2. Connect our BCC veteran students with EOPS and DSPS. Many of our veteran students qualify for extended opportunity and program services. They are the first in their family to attend college and many come from a lower socioeconomic environment. After their service, many veterans suffer from PTSD, traumatic brain injury and hearing loss; connecting them with disabled students support services can assist them in the classroom.
3. Provide Veteran students with counseling and services to assist transition back into the community and civilian life.
4. Create a network with other veteran services organizations, such as Vocational Rehabilitation, Swords to Plowshares, Haven for Heroes, Operation Dignity, and the Oakland Vet Center (mental health).

BCC is committed to the Veterans in assisting them with achieving their educational goal, maintain program requirements and keeping them informed of changes and updates. Confidential and competent one-on-one academic and personal counseling are available to all enrolled and prospective veteran/dependent students provided by an experienced, multicultural and multilingual counseling staff.

This program has no designated funding to support services. Veteran's services are currently supported under the general fund. Other areas of student services have been affected by the increase of veteran student services due to a lack of funding available. The need to increase staffing in both classified and faculty in veteran affairs has taken away from other areas that require resources to provide services. Many other community colleges are now accessing their Student Equity funding to expand their veteran services program and provide the support that these adult learners need.

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4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

Special Population: Veteran Affairs Program	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	% Change (year 1 to year 3)
Total Students Served (Headcount)	147	183	196	25% increase
Gender: Male	114	142	150	
Gender: Female	33	41	46	
Gender: Unreported	0	0	0	
Ethnicity: African-American/Black	51	65	50	
Ethnicity: Asian/Pacific Islander	10	10	18	
Ethnicity: Hispanic/Latina/Latino	17	21	26	
Ethnicity: Native American	0	0	0	
Ethnicity: Other Non-White	4	0	2	
Ethnicity: White	58	73	91	
Ethnicity: Unreported	7	14	9	

For Administrative Units, please enter the following demographic data for the past three years.

Type of Benefits: Veteran Affairs Program	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	% Change (year 1 to year 3)
Total Students Served (Headcount)	147	183	196	25% increase
Chapter 33: Post/911 and Chapter 30: Montgomery Bill	94	119	132	
Chapter 31: Vocational Rehab	2	4	6	
VRAP: Veterans Retraining Assistance Program*	18	33	12	*VRAP discontinued in March 2014
Chapter 1606/1607: Active Duty/Selected Reservist	10	8	6	
Chapter 35: DEA – Survivors' and Dependents' Educational Assistance Program	23	10	32	
No Benefits	0	4	8	

- *Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.*

There was a one year wave expansion of veteran students through the Veterans Retraining Assistance Program (VRAP) which began in the spring 2013 semester and ended in March 2014. Participants in this program were 55 or order, unemployed, and under the economic poverty line. BCC had some successful students graduate with certificates and associates degrees. There are currently four former VRAP participants that have continued at BCC into the 2015-16 academic year to complete their academic goal, even though there funding has lapsed, they are expected to graduate with AA/AS degrees in spring 2106.

There has also been a significant increase in vocational rehabilitation veteran students as well. The fall 2015 semester has 10 veteran vocational rehab students enrolled, while previous years supported only one or two vocational rehab students. Their programs have required more ongoing, daily support for these student's needs.

The remaining increase of veteran students has been to the downsizing of our deployed military personnel. This increase is expected to remain for at least another five years.

5. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report, if applicable, for your department, program or administrative unit.

Questions:

- *How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.*

The veterans' affairs department has developed student learning outcomes that reflect the goals of the department and Berkeley City College's institutional goals.

Goal 1: To enhance in person and online veteran services, the website will continue to be upgraded to meet the needs of the increased veteran student population.

Measurement: Completion of the upgrades and ensuring updates at least twice per semester.

Goal 2: Continue to expand the BCC Veteran's Resource Center in spring 2015 by reaching out to potential new veteran students for the fall 2015 semester.

Measurement: Hiring of a full-time VRC clerical assistant to keep the center open on a daily basis. Use the center effectively by moving the VA Counselor and VCO to the center to better assist veteran students with the education plans and benefits.

Goal 3: Work with veteran services agencies throughout the Bay Area to assist our returning veterans with local resources for assistance.

Measurement: Community involvement.

VA program's SLO is published online at http://www.berkeleycitycollege.edu/wp/student_service_programs/files/2011/08/Veterans-Program-SLO-2010-11.pdf

- *Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.*

  Improvement 1.

  Providing a Veteran's Resource Center (VRC) for our veteran and veteran dependent students; a centralized location for veterans and their dependents to obtain assistance with their education benefits, receive tutoring, have computer and printer access and the ability to work more closely with the VA counselor and VA certifying official.

  Improvement 2.

  Fully dedicated adjunct VA counselor (12 hours per week) who is now located in the VRC and training for both the VA counselor and Veteran Certifying Official.

- *Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the "Assessment Findings and Action Plan" section of TaskStream, if applicable, for each example.*

  Plan 1. To enhance in person and online veteran services, the website will continue to be upgraded to meet the needs of the increased veteran student population. This was put on hold due to the lack of staffing for veteran services.

Plan 2. To continue our expansion and grow the BCC Veteran's Resource Center. Provide outreach to local Bay Area military bases.

- *Describe your department, program or administrative unit's participation in assessment of <u>institutional level</u> outcomes (ILOs).*

Data has been minimal regarding institutional level outcomes for veteran students, with the funding provided by Student Equity, the program will be able to have a dedicated person to continually assess and track the participation of this unit as it applies to ILOs.

- *How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the "Goal Alignment Summary" from TaskStream, if applicable.*

The Student Services Assessment and Action Plan for the Veterans Affairs Program is attached.

- *What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?*

Every year the Veteran's Administration audits the BCC Veteran Program. They meticulously review a randomly selected group of veteran files for financial audit purposes. During that time the auditor is assuring that the SEP, education compliance, and financial records are complete and accurate.

- *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 department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?*

Important points that resulted from the veteran survey included the need for a Veteran's Resource Center and the lack of staffing available.

Surveys are ongoing since the total population of veterans is 2.5% of the total population of the college. It is important that we stay connected to our veteran students.

- *How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?*

The Veteran Program at BCC has grown from 41 students (2008-09) to 196 (2014-15). Our transfer rate to four year colleges and universities for veteran students in our program was 8.2% in 2013-14, and 6% in 2012-13. More veterans are receiving AA/AS degrees as well – in spring 2014, eight veterans received AA/AS degrees or 4.4%.

Beginning in fall 2015, the VA Counselor and VA Certifying Official are now located in the VRC. More veteran students are becoming aware the center and making use of its resources for study groups, tutoring and assistance with their benefits. The visibility of supportive faculty and staff is strengthening the program and more veteran students are expected to graduate in four to five semesters.

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6. Student Success and Student Equity:

For Specialized Support Services Programs:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the courses within your program for the past three years. Please list each course separately. How do the program's course completion rates compare to the college course completion standard?

Course Success: Veterans

Veteran Student	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
No	71.66%	66.44%	65.00%	72.25%	64.56%	65.02%	70.87%	64.54%	65.08%
Yes	69.23%	68.51%	64.97%	65.85%	58.79%	67.62%	67.31%	69.32%	66.67%
Total	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.78%	64.66%	65.13%

With the inception of the BCC Veteran's Club in fall 2014 and the opening of the Veteran's Resource Center, the overall course success rate for veteran students is higher than the overall average.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

At this point, specific data regarding individual Veterans has not been generated. Going forward, this information will be available fall 2015 semester.

- *Briefly describe the program's overall retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the program's retention rate compare to the college retention standard?*

Data has not been available. Data will be available beginning with the fall 2015 semester.

- *Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.*

College retention standard _____

Program retention rates:

Year 1._____

Year 2. ._____

Year 3. ._____

- *What has the program done to improve course completion and program retention rates? What is planned for the next three years?*

  - Expanded outreach strategies to the veterans and their dependents to make them aware of the educational benefits available to them.

  - The program will continue to assess the quality and delivery methods of its services as it implements programs and activities in fulfilling its mission of enrolling, graduating and transferring an increasing number of veteran/dependent students, student learning outcomes assessments and student satisfaction levels.

  - Veteran students may prematurely leave the classroom without VA coordinator/counseling support, which is now being provided on a more regular basis.

  - Students may never identify their academic goals without VA counseling support and expertise.

  - At-risk Veteran students or dependents may not receive referrals to community resources that would allow them to remain in school.

    Planned:

  - Offer VA Workshops/Orientations at the beginning of each semester. VA coordinator and VA Counselor will provide a workshop for new veteran students planning to enroll at the BCC two weeks prior to each semester. Workshop will provide information on how to receive their veteran benefits, how they are applied each semester and requirements of participating and continuing in the program. Follow up appointments will be provided to each student four to six weeks after the semester begins to ensure that the students are on track and address any difficulties they may be facing.

  - Ensure that each continuing VA student has an appointment with the VA counselor each semester to keep them on track of their student education plans. The addition of the Veteran's Resource Center will assist keeping veterans on track.

  - Encourage participation in the BCC Veteran's Club and Associated Student Body.

  - Arrange a workshop with the BCC Transfer and Career center for VA students to receive personal assistance in selecting transfer schools and/or receiving information on their career choice.

  - BCC is projected to experience continued growth, and as the veteran student population increases, and more students attend community college as a pathway to a four-year college or university, the program will most likely need to expand its current staffing and

- *Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.*

Orientation, Assessment and a Comprehensive Student Education Plan are required by the Veteran's Administration and are completed by BCC's Veteran Program within the first semester of attendance.

The BCC Veteran's Program will begin an Early Alert and follow up services for at risk students beginning in the spring 2016 semester.

	Year 1.	Year 2.	Year 3.
Number of students that completed orientation	**100%**	**100%**	**100%**
Number of students that completed assessment	**100%**	**100%**	**100%**
Number of completed Student Educational Plans (SEPs)	**100%**	**100%**	**100%**
Number of Abbreviated versus Comprehensive SEPs	**100% Comprehensive**	**100% Comprehensive**	**100% Comprehensive**
Total number of follow-up services	**N/A**	**N/A**	**N/A**
Number of Early Alert referrals	**N/A**	**N/A**	**N/A**

- *What has the department/program done to improve SSSP services? What is planned for the next three years?*

    - Continued annual training for coordinators and counselors related to veteran education benefits.

    - Intervention Programs: Intervention programs need to be intensified to increase the monitoring and support of veteran students. We also need to retain the services of a psychological counselor not only for the veteran population, but for all students of BCC. Currently, our veterans who are in the PSSD program rely on that counselor for support or are referred out to the city/county mental health services.

    - Veteran Application Process: Streamline the application process by providing tools to enroll in VONAPP online through the Berkeley City College website. Some veterans who have recently been discharged from the service, need assistance to apply for their benefits. BCC is hoping to provide clear instructions and online assistance for these students to apply for their benefits.

    - BCC Veteran's Webpage: Continue to update and enhance the Veteran's Affairs webpage on the BCC website to ensure a "user-friendly" environment.

    - BCC Veteran's Club: Continue to develop and strengthen the Veteran's Club at the college to assist both our veterans and their dependents in the local community. The Veteran's Club sponsors many activities bringing attention to the needs of our returning veterans, such as college transfer workshops, community resources and support groups for veterans and their families, as well as bringing attention to the significance of our National holidays, including Veteran's Day and Memorial Day.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

    Full-time faculty headcount = 0

Part-time faculty headcount = .5

Total FTEF faculty for the discipline, department, or program = .5

Full-time/part-time faculty ratio = N/A

Classified staff headcount, if applicable = .5

Administrative staff = .1

- *What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.*

Due to the increase of veteran students, the Student Services Specialist should be reallocated from .5 to a 1.0 position. The personnel requirement has proven the need to increase to a 1.0 position by the end of fiscal year 2015. The VA requires case management. There are specific rules that are required to be followed and the lack of a dedicated Veteran's Program Administrator has caused the program to not be as efficient as possible.

Increased counseling staff with at least one other counselor trained for veterans service needs.

Psychological Services Counselor responsive to the needs of students with psychological disabilities and continued training for current Veteran Certifying Official and Veteran Counselor.

Student Demographics

SPECIAL POPULATIONS	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Veterans Total	41	56	76	94	147	183	196

- *Describe your current utilization of facilities and equipment.*

In fall 2014, BCC's Veterans Resource Center (VRC) opened to provide a location where veterans and their dependents could meet, obtain assistance with their education benefits, receive tutoring and work more closely with the VA Certifying Official and VA Counselor.

A centralized filing system for easy access to our veteran's files for both coordinators and counselors; consideration for an electronic, online file system, to replace the hard copy files of required VA documents.

- *What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.*

Automated SARS calling, emailing and drop-in sign in, and one more standard computer for the Veteran's Resource Center.

- *What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.*

The current Veteran's Resource Center is located in a temporary space that is completely separate from other Student Services resources. In the design for the new building at 2118/2120 Milvia Street, it is imperative that the VRC be located in an accessible area near other services in order to be attractive to not only the students, but the faculty and staff that are working there.

To make the VRC a more welcoming environment, the addition of a casual seating area, including a couch and large monitor would make the center more attractive to veteran students.

- *Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.*

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8. Community, Institutional, and Professional Engagement and Partnerships:

The Student Services Specialist (who serves as the Veteran Certifying Official) and VA Counselor attend the following meetings:

- Veteran's Summit – held annually; sponsored by the State Chancellor's Office to continue information sharing and best practices for faculty, administrators and staff who work with student veterans.
- Region 3 and 4 (State Chancellor's Office) Consortium meetings – held every other month to keep colleagues updated on various federal and state laws that affect services to veteran students.

In March 2014, BCC's Student Services Specialist was elected to the State Chancellor's Office Regional Representatives Consortium and now represents Region 3 for the state.

The BCC Veterans Department has created a network of veteran services organizations and hosts an annual "get together" for local partnerships to connect with veteran students. Community partners include Havens for Heroes, the Lion's Club of Berkeley, The Oakland Vet Center, Habitat for Humanity, Operation Dignity and Swords to Plowshares.

- *Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.*

Since the establishment of the Veteran's Resource Center, faculty are approaching the program positively; they are reaching out to the VA Counselor and VA Certifying Official requesting assistance for some of their veteran students.

In spring 2015, the BCC Veteran's Club hosted an event including all of our outside community partners. The Lion's Club of Berkeley donated $500 to the Veteran program at BCC. Continued outreach includes Coast Guard Island, where the certifying official will present the educational opportunities to those military personnel that will soon be discharged from active service.

- *Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.*

Currently, the program is not fully staffed with full-time faculty or staff. With the continued growth of the veteran program, discussion is ensuing regarding the benefits of having a full-time veteran program administrator/certifying official on board.

_____

9. Professional Development:

- *Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.*

Continued annual training for Student Services Specialist (coordinator) and VA counselor related to veteran education benefits at both the federal and state levels.

- WAVES (Western Associates of Veteran Education Specialists) Conference (Albuquerque, NM) – July 2016 – Fosters communication and cooperation between all concerned and interested institutions and agencies on matters affecting the educational of veterans and other eligible persons (Federal training provided mainly for VA School Certifying Officials).

- NAVPA (National Association of Veterans' Program Administrators) Conference (Los Angeles, CA) – October 2016 – Promotes the development, improvement, and extension of opportunities to any veteran or dependent for his or her personal development to its fullest potential through education training (provided by the Department of Veterans Affairs).

- California Community Colleges – Veterans Summit (Los Angeles, CA) March 3-4, 2016. Shares best practices for faculty, administrators and staff who work with veteran students on California Community College, CSU and UC campuses (sponsored by the State Chancellor's Office).

- Region 3 and 4 Consortium – sharing of best practices within the California Community College regions which includes Berkeley City College.

_____

10. Department, Program or Administrative Unit Goals and Activities:

- *Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).*

- *Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit's goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.*

- **Goal 1. Support Services:**

    Activities and Rationale:

- Development of a job board for veterans – for veterans who are looking for part-time work, a job board would assist them in their search. Many outside companies are looking to the community colleges for veteran students who would be interested in either part-time work or an internship, e.g., the Biotechnology field or in business. An online job board would provide the information that these students are seeking.

- Housing/Roommate referral program – many incoming veteran students are coming from outside of the Bay Area with the intention of transferring to UC Berkeley. Housing is at a premium in this area and many of our veteran students have requested assistance with this service.

- **Goal 2. Assessment (of SAOs or AUOs):**

Activities and Rationale:

- Transitional survey – provide a survey after the first semester of completed coursework for veterans to better identify their individual needs and what can be improved for their personal success.

- **Goal 3. Student Success and Student Equity:**

Activities and Rationale:

- Online and in-class orientation for veterans – with the onsite of SSSP, it is important the online orientation expand to all new students – including a portion that is veteran focused. Many of our veterans are adult learners who may have difficulty in a traditional orientation setting.

- Social support network – Develop and expand the Veterans Resource Center and BCC Veteran's Club to promote social networking and camaraderie. Many veterans have difficulty adjusting to civilian life, some have families but many are here on their own with no support network. It has been documented that campuses with a strong VRC, with a social component, have a higher retention and transfer rate.

- **Goal 4. Student Success:**

Activities and Rationale:

- Handbook for student veterans – incorporate best practices, both within the college and community, to provide the groundwork for veteran student's success (will include college, community, strategies, contact information and a clear understanding of how their GI Bill policies and procedures operate.

- Develop an early alert program focused on veteran students who are having difficulty in their coursework. The early alert would provide invasive action on the part of the Veteran Program Administration faculty and staff.

- Mentoring program – train continuing veteran students to mentor incoming veterans. Pilot program to see if veteran student retention increases.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

    Activities and Rationale:

    - Recognition Program for Faculty, Administration and Staff who have been identified by veteran students who have shown sensitivity and provided a safe learning environment for their special population.

- *Please complete the Program Review Integrated Goal Setting Template included in Appendix B.*

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review
Prioritized New Resource Requests Summary

College: Berkeley City College

Discipline, Department or Program: Veteran's Program Administration

Contact Person: Jennifer Lenahan

Date: October 26, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	1 full-time counselor or 1 additional adjunct counselor	2	F/T = $100,000 Adj = $22,000	
Human Resources: Classified	1 full-time Veterans Program Administrator	1	Position change – no monetary increase	
Human Resources: Student Workers	2 work study students – paid for by the VA		Paid for by the VA	
Technology	2 computers, 1 printer	4	$3,000	
Equipment	1 large screen monitor 1 couch/sofa	3	$2,000	
Supplies				
Facilities				
Professional Development	Veteran's Summit WAVES Conference NAVPA Conference	1	$5,000	
Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: Berkeley City College

Department, Program or Administrative Unit: Veteran's Program Administration

Contact Person: Jennifer Lenahan

Date: October 26, 2015

Department, Program or Administrative Unit Goal	College Goal	PCCD Goal and Institutional Objective
1. Ensure that veteran students are receiving equitable access to academic excellence.	Achieve Equitable Academic Access & Success	Advance Student Access, Equity, & Success
2. Continue to collaborate with the Lion's Club of Berkeley, Swords to Plowshares, Oakland Vet Center, et al to provide veteran students resources to succeed.	Foster Partnerships with Educational Institutions, Community, Organizations, and Businesses to Ensure Equitable Educational Opportunities for Success	Engage and Leverage Partners
3. Develop a strong veteran program with focus on students achieving their degrees through continued support – both educational and personal.	Design, Implement, and Support Programs of Distinction and Educational Pathways Leading to Access, Excellence, and Success.	Build Programs of Distinction
4. Enhance in person and online veteran services through collaboration with other departments.	Strengthen Institutional Accountability through Continuous Quality Improvement, Collaboration, and Innovation.	Strengthen Accountability, Innovation, Collaboration
5. Work with colleagues in other programs deemed disproportionally impacted, tapping into Student Equity funding.	Promote Recognition of BCC and Advocate for more Local, State and Federal Resources to Advance Equitable Educational Excellence	Develop Resources to Sustain and Advance our Mission
6.		

Appendix C

Program Review Validation Form and Signature Page

College: Berkeley City College

Department, Program or Administrative Unit: Veteran's Program Administration

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed.	
☑ 2. The analysis of data is thorough.	
☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☑ 4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.	
☑ 5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
◼ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
◼ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
◼ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____

Print Name   Signature   Date

Counseling Department Chair

_____   _____   _____

Print Name   Signature   Date

Received by Vice President of Instruction or Vice President of Student Services

_____   _____   _____

Print Name   Signature   Date