

**Basic Program Information**

**Department Name:** Veterans Resource Center

**Division Name:** Student Services

**Program Mission(s):**

The Veterans Resource Center (VRC) offers veterans a chance to adapt their military skills to civilian life while learning skills, obtaining an associate degree or specialty career certificate, and completing transfer requirements for universities. Our goal is to help our veteran students achieve their goal in a supportive environment through academics, camaraderie and wellness. We provide veterans with a comfortable atmosphere where they can receive academic counseling, peer support, mentoring workshops, presentations, and panel discussions. We also have a computer room where they can print, copy, have internet access, and study for their classes.

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

Name	Department	Position
Carmela Xuereb	VRC	Veterans Resource Specialist
Teresa Ong	VRC	Director, DRC & VP

<b>Total number of Full Time Faculty:</b>	0
<b>Total number of Part Time Faculty:</b>	0

<b>Please list all existing Classified positions:</b>
Veterans Resource Center Specialist

**Section 1: Data and Trend Analysis**

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

- a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

In the 2012-13 academic year, the VRC had 1,769 contacts with veteran students. For Fall of 2013, the VRC had 2,754 contacts. In the Fall of 2013 the VRC served 793 veteran students (unduplicated head count).

This data was obtained via the following sources:

- CCC Apply
- Ask Foothill
- Credentials
- SARS
- Other: Sign-in sheets, Filing records with VA

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

We do not have information at this time. Not all veterans self-identify when they apply to Foothill.

**Please describe services offered off campus and how the effectiveness of these services is assessed.**

We are currently providing non-credit workforce classes at Menlo Park Veterans Hospital. However, no VRC services are available there. This means that students who wish to make use of their VA benefits must come to Foothill to get certified. There are no plans at this time to extend services to the hospital. We are currently evaluating the feasibility of classes at that site.

Data for this area is based on services offered at the following locations:

1.  Middlefield
2.  CCOC
3.  Other (List)

- c. **Staffing structure:** Does the staffing structure meet the program or department's needs?

The current staffing situation does not meet the growing program needs. This program needs more than one specialist especially given the large number of veterans. Carmela Xuereb is the only full-time staff member who runs the day-to-day operations at the VRC.

The VRC relies on student veterans who are also employed as work-study students to staff the Center and help out.

Because of the lack of permanent staff to cover the Center, the VRC is sometimes closed. This happens when our coordinator has to attend meetings or go to trainings or is sick.

It should be noted that there are only 2 full-time employees at this time who are able to certify veterans for their benefits, Carmela Xuereb and Roland Amit. Roland works full-time for Admissions and Records. This program needs an additional 100% time FTE who can help with data entry, certification and day-to-day operations.

## Section 2: Core Mission Support and Student Equity

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

### a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

None at this time

### b. Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Faculty counselor, Jerry Cellilo in the past has helped our Veterans in completing their TAGS. DRC faculty counselor, Jess Miller has been holding drop-ins at the VRC since February and also assisting with TAGS.

### c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Carmela Xuereb, also partners frequently with the Rotary Club of Los Altos to provide networking and career information to Veterans. Members of the Rotary Club have mentored and provided talks about various careers on a weekly basis to our Veterans.

## Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed. Please see attached PDF

**Section 4: SLO Assessment and Reflection**

**Based on your assessment data and reflections, please respond to the following prompts.**

- a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

The VRC's goal is to help veterans adjust back to civilian life and more importantly, adapt vets to the academic environment so that they may achieve their academic goals.

- b. If your service area has other outcomes or assessments at the program level, comment on the findings.

N/A

- c. How has your service area engaged in dialogue about student learning outcomes?

The VRC consistently looks at and examines ways to improve both the success and retention of vets on campus. Vets, upon leaving the military, have a huge learning curve when it comes to adapting to the campus environment. Staff discusses outcomes and goals with Student Services colleagues and other support services staff.

- d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

We noticed the following trends:

- 1) Vets prefer, in general, 1-1 in person counseling than workshops. We will continue to provide 1-1 counseling at the VRC.
- 2) Vets adapt well to assistive technology, such as the smart pen. We currently have a vet working at the Computer Access Center and this has greatly increased interest in other assistive technology such as audible books and Kurzweil.

- e. What summative findings can be gathered from the Program Level Assessments?

N/A

**Section 5: Service/Program Goals and Rationale**

**Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.**

**List Previous Program Goals from the last academic year:** check the appropriate status box & provide an explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status

Comprehensive Student Services Program Review Template for 2013-2014

<b>A. Install SARS for appointment scheduling and tracking</b>	No	No	We looked into this. Because of the space issues in the VRC, it was decided that SARS was not viable. We instead purchased a new database together with DRC which will have tracking capability.
<b>B. Emergency book loan assistance for students</b>	Yes	Yes	We applied for grants from ASFC for 14/15. We also raised money for book vouchers for veterans through the SJ Mercury Wishbook, Los Altos Rotary, Spaghetti Feed and Los Altos Town Crier
<b>C. Job creation workshop for the vets</b>	Yes	Yes	There are lunch workshops for veterans every other week to meet vets who have been successful in their career, vets from Los Altos Rotary and vets from the community
<b>D. Mentoring for Vets</b>	No	Yes	Although we have been meeting regularly with the Los Altos Rotary, and have developed workshops, we haven't yet formalized the mentoring program. However, the vets have taken it upon themselves to seek out members of the Rotary as mentors because of the luncheons and mixers that we have hosted.

**New Goals:** Goals can be multi-year (in Section 6 you will detail resources needed)

<b>Goal/Outcome (This is NOT a resource request)</b>	<b>Timeline (long/short-term)</b>	<b>How will this goal improve student success or respond to other key college</b>	<b>How will progress toward this goal be measured?</b>
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Comprehensive Student Services Program Review Template for 2013-2014

		<b>initiatives?</b>	
<b>1. Find jobs and internships for veterans.</b>	Long term	Many of our veterans have families and surviving on VA benefits alone is not enough. The ability to hold down a part-time job or internship helps vets to (1) be able to gain civilian working experience and (2) be able to earn some income to alleviate financial pressures.	<ul style="list-style-type: none"> <li>• Explore jobs and internships for vets with workforce committee</li> <li>• Explore Workability programs with De Anza College.</li> </ul>
<b>2. Provide scholarships for veterans.</b>	Long term	Many of our veterans have families and surviving on VA benefits alone is not enough. The scholarships are both need based and merit based and will help income pressures faced by vets.	<ul style="list-style-type: none"> <li>• Continue to fund raise for VRC scholarships</li> </ul>
<b>3. Provide book vouchers for veterans</b>	Long term	Books are a huge expense for veteran students. VA benefits often do not cover the full amount, and these benefits are only paid out 1 month after the student starts school. It is imperative that our veterans be able to access their books as quickly as possible.	<ul style="list-style-type: none"> <li>• Continue to fund raise for book vouchers</li> <li>• Set up loan program for books</li> </ul>
<b>4. Continue to provide certification and advising on VA benefits in a timely manner.</b>	Long term	With the program expanding, it is not always possible to call or respond to students within 24 hours or meet with students within the week. Students need to be advised on their benefits, the documentation they need and the types of classes they need so	<ul style="list-style-type: none"> <li>• Request for and hire 1 FTE to assist with data entry, certification needs.</li> <li>• Continue to provide certification and advising.</li> </ul>

		that they can access their benefits	
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**Section 6: Service/Program Resources and Support**

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

**Full Time Faculty and/or Staff Positions**

Position	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Admin Assistant 2		Continue to provide certification and advising on VA benefits in a timely manner. <ul style="list-style-type: none"> <li>• With the program expanding, it is not always possible to call or respond to students within 24 hours or meet with students within the week. Students need to be advised on their benefits, the documentation they need and the types of classes they need so that they can access their benefits.</li> <li>• This FTE can assist with paperwork and certification, leaving time for the VRC specialist to work on fundraising, mentoring and program development.</li> </ul>	No

**Unbudgeted Reassigned Time** (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last	If yes, indicate percent of
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<b>three years? (y/n)</b>	<b>time.</b>
<b>Has the program used division or department B-budget to fund reassign time? (y/n)</b>	None

**Indicate duties covered by requested reassign time:**

<b>Responsibility</b>	<b>Estimated \$</b>	<b>Related Goal from Table in section 5 and how this resource request supports this goal.</b>	<b>Est hours per month</b>	<b>% Time</b>
None				

**One-Time B Budget Augmentation**

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 5 and how this resource request supports this goal.</b>	<b>Previously funded in last 3 years? (y/n)</b>
<b>PC for VA certification.</b>	\$1,500	Carmela currently has a MAC. However, the VA website runs better on a PC. Please see Goal 4	No
<b>Color printer for VA office</b>	\$500	The color printer will be used to print flyers for luncheons and other promotional items for events that the VRC is hosting. See goals A, B, C, D.	No

**Ongoing B Budget Augmentation**

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 5 and how this resource request supports this goal.</b>	<b>Previously funded in last 3 years? (y/n)</b>
<b>Luncheons for Mentoring Workshops</b>	\$5,000	Please fund this request as the luncheons have really helped to seal the camaraderie and networking for our program. Please see goals A, B, C, D.	No

**Facilities and Equipment**



Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Larger Space for the VRC	Unknown	The VRC has occupied their temporary space the past 4 years and have outgrown it. We hope the new building will be constructed on time and ready for use in Jan 2015 as promised.	No

- a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

DRC and VRC purchased the Clockworks database and we are in the final phase of acquiring this database. The database will allow us to better track our students and provide the school with relevant data.

***IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.***

**Section 7: Data and Trend Analysis**

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
N/A			

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

- a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
N/A				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
- d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.
- e. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.
- f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.
- g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)
- h. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?
- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

**Section 8: Student Equity and Institutional Standards**

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)**

**a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program’s course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

**b. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

**c. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program’s role in transfer.

**Section 9: Learning Outcomes Assessment Summary**

**a. Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**b. Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**Section 10: SLO Assessment and Reflection**

**Based on your assessment data and reflections, please respond to the following prompts.**

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?
- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?
- c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?
- d. If your program has other outcomes assessments at the program level, comment on the findings.
- e. How has your department engaged in dialogue about student learning outcomes?

**Section 11: Service/Program Review Summary**

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments

None at this time

**a. After reviewing the data, what would you like to highlight about your service area?**

We had a spaghetti dinner with a silent auction, raffle, and dance where all the proceeds went to scholarships and book vouchers for veterans. The spaghetti dinner raised an estimated \$6,000.

We will also be receiving the Town Crier Holiday Fund for the third time; as well as, sharing a \$10,000 grant with De Anza College which was donated by the Mercury News Wish Book.

Los Altos Rotary Club raised enough funds to award fifteen \$1,500 scholarships, which was awarded to four veterans during the Fall Quarter. They also raised enough to award two, \$3,000 scholarships to veteran students who will be transferring and another five, \$1,500 to be awarded at the end of the Spring Quarter.

Sereno Group Realtors of Los Altos has pledged to donate 1% of their sales for the Spring Quarter to the VRC.

The VRC has reached out and built a very close relationship with the Rotary Club of Los Altos. The members of the Los Altos Rotary have generously donated time in mentoring and providing workshops for our students. This has led to job opportunities and networking opportunities for our students.

Finally, we are proud to also mention that Carmela Xuereb was named Classified Employee of the Year 2013 for her efforts in making Foothill a welcoming place for our student veterans.

**Section 12: Feedback and Follow Up**

**This section is for the Director, DRC and Veterans Programs to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis**

The VRC has grown by leaps and bounds in the past 2 years as evidenced by the increase in students, the increase in donors to the program and the interest from the community in this program. That the program's day-to-day operations are run by one person is because of the dedication and hard work of Carmela. The concept of the VRC is to provide a "home" away from home for the vets while they are on campus. To that extent, Foothill's VRC has far exceeded that mission and vision.

**Areas of concern, if any:**

There are 2 issues:

- 1) We need an additional FTE to staff the center. There are only 2 employees at Foothill who have the skillset and training to do certifications for the vets. Roland Amit from A&R helps out on occasion but the center is closed after 3:30pm daily because of the lack of staffing. Carmela's hours begin at 7am because the need to connect with the VA in Oklahoma as much as possible. Further, when Carmela is on leave, or has a training, the center has to remain closed.

- 2) Space of also of issue. Although the center is set to relocate in Jan 2015, there is generally no space in the VRC where vets can hang out while Carmela works.

**b. Recommendations for improvement:**

- 1) Hire or train an additional FTE to staff the center- to begin Jan 2015 when the new center opens.

**This section is for the Vice President, Student Services to provide feedback.**

**c. Strengths and successes of the program as evidenced by the data and analysis:**

The VRC continues to provide amazing services and support to a growing number of veteran students. While they remain in a very small location they provide very comprehensive services with limited staff and resources. Carmela has done an excellent job finding community support and collaborating with outside sponsors.

**d. Areas of concern, if any:**

None

**e. Recommendations for improvement:**

None

Recommended next steps:

- Proceed as planned on program review schedule  
 Further review/Out of cycle in-depth review

Denise Swett, EdD

Vice President, Student Services

1/6/14

# Unit Assessment Report - Four Column

## Foothill College

### SA - Veteran's Resource Center

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

**Primary Core Mission:** Basic Skills

**Secondary Core Mission:** Transfer

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Veteran's Resource Center - Counseling - Faculty counselors will counsel at the center a minimum of 2 hours per week.</p> <p><b>Year(s) to be Assessed:</b> End of Quarter</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Create a baseline for number of student drop-ins for counseling services at the VRC</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> Meet with at least 3 student vets per week during drop-ins</p>	<p>12/16/2013 - We see approximately 4-6 veterans per week during drop in hours at the VRC. The drop-in sessions have been very successful. We would like to increase this service to 3 hours per week. At this time however, DRC counselor, Jess Miller has been seeing the vets. We recommend extending her hours, but we would then need to backfill her hours at the DRC. Alternatively, we could assign another counselor. This would be excellent cross training for counselors to gain experience working with Veterans.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Assign a counselor to work at the VRC for drop ins for at least 3 hours per week.</p>	<p>12/16/2013 - 1) Increase hours from 2-3 hours per week for drop ins at VRC 2) Find back fill for Jess Miller at DRC OR 3) Find another counselor who would want to cover the additional hour at the VRC.</p>
<p>SA - Veteran's Resource Center - Learning Profile - Students designated as veterans are encouraged to take a learning skills inventory.</p> <p><b>Year(s) to be Assessed:</b> End of Quarter</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Count the number of veteran students who seek to attend the workshop given by veteran counselors.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> Promote and increase the number of veteran students seeking out the services year to year.</p>	<p>12/16/2013 - We were unable to meet this SA-SLO. As it happened, drop-ins were more successful and the vets preferred the 1-1 time with the counselor. One suggestion is to explore online learning inventories that we can include in our website so that our vets can access it freely on their own.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>12/16/2013 - Explore online learning inventories. Select appropriate online inventory for purchase or develop online inventory with Innovative Educators.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<b>Resource Request:</b> None at this time <b>Resource Request:</b> Time to work with vendors for online learning inventory.	
SA - Veteran's Resource Center - VRC. Smart Pen - Veteran student with attention and processing issues who seek out skill workshop on using smart pens will demonstrate increased comprehension. <b>Year(s) to be Assessed:</b> End of Quarter <b>Start Date:</b> 09/17/2012 <b>End Date:</b> 07/31/2013 <b>SA-SLO Status:</b> Active	<b>Assessment Method:</b> Count how many veteran students come to the workshop requesting smart pens. <b>Assessment Method Type:</b> Data <b>Target:</b> Create a baseline to measure utility of the smart pen technology as it applies to Veteran Students.	12/16/2013 - We were able to raise funds for 40 Smart Pens. Of the 40, we loaned approximately 35-36 pens each quarter (90% of pens). We found that workshops were not as successful as 1-1 peer training. This has worked very well. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> Funding to pay veteran student workers to train other veterans on the use of smartpens. <b>GE/IL-SLO Reflection:</b> NA	12/16/2013 - 1) Secure funding (\$5000) for peer trainer 2) Hire peer trainer