

## Comprehensive Student Services Program Review Criteria- 2018/2019

### Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for funding based on criteria established by the budget committee.** The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 2 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1<sup>st</sup> for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/accreditation/iec-and-program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC). After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

### Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

### Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.  
Areas of focus are:
  - Access
  - Curriculum and programs
  - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.  
Areas of focus are:
  - Increase visibility
  - Develop strategic partnerships
  - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.  
Areas of focus are:
  - Communication
  - Employee development
  - Transparent Infrastructure

## Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

Transitioning from military life to campus life can be difficult for many veterans. Veterans can find it challenging to readjust while balancing other responsibilities, coping with military related injuries or finding peers on campus. Evergreen Valley College provides services specifically for veterans on campus, such as veteran's resource center that has a lounge, kitchenette, computer lab with free printing services, a dedicated counselor, and a community engagement specialist. EVC's deliberate steps to ease the transition for veteran students benefits them, their families, and the community. Veterans can also find assistance with enrolling and utilizing their veteran's educational benefits. The Veterans Freedom Center was established in 2016 and is housed in the Gullo 2 building.

2. Please provide an update on the program's progress in achieving the goals (2 years) set during the last comprehensive program review.

*This is the departments first comprehensive program review*

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

We have maintained previously established contacts with local Veteran organizations to provide extended services.

- VA Palo Alto Medical Outreach
- Goodwill Housing Resources

### Digitized files

- File maintenance streamlined to accommodate maximum efficiency
- Allowed quick access to all student processing documents, thus benefiting:
  - Students: because retrieved documents allows them to receive other services quickly
  - Such as financial aid, DSP, and Voc Rehab.
  - Counselor: allowed quick view of transcripts, previous Ed Plans for updating, etc.
  - Certifying Official and Vet staff: expedited the payment process through clear communication and shared folders

### Reinforced internal processes, controls, and communication

- Dedicated Veterans Counseling
  - Frequency: Mon & Wed 8:30-3:30 6.5 hours/day, or 13 hours /week
  - Service: dedicated veterans counselor provided:
    - Educational planning for Veterans and veteran dependents
    - Transfer and career planning, early alert, probationary, and college application support
  - Outcome:
    - Ed Plans completed *in compliance* with VA educational benefits guidelines
    - Timely Ed Plans allowed expeditious educational benefits payments, thus reducing financial struggles; allowing students to purchase books, and focus on classes, etc.
- Probation and early alert counseling triggered students to adopt a strategy for success

#### Career Coaching Referrals

- Frequency: as needed (6-10 per semester)
- Service: aided students with undecided majors to identify potential career paths and majors
- Outcome: reduction of unnecessary classes, and expedited graduation and transfer rates

4. Please describe where you would like your program to be two years from now (program goals) and how these support the college mission, strategic initiatives and student success.

Align business hours to serve all Veterans through student-friendly hours. Offering extended hours into the evening or perhaps weekends

- How: review student schedules and trends to identify days and hours students would benefit from extended hours
- Outcome: This would allow evening students similar services as the daytime students.

Increase staffing to provide both the coverage of the proposed extended hours and additional stability and continuity of services. Practically, it allows for a supportive environment for veteran students.

- Outcome: A more rounded program.
- How: Hire minimally one additional full time staff. Create a separation of staff scope; each covering down on more specialized duties. It is not reasonable for a program to be one person deep and also grow, and be successful.

Restructure staffing to enabling a balance of coverage on a variety of duties.

- How: An evaluation by HR or workforce management could potentially identify scopes of work that would break out reasonable duties such as, but, not limited to:
- intake and processing of benefits, phone calls, walk-ins, internal and external referrals, registering students for classes, community engagement/outreach, budgeting, training for student workers, PDD, student orientations, scholarships, newsletters, web maintenance, event planning, scholarships, and student mentorship.
- Counseling: we need a permanent dedicated Veteran “trained, which means knowledgeable” counselor that is familiar with Veteran issues and capable to refer to appropriate services. Currently this position – while dedicated to veterans – does not currently require any specialized or additional training. This person can be “switched out” at will - dependent on general counselor’s priority placement procedures.
- In lieu of not having a trained Veteran knowledgeable counselor, it is necessary to have a veteran trained staff able to be mentor/confidant (for lack of better phrasing)
- This currently is me – I do not have a dedicated private space to speak confidentially with students in need of discussing confidential topics such as:
- Disabilities or medical issues that they support
- Homelessness, or food insecurities
- Anxiety, PTSD, family issues, vocational rehab issues, teacher issues
- Etc. can be any number of things
- Note: if the counselor can provide this unique skill set, and had the hours to do so, then the secondary staff would not be a luxury and not a necessity in this area. This Veteran knowledge to be in the job description of “one of the staff” in the center, and whoever this person is, needs to have a dedicated confidential space. I would equate this position to a DSP counseling position.

Adequate private space

- This a unique to veterans issue, and so primary to assisting students in meeting their educational goals. Students unable to resolve some of these issues will simply drop out of classes, become homeless, or aimlessly flail about with no one to confide in, suicide.

Build a Veterans Task Force/Advisory Board within the College and Community

- This collective voice could provide a collective voice that is currently lacking. This could engage the school in regards to Veterans supportive services and funding, potentially leading to increase in Veteran success and community engagement.

5. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success. (The resources can be personnel or fiscal).

*This is the departments first comprehensive program review*

6. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	0
Part-time faculty	1
Full time Classified	1
Part-time Classified (permanent)	0
Part-time Classified (hourly)	0
Administrators	1
Student workers	2

## PART A: Program Quality

1. Describe the impact of the program’s service offerings to the students and the campus.

The program offers a service of belonging and transition. The purpose of the Vets Freedom Center is to provide a welcoming environment for Vets. The transition experience of coming from active duty to civilian life is one that has many challenges. The Vets center provides a space where Vets student can feel welcomed and interact with other Vet student. Resources both internal and external is provided along with a dedicated part time Vets counselor to help vets students with academic work.

2. Describe recent local, State and/or Federal changes that significantly impact the services to students.

There are currently no impacts towards services to Veteran students.

3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

N/A

4. Describe how the program measures success.

The program measures success by the following:

- Students utilizing the center (Tracking system)
- Students participating in Veteran related programming
- External resources being effectively utilized
- Veteran students graduating/transferring

5. Please review program information reported in MIS, SARS or information shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

The program information is accurate and consistent. We update yearly and when needed basis. We are currently working to transition from a paper base model towards an electronic system (Benefits Forms). Both the community engagement specialist and administrator work together to ensure that information disseminated is reflective of college website and brochures/flyers.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).

The Veterans Freedom Center is open to students who have self-identified as Veterans. Efforts made to promote and distribute resources to vet students on a consistent basis to internal or external services. Conscious efforts are made to promote and assist vet students to DSP and the Wellness program to serve this population who historically faces more challenges acclimating to civilian life through an educational setting. The program does not provide alternative delivery methods.

7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

The communication within the program is very well. The program holds department meetings every 1<sup>st</sup> Wednesday of the month. This is where most of the department updates discussed but every so often will have one on ones with the community engagement specialist on time sensitive events/inquires.

Communication with students is strong and effective. Daily emails sent to the student body to inform of any upcoming resources or events the Veterans Freedom Center is providing. Students talked to one on one when visiting the center and direct connections are made to ensure students feel comfortable and welcomed.

## PART B: Program Access

1. How many students received program services since your last program review. Use the table below to review the demographics of students served and how these compare to campus demographics.

This is the programs first program review

Program Demographics	Program 16/17 (students served/pct of total)	Program 17/18 (students served/pct of total)	Program percent change across 16/17; 17/18	EVC Program Demographics				
				EVC 16/17 Head-count	EVC 16/17 Pct of Total	EVC 17/18 Head-count	EVC 17/18 Pct of Total	% Change (16/17-17/18)
<b>Gender</b>	<b>Students served/pct of total</b>	<b>Students served/pct of total</b>	<b>Pct change</b>	<b>EVC 16/17 Head-count</b>	<b>EVC 16/17 Pct of Total</b>	<b>EVC 17/18 Head-count</b>	<b>EVC 17/18 Pct of Total</b>	<b>% Change (16/17-17/18)</b>
Female	59/14.35%	67/18.87%	6.35%	7662	54.9%	7786	54.6%	1.6%
Male	352/85.65%	284/80%	-10.69%	6218	44.5%	6405	44.9%	3.0%
No Value Entered	0	4/1.13%		82	0.6%	73	0.5%	-11.0%
<b>Age</b>	<b>Students served/pct of total</b>	<b>Students served/pct of total</b>	<b>Pct change</b>	<b>EVC 16/17 Head-count</b>	<b>EVC 16/17 Pct of Total</b>	<b>EVC 17/18 Head-count</b>	<b>EVC 17/18 Pct of Total</b>	<b>% Change (16/17-17/18)</b>
17 & Below	N/A	N/A		1451	10.1%	1681	11.5%	15.9%
18-24	44	62	17%	8087	56.5%	8232	56.4%	1.8%
25-39	284	205	-17%	3327	23.2%	3288	22.5%	-1.2%
40 & Over	83	88	3%	1418	9.9%	1375	9.4%	-3.0%
Unknown				29	0.2%	13	0.1%	-55.2%
<b>IPEDs (Race Ethnic Classification)</b>	<b>Students served/pct of total</b>	<b>Students served/pct of total</b>	<b>Pct change</b>	<b>EVC 16/17 Head-count</b>	<b>EVC 16/17 Pct of Total</b>	<b>EVC 17/18 Head-count</b>	<b>EVC 17/18 Pct of Total</b>	<b>% Change (16/17-17/18)</b>
American Indian	0	2		95	0.7%	63	0.4%	-33.7%
Asian	161	123	-13%	5671	40.6%	5897	41.3%	4.0%
Black or African American	6	14	40%	380	2.7%	336	2.4%	-11.6%
Hawaiian/Pacific Islander	0	2		52	0.4%	45	0.3%	-13.5%
Hispanic	145	123	-9%	5235	37.5%	5571	39.0%	6.4%
Two or More Races	16	6	-45%	408	2.9%	406	2.8%	-0.5%
Unknown	45	39	-7%	1154	8.3%	995	7.0%	-13.8%
White	38	48	11%	970	6.9%	958	6.7%	-1.2%

- a. Based on the **students served** and percent change year to year, discuss the growth or lack of growth of your program. Discuss the reasons for changes in growth and steps the program will take to address any declines in growth.

The changes in growth seem to be mixed in various areas. One interesting area where growth has shifted is in the gender portion. Male students saw a drop in percentage compared to Female students. One possibility for this change could be the center's engagement of connecting students to other peers for support. Vet centers can easily become a boys club, as the nature of arm services has been male dominated since its existence. More females are enrolling in the arm services and the center is making sure that female vets feel welcomed and that the center is not specifically catering to one gender. Having a female community engagement specialist who is also a vet is a benefit towards the center and shows that having vets' experience aids in the success of the center.

- b. With respect to disaggregated students served, discuss any equity gaps identified when compared to the campus (such as ethnic/race, gender and or age).

One trend noticed with comparison towards campus data was with the ethnic/race category. It seems that when the percentage was negative for a specific race of vet students the percentage of EVC student went up and the opposite when vet student percentage went up and EVC student's percentage went down.

One possible explanation for this could be the cost of living for San Jose continues to increase making it difficult for students to live and go to school. Active military duty typically has an enlisting incentive (monetary) that makes it a more viable option for students where cost of living is typically high.

- c. Based on your findings, what interventions can the program implement to address any equity gaps in services?

The program could better provide outreach services to target specific demographics. This makes it very difficult at the same time as there is one full-time classified person that provides daily center oversight. Efforts could be made to develop external relationships to promote EVC Veterans Freedom Center as a support program for potential Vet students but that would require our full-time classified person to be out in the field making those connections.

### **PART C: Curriculum- If applicable**

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six-year timeline for scheduled course outline revision.

N/A

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.

For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

N/A

3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).

Also related to guided pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study). N/A
4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success? N/A
5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. N/A
6. Describe how your program is articulated with High School Districts, and/or other four-year institutions. (Include articulation agreements, CID, ADTs...)  N/A
7. If external accreditation or certification is required, please state the certifying agency and status of the program.  N/A

**PART D: Student Learning Outcomes and Assessment**

<p>1. List the Program SLOs, and how they relate to the GE/ILOs</p> <ul style="list-style-type: none"> <li>• <b>Students will have a defined educational goal by the second semester of their enrollment</b></li> <li>• <b>Students will be knowledgeable about campus resources</b></li> </ul> <p>The programs SLO's tie into the colleges GE/ILOs in many aspect that will merit our veteran students to leave EVC with the tools necessary to transfer or integrate into their career choice. The programs SLO's are great examples of making sure our Veteran students are prepared academically to succeed in the college career by meeting with a counselor to develop their educational plan. Students are then oriented through a new student orientation where campus programs and services are highlighted to provide insight to the multitude of options a student can participate to get extra services or social development.</p>
<p>2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)</p> <p><b>Your program review will not be approved unless every SLO for your program is complete and approved by EVC's SLO Coordinator. All SLOs must be assessed every two years.</b></p> <p><i>This is the first time the program is conducting a program review. All assessment data is qualitative data that was gathered via feedback between vets students and the Community Engagement Specialist. The Veterans population is small enough that one on one conversations can be had with students utilizing the center. Students reported that an orientation did help student become better familiar with EVC services, also the orientation allowed students to connect with other current vet students as well as the outside organization that now come and visit the campus every couple of months to provide services. Moving forward we will be implementing quantitative data collection to track progress and provide documented proof. We have</i></p>

*developed a survey for academic year 2019/2020 that we are implementing for the Spring semester that should help us assess and plan for Fall 2020 efforts.*

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

Data collected from the SLO assessment shows the program what is or isn't working. The program utilizes surveys to garner feedback on programming efforts to see if the intended focus of the programming deemed successful. This data also allows us to better prepare and plan for future programming. One success story is our new student orientation put on during the fall of each semester to inform students of both internal and external services that is provided to Veteran students. Vet students are given info on EVC campus support programs as well as extracurricular activities. External partners are invited to our orientation to promote their services that are more specific to veterans. This helps with providing off campus services for issues or efforts where EVC cannot provide. *In the future the Veteran's Freedom Center plans to host two orientation (Fall and Spring) to capture the influx of new students that enroll. With additional staff help this can be made possible by targeting more outside agencies to bring to campus to connect student vets with outside resources. Ultimately, a Vets conference would be in the works to bring other college Vets programs to create networking and student development opportunities.*

## PART E: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

### Community Engagement Specialist (Full Time)

- Assist students w/ direct referrals and assistance such as: Benefits usage, Federal and State program resources and housing/food insecurities connections
- Coordinate and Implement program activities
- Produce and disseminate communication materials

### College Counselor (Part Time)

- Provide academic and personal counseling to students

As the Associate Dean, I oversee the programs day-to-day services. The positions listed above have proven to be beneficial to our veteran population. One concern is the limited counselor (20%) that is only available 2 days out of the week. We have noticed an increase of vets students requiring a counselor with Vet population knowledge and expertise. We are also in need of an admin to handle day-to-day business details/assist of the community engagement specialist due to the nature of servicing vet students with their benefits inquiries.

- List major professional development activities completed by faculty and staff over the last two years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

PDD provided to:

- Counselors: reviewed the common procedures for processing Veterans unique educational requirements, and processes for doing this, and general Veteran familiarity information.
- Prepared and taught PDD class to faculty and staff. Covered veteran statistics, characteristics, communication, and ways to communicate and assist veteran students achieve their educational goals. Question and answer time. Provided reference material and follow up
- Classified informal/instructional done over lunch with handouts.
- Conducted a training to EVC/SJCC mental health team on veteran's mental health challenges. I covered items such as, how to communicate, what resources are available, and provided material and training resources. I continue to routinely provide resources and updates to them, as well as confer as needed.

Collaborations:

- Collaborated on a no smoking campaign with the Health and Wellness team.
- Attended Cal Fresh training are authorized a liaison able to submit into a web base to start a student application. I have often referred students to Cal Fresh providing food stability.
- Participated in VA Palo Alto TBI/Brain safety awareness campaign. Provided awareness information and table display that led to one student that I know of, identifying her TBI and received follow up care, later attending Stanford summer program.
- Collaborated in the VA Wellness for life program – they have provided training to our students and offered services and connections

Student related training:

- Provide annual student veterans orientations. Provide students with a variety of on and off campus resources relevant to veterans, to include, DSP, tutoring, A&R, counseling, VFW, etc.
- Gone out to classes and initiated telling them about veterans and the veteran's center and what services we provide.
- New student worker orientation includes veteran's cultural awareness training via website classes. Procedures and worksheets, document review and focusing on increased proficiency over time.

Distance education:

- Completed suicide webinar
- Colleague and SARS proficient (have attended trainings and use tools in my job to pull reports and access student status, collect data, to assist in early alert, priority registration, probation counseling, etc.

## PART F: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

N/A

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

The fund 17 dollars that Veterans receive from the state pay for programming efforts to assist veteran students with the following:

- Food
- School/office supplies
- Conferences

- Orientation

**PART G: Technology and Equipment**

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology or equipment needs since the last program review.

This is the first program review for the department. Technology for the department were used equipment and are outdated by today’s standards. The program is in need of updated computers.

**PART H: Additional Information**

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

Mental health services greatly needed for Veteran students. More importantly, Veteran students need a mental health professional with Veteran related experience. The college currently has a 20-hour a week mental health practitioner that is fully booked but does not poses the knowledge to handle veteran related issues.

As more veteran students continue to enroll in community college, EVC has experience a growth of about 50% more student visits since the Veteran’s Freedom Center was established. The fact that the office is staffed with only 1 full time person is causing strain with students and the services that can be provided with quality effort. An additional full time classified position would greatly enhance and provide better coverage to service veteran students.

**PART I: Future Needs and Resource Allocation Request:**

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests	1) Ongoing Budget Needs:	Request linked to: Student Success,
1) Part time Counselor (60%)	Veterans is in need of providing a counselor who can dedicate more time to the center to see more students due to different student schedules. Students seeking Benefits related approved courses requires more time than typical counseling time services. As a result, students feel rushed and unaware of all their requirements to fulfill their benefits eligibility.	Strategic Initiatives (student centered, organizational transformation, community engagement): Student centered
2) Program Assistant	2) The influx of Veteran students utilizing the center and students	Improving Student success rates:  Achievement of program set standard for student success:

	<p>utilizing their benefits requires more one on one time with a professional staff member. This is difficult to do with only a 1 full time classified member having to manage all aspects since the department's implementation. Having a program assistant will help with ease of quality given attention to students as well as additional oversight of the veterans freedom center when a potential staff member might be out due to work related or illness.</p> <p>One-time Expenditure:</p>	
<p>Facilities</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>
<p>Technology</p> <p>Program Database</p> <p>Computers</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p> <p>Currently the Veterans Center does not have a database to track Veteran students with the info that is needed to assess the veteran population.</p>	<p>Request linked to: Student Success</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement): Student centered</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>
<p>Equipment/Supplies</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p>

		Achievement of program set standard for student success:
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