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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each student support services to guide through the semester. Please review and work with your Deans and Managers/Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, student support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student support services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Program Review to your Supervisor by November 30, 2021.**

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| **COLLEGE PROFILE** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **PROGRAM DESCRIPTION**   Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College’s mission. | | |
| The role of the Office of Veteran Services at Berkeley City College is to assist our veterans, service members, and their dependents in pursuing their educational, professional, or vocational objectives. BCC Veteran Services is dedicated to serving those who served us by assisting them in receiving their education benefits, facilitating their transition into the college and community, and providing support for their ongoing academic success. | | |
| **Name(s) of member(s) completing this Program Review** | **Program** | **Completion Date** |
| Jennifer Lenahan | Veteran Services | 11/30/2021 |
| **List staff and faculty names and/or staff and faculty with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Jennifer Lenahan | Amy Herrera (Academic Counselor) | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your program. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What were your headcount trends in the past three years?** | | |
| Veteran Services headcount trends are in line with the colleges census enrollment. Slight decline over the past 3 years.  The decline is mainly due to the military and how veterans are discharged. When there is a military withdrawal, such as in Iraq, the number of veteran students increases based on the large number of military personnel being discharged. When there is a period of no conflict, the veteran student numbers tend to stay even or decline.  Depending on the veteran, some return to their home state, others tend to want to try living in a different area. With the attraction of UC Berkeley, Stanford, SFSU and CSU East Bay, the veteran population at BCC tends to have more out of state students. This in itself can bring some problems, first is housing, second is living in an unfamiliar area with less family and friends, and third is transitioning from the military to civilian life. BCC Veteran Services has a strong connection with community resources to assist veteran students adjust to the Bay Area. | | |
| **When the data for your program are disaggregated by student ethnic groups, what issues do you notice and how do plan to address them over the next three years?** | | |
| Based on our statistics over the past several years, the ethnic population for veterans is very diverse. White student veterans comprise approximately 29% of the total veteran student population for terms 2019-20 and 2020-21, during the fall 2021 semester, that percentage dropped to 18%.  Success rates have been steady for all ethnic groups of veterans at BCC with equal transfer and receiving of AA/AS/AD-T degrees and certificates. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Increase visibility in the community.  Ensure that the MIS reporting tool is accurate and capturing all of the veteran student population at BCC. | Continue the peeer to peer mentoring program. |  |
| **What would you recommend that we do to increase student headcount in your program?** | | |
| Advertise, visit local bases (Coast Guard Island), Treasure Island, contact local military outposts (Alameda – Navy), recruitment offices. Many community colleges in southern California advertise with billboards and flyers provided to the local military bases.  There is large veteran population in the Bay Area. Many of these veterans are older and may not have Post 9/11 education benefits or financial means. Tapping into this group can be difficult, but BCC has the opportunity to connect by advertising at EDD, Department of Rehab, veteran organizations, such as Swords to Plowshares, and the local VA offices.  There are also many veteran dependents in the high schools. These students may not realize that they are entitled to be a part of the Veteran Services program either through Ch. 35 DEA benefits if their parent is 100% disable or deceased, or if they are a child of a California veteran their college tuition is paid for, at any California college (both community and four-year), until they complete a bachelor’s degree. | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Student Services**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  *If you need more guidance with this item, click here for additional support.* [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your program?** | | |
| For 2018-19, course completion rates for veteran students were the following:  GENDER   |  |  |  |  | | --- | --- | --- | --- | | **Gender** | **Headcount** | **Completion Rate** | **Retention Rate** | | Female | 16 | 74.5% | 81.8% | | Male | 86 | 72.8% | 85.7% |   AGE   |  |  |  |  | | --- | --- | --- | --- | | **Age** | **Headcount** | **Completion Rate** | **Retention Rate** | | 19-24 | 15 | 80.6% | 90.3% | | 25-29 | 41 | 72.6% | 83.4% | | 30-34 | 27 | 67.5% | 82.5% | | 35-54 | 20 | 65.1% | 85.7% |   ETHNICITY   |  |  |  |  | | --- | --- | --- | --- | | **Ethnicity** | **Headcount** | **Completion Rate** | **Retention Rate** | | Asian | 15 | 74.5% | 83.6% | | Black/African American | 21 | 75.0% | 85.4% | | Hispanic/Latino | 23 | 70.1% | 87.6% | | Two or More | 10 | 70.2% | 80.9% | | White | 31 | 70.1% | 83.8% |   For 2019-20, course completion rates for veteran students were the following:  GENDER   |  |  |  |  | | --- | --- | --- | --- | | **Gender** | **Headcount** | **Completion Rate** | **Retention Rate** | | Female | 14 | 75.0% | 87.5% | | Male | 71 | 71.8% | 84.6% |   AGE   |  |  |  |  | | --- | --- | --- | --- | | **Age** | **Headcount** | **Completion Rate** | **Retention Rate** | | 19-24 | 15 | 85.7% | 95.9% | | 25-29 | 28 | 78.4% | 92.8% | | 30-34 | 26 | 81.3% | 91.7% | | 35-54 | 19 | 47.6% | 65.1% |   ETHNICITY   |  |  |  |  | | --- | --- | --- | --- | | **Ethnicity** | **Headcount** | **Completion Rate** | **Retention Rate** | | Asian | 11 | 89.5% | 98.2% | | Black/African American | 18 | 64.3% | 77.1% | | Hispanic/Latino | 16 | 66.1% | 89.3% | | Two or More | 7 | 60.5% | 81.6% | | Unknown/NR | 7 | 72.7% | 90.9% | | White | 30 | 74.8% | 82.2% |   For 2020-21, course completion rates for veteran students were the following:  GENDER   |  |  |  |  | | --- | --- | --- | --- | | **Gender** | **Headcount** | **Completion Rate** | **Retention Rate** | | Female | 20 | 73.0% | 85.4% | | Male | 62 | 72.6% | 86.1% |   AGE   |  |  |  |  | | --- | --- | --- | --- | | **Age** | **Headcount** | **Completion Rate** | **Retention Rate** | | 19-24 | 19 | 76.3% | 91.3% | | 25-29 | 27 | 83.6% | 93.0% | | 30-34 | 24 | 68.6% | 80.4% | | 35-54 | 16 | 52.5% | 73.8% |   ETHNICITY   |  |  |  |  | | --- | --- | --- | --- | | **Ethnicity** | **Headcount** | **Completion Rate** | **Retention Rate** | | Asian | 10 | 81.4% | 83.7% | | Black/African American | 20 | 60.8% | 81.1% | | Hispanic/Latino | 19 | 66.7% | 83.3% | | Two or More | 9 | 83.3% | 95.2% | | White | 23 | 80.0% | 89.4% |   Trends:   * Increase in transfer rates to four-year colleges/universities. * Decrease in White students from 29% to 18% of total population of veterans. * Due to COVID, many veterans withdrew from classes in the 2020-21 Academic year, bringing the total number of veteran students to its lowest number since the spring 2012 semester. * Veteran student numbers rise and fall with the Department of Defense, when there is a large withdrawal of troops, student veteran numbers increase. It there are no withdrawals, the numbers tend to stay static or decrease. * Slight increase in the number of female veterans. * Retention completion rates remain constant, but there is a significant decrease in completion rates for Black/African American and Hispanic/Latino students, even though both these ethnic groups have a steady transfer rate and completion of an AA/AS. | | |
| **What disproportionately impacted (DI) population(s) showed gains in your program and which need more support?** | | |
| For the 35-54 population, the completion and retention rates have been the lowest, no matter of ethnicity. Veteran Services provides support for all veterans, including a peer to peer mentoring program for this population. Completion and transfer rates have increased with veteran students who participate and use the Veterans Resource Center (VRC). Many of these older students, Veteran Services is not aware of, and they tend not to use services available to them. | | |
| **How do these outcomes compare to the college average?** | | |
| Compared to the college average, Veteran students completion rates are relatively equal to slightly lower or higher on the given academic year.  2018-19 saw a higher completion rate and retenton rate by 2% to 4% over the college average.  2019-20 saw a slightly lower completion rate, but a higher retention rate.  2020-21 once again saw a lower completion rate by almost 4%, but retention matched the overall colleges at 86%.  COVID has caused a decrease in both retention and completion for 2020-21, due to the majority of the veteran population do not like to take classes online nor are they as successful when they do. | | |
| **What questions do you have about the outcomes?** | | |
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| **Based on input you’ve received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.** | | |
| * Continued expansion of services available in the VRC. * More tutoring for subjects beyond Math and English – provided by veteran students. Veterans relate better to other veterans when it comes to mentoring and training. * Advertisement of the VRC around campus. Many veteran students who come to BCC are unaware that there are services available to them, whether they have VA education benefits available or not. * Improvement and enhancement of the BCC Veterans Affairs webpage. | | |
| **How will the outcomes you identified in this section affect your department goals and plans for the next three years?** | | |
| The outcome should be an increased presence of the Peer to Peer Mentoring Program to enhance student success.  More of an on campus presence beginning in the spring 2022 semester with the goal of having the in-person veteran orientation again and the reopening of the VRC.  Development of an early alert system to replace Starfish – this is very important. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Early alert system, with Starfish no longer being available.  Advertisement of the VRC, on both the campus and in the community.  Encourage participation in the veteran peer to peer mentoring program. | Attend campus presentations and work with Enrollment Coordinator. | Re-check of how the early alert system is working. |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
| Unfortunately, the Dashboard does not have accurate numbers for Veteran students. Based on the information tracked in the Veteran Services department, here are the numbers for both AA/AS, IGETC/CSU Breadth and Transfer rates:  **Year (2018-19) Total students = 12**   |  |  |  |  | | --- | --- | --- | --- | | **Age** | **Gender** | **Ethnicity** | **Transfer and/or Rec’d AA/AS** | | 19-24 = 3 | Male = 10 | Asian = 0 | Transfer/IGETC = 2 | | 25-29 = 6 | Femaie = 2 | Black = 1 | Transfer/CSU Breadth = 5 | | 30-34 = 0 |  | Latino = 3 | Transfer and AA/AS = 2 | | 35-54 = 2 |  | Two or more = 0 | AA/AS = 0 | |  |  | White = 8 | Transfer = 3 |   **Year (2019-20) Total students = 11**   |  |  |  |  | | --- | --- | --- | --- | | **Age** | **Gender** | **Ethnicity** | **Transfer and/or Rec’d AA/AS** | | 19-24 = 0 | Male = 10 | Asian = 2 | Transfer/IGETC = 3 | | 25-29 = 5 | Femaie = 1 | Black = 2 | Transfer/CSU Breadth = 5 | | 30-34 = 3 |  | Latino = 1 | Transfer and AA/AS = 1 | | 35-54 = 3 |  | Pac Isd = 1 | AA/AS = 0 | |  |  | White = 5 | Transfer = 3 |   **Year (2020-21) Total students = 15**   |  |  |  |  | | --- | --- | --- | --- | | **Age** | **Gender** | **Ethnicity** | **Transfer and/or Rec’d AA/AS** | | 19-24 = 1 | Male = 14 | Asian = 2 | Transfer/IGETC = 5 | | 25-29 = 6 | Femaie = 1 | Black = 4 | Transfer/CSU Breadth = 4 | | 30-34 = 6 |  | Latino = 5 | Transfer and AA/AS = 1 | | 35-54 = 2 |  | White = 4 | AA/AS = 3 | |  |  |  | Transfer = 2 | | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Many veterans tend to have the goal to transfer to a four year college or university and do not receive an AA/AS/AD-T because their major is not available at BCC.  If receiving an AA/AS/AD-T will cause the student to remain an additional semester at BCC, students will typically transfer, take the classes they need at their four year college and then transfer the courses back to BCC to receive their AA/AS/AD-T. This happens for approximately 15% to 20% of the veteran population. Unfortunately these numbers are not tracked. | | |
| **How do these outcome trends compare to the college average?** | | |
| Veterans make up approximately 3% of the college FTEs.  The range of degrees and transfers for veteran students is:  2018-19 = 10.5%  2019-20 = 10%  2020-21 = 15.2%  These numbers tend to fall inline with the percentage of veteran students that attend BCC.  Compared to the college average, the numbers are lower than the the college average of 24.5% to 30% over the past three academic years. | | |
| **Based on input you’ve received from students, what do they need to complete their degrees and/or certificates? (provide examples)** | | |
| * Have a study area away from the social area in the VRC * Tutoring that is accessible for all subjects (available in LRC, but not VRC). Encouragement from Veteran Services is required to have students sign up for tutoring in LRC. It is not practical to have tutoring in VRC for subjects other than Math and English. * Reminders… to continually check in about how their classes are going. More direct communication. This happens when we are on campus, due to COVID and working from home it is more difficult to have one on one sessions with veteran students. | | |
| **How will these outcome trends affect your department goals and plans for the next three years?** | | |
| With the goal being to increase veteran students receiving AA/AS/AD-T or certificate degrees, more one on one mentoring, check in with Academic Counselor on a monthly basis.  Veteran students tend to be at the community college level for up to three years. Sometimes it takes longer to complete courses, especially STEM classes, prior to transfer. More interaction with veteran students by Veteran Services will be helpful when back on campus. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Encourage veterans to apply for their AA/AS/AD-T or certificate before they plan to transfer. |  |  |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by program. Reflect on what you can do to affect student transfer. How may your program support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, strategic marketing, increase number of AD-Ts, etc.) |
| Due to the size of the Veteran Services program, it is not difficult to track the number of transfers to four year colleges and universities. The number of transfers has steadily increased over the past 10 years. |

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| In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Program/Discipline: | Veteran Services |
| Action Name: | Early Alert System |
| Description: | Starfish was exceptional in Veteran Services ability to stay in contact and find out when veteran students needed assistance in their classes. |
| Completion timeline: | Fall 2022 |
| Responsible person: | Veteran Services Coordinator and/or Counselor |

**III. PROGRAM GOALS**

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| 1. **List your current Program Goals.** | | |
| Transition Survey for assessment of SAO’s – will be ongoing – currently in development are two surveys. The entry survey has been completed. This survey will be provided to incoming veteran students for the spring 2022 semester. The exit interview survey is now in development will focus on the student being ready for transfer and are they prepared academically and emotionally to move on.  Social support network (Student Success and Student Equity) – expansion of BRC and Veteran’s Club to online formate during COVID-19 and have a presence on Facebook and Instagram. Veteran Services had weekly online meetings open to all veteran students during college hour on Wednesdays. The BCC Veteran’s Club held twice monthly meeting through ZOOM.  Peer to Peer Mentoring Program (Student Success) – program has been developed for one on one veteran student mentoring program. Due to COVID and the movement to an online setting, the program had been put on hold. Continued enhancements are needed once students have returned to campus.  Development of a job/housing/roommate board that is virtual and available online. To assist in this area, a CANVAS page will be developed for veteran students. Many veteran students do not necessarily see all of their emails. Since many of their classes have a CANVAS page, we hope this will help to keep students informed of important information pertaining to VA and college updates.  With the elimination of Starfish, there is a need to have an early alert system for veteran students. Starfish was very beneficial as it connected directly to the BCC Veteran Academic Counselor who was able to counsel and connect with struggling veteran students. | | |
| 1. **How do the goals align with BCC goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. | | |
| On-campus orientation for veterans (Student Success and Student Equity) – specific orientation developed for veterans completed. The new orientation provided during the second week of classes is for both new and continuing veterans. The orientation provides details of what is available to our students at BCC, such as EOPS, Financial Aid, the Library, etc. We review their education benefits and outline what BCC Veteran Services can provide outside of their education benefits, such as community resources, assistance with healthcare benefits, etc.  Status is completed and was moved online during COVID years 2020-21 and 2021-22.  **College Goal 1**:  Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.  District Goal:  Advance Student Access, Equity and Success  Measurement:  Attendance at the orientations and follow up on use of resources at the campus is how we measure this goal. Attendance has increased each semester that the orientation has been offered. The orientation began in fall 2018.  Development of a job board for Veterans (Support Services) in place and ongoing.  Due to our move off campus from COVID-19, we are planning to develop an online Job Postings on the Veterans web page.  Status in progress.  **College Goal III**:  Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career.  District Goal:  Advance Student Access, Equity and Success  Measurement:  Job board is updated regularly, with connections to community resources, such as Swords to Plowshares, EDD (veteran specialist), CALFIRE, Department of Veteran Affairs.  Housing and roommate referral program (Support Services) - in place and ongoing.  Status is completed, but needs to move to online format  **College Goal I:**  Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.  District Goal:  Engage and Leverage Partners  Measurement:  Housing referrals are posted in the VRC and updated regularly. We have successfully placed 10% of our veteran population in housing through Operation Dignity and Swords to Plowshares  Develop an early alert system (Student Success) - Starfish in place and connected to academic counselor for follow-up, ongoing.  Status is completed but is continually followed up on for improvement.  **College Goal V**:  Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. District Goal:  Advance Student Access, Equity and Success.  Measurement:  Early alert system is completed and ongoing, our Veteran Academic Counselor works with veteran students who show up on the early alert as well as making connections monthly with each veteran and veteran dependent student.  Transitional survey (assessment of SAO's) - ongoing - currently in development two surveys - one when a veteran student enrolls at BCC and one when a student transfers or graduates from BCC  Status in progress.  **College Goal III:**  Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career.  District Goal:  Advance Student Access, Equity and Success  Social support network (Student Success and Student Equity) - expanstion of VRC and Veteran's Club  Status in progress.  **College Goal I:**  Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.  District Goal:  Advance Student Access, Equity and Success  Peer to Peer Mentoring Program (Student Success) - completed and ongoing one on one veteran mentoring program. Program has been created, but there is a need to continue enhancing our services.  Status in progress.  **College Goal I:**  Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.  District Goal:  Build Programs of Distinction.  This program had been working quite well, but with the move off-campus, we have lost veteran students interested in mentoring.  BCC Veteran Services will be developing a way for this program to continue online. | | |
| 1. **Assess your program’s facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including planning for new buildings.* | | |
| BCC has a VRC with three computers, six laptops that can be checked out, a printer, and furniture. There is ADA compliance with a study area and lounge area including refrigerator, coffee and snacks. The space is limited in size and many veteran students use the library for a quieter location for studying. Approximately 20 to 40 veteran students utilize the center daily and it can become quite crowded. Veteran Services is now collaborating with EOPS allowing veteran student tutors to use their space to tutor both student poulations. There is one seperate office shared by both the full time Coordinator and part time Academic Counselor which is very small. There is not adequate storage and Veteran Services has reached out to other departments for assistance in storing of VRC items. The current space is insufficient and inefficient.  Milvia Street Campus: Initially the VRC was to move over to the new Milvia Street building. Due to the relationship between EOPS, the Transfer and Career Center, and Veteran Services, the request was made to remain in the Center Street building with the promise of the additional space that was to be provided in the new building.  The VRC will remain where it is with the following additions:   * Two offices (one for Coordinator, one for Counselor) * One office for students to use for study and tutoring purposes. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Training and development f online modules directed to the veteran population. More training on how to take an online class, how to study. Encourage incoming veterans to take COUN 24 or COUN 57 to learn these skills. | Expansion of the VRC area once the new building is completed and faculty have moved. |  |
| 1. **What are the essential functions, unique characteristics or trends of your program? Provide specific examples.** | | |
| Veteran Services has a School Certifying Official (SCO) – required by the VA to certify veteran students using their education benefts. Education benefits including Ch. 33 (post 9/11), Ch. 31 (VRE – voc rehab), Ch. 35 (DEA – dependents) and Ch. 1606 (activity duty and reserves). Provide a comprehensive student education plan – required by the VA for veteran students to receive benefits.  Veteran Services Coordinator (SCO) needs to abide by VA and CalVet rules and regulations, including implementation of new laws enacted by Congress. The campus is audited annually for both financial management and implementation of VA education benefits. The SCO is required to have annual training, or the college could lose its ability to assist veterans.  Both the VA and CSSAVE does not approve of having a combined Counselor/Coordinator position. Both of these positions need to remain separate.  Campus provides a VRC. A VRC is required by the State Chancellor’s office for the college to receive funding from the state. The program and campus currently receives annual funding, but is not considered categorical, as the funding could end any time. The state Congress approves funding annually, but there is no requirement for this program to continue.  Veteran students are a unique population. They are a unique population because 85% served in the military before attending college, and tend to be older, average age is between 24 to 28 years of age. This population is also very diverse in ethnicity, but very cohesive in their training acquired from the military, and tend to enjoy the camaraderie of the VRC. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the services you provide. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)** | | |
| Funding is currently provided by the State Chancellor’s Office which allows for attendance at veteran SCO and Counselor training functions (WAVES conference, NAVPA conference, CalVet conference, and the CCCCO annual training).  Veterans are a part of Student Equity funding, but BCC Veteran Services has never received any money from this categorical account. This is mentioned because Veterans are entitled to receive some portion of these funds which could hire a full-time veteran counselor to be in line with the other Peralta Colleges. The other three colleges have a 50% Veteran/50% General Counselor.  A new law in the State now requires that there is 1 FT SCO/Veteran Coordinator and 1 FT Academic Counselor for every 150 veteran students. BCC has been well above this number of veteran students for a number of years. The decline in veteran students has been recent over the past two academic years. | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Program/Discipline | Veteran Services |
| Action Name: | Increased VRC space |
| Description: | Additional space required on Center Street Campus since Veteran Services will not be moving to the new Milvia Street building. The additional space is 2 offices (one for Coordinator and one for Counselor) and an office for studying. The offices have previously been identified. |
| Completion timeline: | 2023-24 (completion of Milvia Street building) |
| Responsible person: | Veteran Services Coordinator / VPSS |

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| 1. **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the program’s progress and reflection on Program Learning Outcomes (PLOs) or Service Area Outcomes (SAOs).** |
| The BCC Veteran Services Center staff have identified the following Service Area Outcomes (SAO’s) for the various services provided to student veterans and their families to ensure a successful transition from active-duty military to college:   1. Military-connected students will identify the steps needed to receive (or maintain) their VA, DoD, or CalVet education benefits, and other academic and non-academic support services available to them through the VA, including campus and community resources.  For a successful transition, military-connected students need to understand what benefits are available to them once they leave active-duty. While on active-duty, these students were provided everything they need, now as they transition, they will need to learn to advocate for themselves and where to locate and acquire the resources they need. 2. Students will have ongoing, individualized support planning their academic trajectory.  When first enrolling in college, some military-connected students may not have determined what major or career path they want to take. By allowing them to explore various general education courses during their first semester and working with the Career and Transfer Center, they can discover degrees, different four-year colleges, and various fields of employment opportunities to focus their coursework and educational goals on by their second semester. By the end of their first semester, veterans and veteran dependents using education benefits are required to have a comprehensive education plan. 3. Promote a culture of trust and connectedness across the campus community and within the military-connected population to promote well-being and success for military-connected students and their dependents.   This is an important area. Veterans transferring from active-duty need to feel a connectedness to their fellow veteran students and general population of students. They are now at a place where instead of being told what to do, they need to figure out what they should do. The Veteran’s Resource Center does provide an area for camaraderie, studying, and an overall space to get to know each veteran student on campus. This space needs to continue to be a welcoming environment by inviting Administration, Faculty and Staff to join our veteran community.   1. Military-connected students will be exposed to self-advocacy strategies and opportunities.   They will have a place (VRC) for skills to be developed and practiced. This might be with the mentors, a workshop or series of workshops, or some other activities. These will be measured via an end of the year focus group, a mentor check-off list of attained skills or a pre- and post-test with a workshop series.  ASSESSMENT MEASURES:   1. Survey of veteran services – Is the VRC providing the needed tools for veteran students to succeed in college and transfer to a four-year university? Does the veteran student understand their how their VA education benefits work? 2. Exit Interview – When a veteran student transfers, are they ready for the four-year university? Are they prepared academically and emotionally to move on? 3. Monthly focus group sessions – Questions to find out if the veteran student has been successful in advocating for resources and acquiring the information they need for a successful transition into the two-year college and out of the two-year college. |
| **9B. What improvement plans did your program identify upon the assessment of each program? How has your program** **used the results of assessment to improve program learning outcomes? Please be as detailed as possible.** |
| Original SAO’s were not explicit or detailed and were difficult to assess.  The current SAO’s provided in this document should be the base for going forward. |
| **9C. Describe how the program has made use of information from the data it has from program learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| A successful program must provide a culture of trust and connectedness across the campus community and within the military-connected population to promote well-being and success for military-connected students and their dependents. For the past 10 years, both the Coordinator and Counselor have worked to develop this student/program learning outcome. Based on survey results from 2018-19 year, this SAO has been successful. |
| **9**D**. How does your program ensure that students are aware of the program outcomes?** |
| These information should be included on the BCC Veteran webpage and posted in the VRC. It is currently not available to them. |
| **9**E**. Where are the program level outcomes published? If on a website, please specify the URL.** |
| Current not available. The last outcomes were published in 2012-13. |

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| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Program/Discipline: | Veteran Services |
| Action Name: | Program Outcomes Availability |
| Description: | Program outcomes should be made available to all veteran students. This can be accomplished by posting on the website, CANVAS page, emailed to veteran students. |
| Completion Timeline | Spring 2023 |
| Responsible person: | Veteran Services Coordinator |

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| 1. **ENGAGEMENT** |
| **10A. Discuss how staff and faculty have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time staff participate in.** |
| Coordinator: Roundtable, Professional Development and Classified Senate Officer.  Counselor: BIT |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Coordinator and Counselor have contacted and met with outside veteran agencies to develop resources nd connections for veterans: Swords to Plowshares, Operation Dignity, Shelter Inc., EDD. |
| **10C. Discuss how classified staff are included in program training, discussions, and decision-making.** |
| The Coordinator position is a classified position and is responsible for the program running and functioning smoothly. Decision-making is currently made by the Coordinator working with the VPSS and by attending seminars, workshops, monthly regional meetings to ensure that the program follows all rules and regulations established by federal law.  VPSS is the overall program manager and signs off on all required documents needed for the VA and for CSSAVE (CSSAVE is the California equivalent of the VA). |
| 1. **10D. Discuss the relationship and engagement with other student services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| Veteran Services coordinates and partners with EOPS and CalWorks because many veteran students also qualify for their services. There is a combined tutoring program in EOPS and Veteran Services for Math and English. This working relationship is well established.  An important partner is the Transfer and Career Center. The Coordinator for the Transfer and Career Center presents monthly at the BCC Veteran’s Club meetings, has appointments with individual veteran students and provides assistance with their PIQ’s if student is transferring to a UC.  Another partner is the Bursar. BCC receives hard copy tuition and fees checks for veteran students using their education benefits. The bursar deposits and credits the correct accounts. This is a very important relationship to ensure that payments are credited correctly. Business Services also provides assistance with requisitions and purchase orders. |

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| In the boxes below, add improvement actions that are directly related to **Engagement.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff |  |  |  |  |  |
| Student Worker |  |  |  |  |  |
| Part Time Faculty |  |  |  |  |  |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Program-wide PD needed |  | | |  |  |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) |  | | |  |  |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies | Ensure money is available for travel to WAVES, NAVPA and CCCCO trainings | | | $12,000 |  |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New | Veteran Services is part of the technology refresh plan. | | |  |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices | Veteran Services requires the VRC as well as three office space areas – 1 for the Coordinator, 1 for the Academic Counselor and a space for Veteran students to study and provide tutoring, as the VRC is small and more of a social area for veteran students. This was part of the new Milvia Street building plans. The decision was made for Veteran Services to stay where it is next to EOPS, with the addition of two offices for a total of three office spaces. | | |  | 1 |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) |  | | |  |  |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | With the current coordinator of the Veteran Services Program retiring in December 2021. It is imperative that the program retain its current employee assignment.  Veterans need an individual to go to for certification of education benefits, questions regarding the VA program and general needs. | | |  |  |

**Thank you for your time and effort in completing the Program Review!**

**Please email the completed Program Review to your Dean or Manager by November 30, 2021.**