



FULLERTON COLLEGE

ELEVATING.
EXCELLENCE.

Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Veterans Resource Center
Student Support Services Division

Statement of Collaboration





The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Nick Arman, Counselor/Coordinator
Marwin Luminarias, Student Services Coordinator
Tania McKeown, Certifying Official

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

<u>Dr. Nick Arman</u> Printed name of Principal Author	 <u>Nick Arman (Jan 12, 2023 18:36 PST)</u> Signature	Counselor/Coordinator Title	Jan 12, 2023 Date
<u>Dr. Elaine Lipiz Gonzalez</u> Printed name of Department Manager	 <u>Elaine Lipiz Gonzalez (Jan 12, 2023 19:39 PST)</u> Signature	Dean, Student Support Services Title	Jan 12, 2023 Date
<u>Dr. Elaine Lipiz Gonzalez</u> Printed name of Dean or Immediate Management Supervisor (IMS)	 <u>Elaine Lipiz Gonzalez (Jan 12, 2023 19:39 PST)</u> Signature	Dean, Student Support Services Title	Jan 12, 2023 Date
<u>Gilbert Contreras</u>	 <u>Gilbert Contreras (Jan 12, 2023 19:42 PST)</u>	Vpss	Jan 12, 2023

1.0 Mission and Goals

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

Mission: The Veterans Resource Center (VRC) aligns with Fullerton College's mission to advance student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associates degrees, and transfer. Similarly, the VRC fosters a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members. The primary objective and mission of the VRC is to support the Veteran students, dependents, and service members that attend the college by providing engaging resources, events, workshops, seminars, academic counseling, and resources that support their academic success.

Vision: The VRC cultivates a culture and camaraderie for Veteran students, dependents, and service members of Fullerton College which supports the vision of helping transform lives and inspire positive change in the world.

Core Values: The VRC supports the core values of community, diversity, equity, excellence, growth, inclusivity, innovation, integrity, partnership, respect, and responsibility with each veteran and family member it serves. The VRC and the Veteran students willingly accept responsibility for the betterment of the world around them and in the process, value and promote the wellbeing of our campus community.

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

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The main purpose of the Veterans Resource Center is to support currently over 900 Veteran students, eligible dependents, and service members with specialized academic planning, certification for Veterans Affairs education and vocational training benefits, and Veteran-specific support services. These services include academic and mental health counseling and support. The VRC hosts workshops and programs, many in collaboration with other support services provided by the college and/or community partners to help support the students. These workshops include (but are not limited to) topics in Financial Planning, Employment Development, University Transfer, CSU (California State University) Veterans Ambassador Program, Career & Resource Fairs, Student Forums, and Library Tours and Research workshops.

VRC personnel are comprised of two full-time classified staff members, Student Services Coordinator and a School Certifying Official, one full-time Counselor/Coordinator, three part-time counselors, and two professional experts to help support the VRC's goal of serving all the College's Veteran students, dependents, and service members. There is an active recruitment of a permanent classified, Student Services Specialist position vacant since March 2022. Additional manpower is supplemented with Veteran Affairs Work-Study students.

The VRC staff conducts targeted in-reach and outreach events, workshops, seminars, and provides support groups that assist in the reintegration of student veterans and their families. Lastly, veterans of the

community, government agencies, local California State University and University of California campuses, and community organizations are regular participants and contributors to the ongoing workshops, seminars, and events hosted by the VRC that aim to empower veterans with information on VA health and education benefits.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Classified - Certifying Official	1	100%	12	General	1
Classified - Student Services Coordinator	1	100%	12	General	1
Classified - Student Services Specialist	Recruitment in progress	100%	12	General	1
Faculty (full-time) Veterans Counselor/Coordinator	1	100%	12	General	1
Faculty (part-time) Veterans Counselor	1	58%	12	Categorical	.58
Faculty (part-time) Veterans Counselor	1	53%	12	Categorical	.53
Faculty (part-time) Veterans Counselor	1	50%	12	Categorical	.50
Hourly - Adult Professional Expert	1	38.75%	8	Categorical	0.39
Hourly - Adult Professional Expert	1	38.75%	8	Categorical	0.39
				Total FTE	6.39

2.3 Other Resources

OTHER RESOURCES					
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)	
Volunteer - Outside the Wire	Mental Health Counseling	2-4/ week	\$0	N/A	
Volunteer - VA Work Study (VWS)	Administrative Support (5 VWS)	15-20 /week ea.	\$0	N/A	
Volunteer - Counseling Intern	Counseling Support	18 / week	\$0	N/A	
Total Hours & Costs				Total FTE	0.10

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

Since the last program review in 2018/2019, the VRC experienced several changes to staffing, including the loss of the FT Student Services Specialist, and temporary loss of the FT Counselor/Coordinator who accepted an interim admin position for nearly a year, resulting in the need to supplant manpower for programming and counseling services. Moreover, because of the COVID-19 pandemic, the VRC sustained a loss of 23.3% of unduplicated students collecting VA benefits from AY 2019-20 to 2021-22. Additionally, CCC Apply data shows that Fullerton College received and is currently in the process of matriculating 233 incoming military-connected students for Spring 2023. This data is not conclusive since the college will continue to accept applications through the beginning of the term. This is a decline of 23.9% since the last program review cycle (Spring 2019).

Beginning January 2021, Fullerton College was awarded a three-year grant from the Department of Education for the Center of Excellence for Veteran Student Success, which afforded the VRC the opportunity to address the loss in personnel and growing military-affiliated students at Fullerton College, by hiring a FT Student Services Coordinator and an additional adjunct counselor, who provides an additional 18 counseling hours to students weekly. Furthermore, two Professional Experts were hired to absorb many of the duties performed by the Student Services Specialist which remains vacant; one has resigned, leaving with the department with one professional expert to perform those duties. Recruitment for this position is currently underway. Recently, the VRC hired a third professional expert to oversee MilCPL or Military Credit for Prior Learning at Fullerton College. The VRC continues to adjust programming and support services to accommodate the growing number of Veteran students, dependents, active duty, and Reserve service-members at Fullerton College.

2.5 How many students are served? How has this number changed since the last review?

In AY 2021-22, Fullerton College served 3,494 (pending more data from ACT) self-identified military-connected students (duplicated). This number represents a 65.4% decrease from the last evaluation cycle. It is very important to note that this number is not an accurate representation of the actual number of student contacts made by the department since the last evaluation cycle. There were several factors contributing to this significant difference. The decrease is directly related to 1) the decrease in students enrolled at FC, 2) enforced COVID-19 policies by the North Orange Community College District, 3) modality of course offerings by the institution, and 4) SARS Tracking was not operational from the time of the campus closure due to the COVID-19 pandemic in March 2020 until May 2022, leaving the department with over two years without SARS Track data. Since AY 2018-19, the number of self-identified military-affiliated students registered for courses at Fullerton College decreased by 14.8%. While this number is significant, when compared to the 18.6% decrease in enrollment for non-veteran students at the college, the VRC continues to show resilience while serving this unique student population. Also, by hiring additional manpower (Student Services Coordinator, additional adjunct counselor, and two professional experts) it enabled the VRC to generate added resources for students through academic counseling, and the development, implementation, and execution of new student support services, seminars, and workshops.

- 2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

Since the 2018-19 program review, the number of Veteran and military-affiliated students attending Fullerton College decreased, however, it is expected that the number of military-connected students will continue growing with the increased number of in-person course offerings, and recent policy changes to the Veterans Readiness and Employment (VR&E)(Chapter 31) not drawing down from the Post- 9/11 GI Bill (Chapter 33) benefit entitlement. To support student success and provide students with adequate information and resources, it is important to have consistent staffing in the VRC. The administrative support staff is regularly being supplemented by VA work-study students who have exceedingly high turnover rates due to VA contractual agreements and transfer to 4-year institutions. The high turnover in VA Work-study personnel requires new hire training and/or retraining regularly. The time required to professionally train new personnel takes time away from providing workshops, seminars, events, and resources to the students. The VRC needs a consistent staff to successfully accomplish its mission and goals which seek to support student success.

- 2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

As a result of the Covid-19 Pandemic and the campus closure, Fullerton College suffered an attrition of 23.3% of its military-connected students who previously collected VA benefits. With current enrollment trends and recent changes to the Department of Veterans Affairs (VA) rules/policies regarding education benefits (April 2021), Veterans can further maximize their benefits. It is expected that because of the VA's recent policy changes, we will experience an increase in the number of veterans enrolling at Fullerton College.

- 2.8 Provide any other data that is relevant to your self-study.

The following self-reported data, generated from SARS report, document VRC utilization by students in AY 2021-22. Please note that SARS is an appointment scheduling system and may not capture accurate, non-counseling appointment student contact. Students may come into the VRC with multiple service needs and only identify one service in the chart listed below, thus resulting in skewed data.

	2021						2022						Total
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Event		16	39										55
Phone	5	17	5	2	4		2	9	4	4			52
Email	29	79	115	128	139	105	125	63	86	71	105	509	1554
Intake		1											1
Parent School Letter	3	16	3	2				1					25
Certification	6	231	10	15	1	0	211	3	18	0	0	95	590
Camaraderie					28								28
Computer		5											5
General Information	3	2	3	1	2								11
Referral	2	1		1			1		2				7
Study													0
Tutoring													0
Workshop		22											22
Counseling	145	139	86	68	137	109	133	56	39	46	108	78	1144
Total Monthly Contacts	193	529	261	217	311	214	472	132	149	121	213	682	

3494 Total Contacts (2021-2022)

Notes:

Phone, Email, Intake, Parent School Letter, General Info numbers come from the Blue Contact Forms
 Phone contacts are based on the recorded instances in the "Blue Contact forms" in the V-drive.
 Added +400 contacts in June to indicate the estimated number of email contacts through newsletters and weekly email updates from the VRC to over 900+ veterans (report from ARGOS) for AY 2021-22.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

1. The Fullerton College VRC provides excellent comprehensive/wrap around services for new and returning veteran students, including but not limited to specialized academic counseling, Vet to Vet tutoring, mental health counseling, and one-stop shop for campus information and resources.
2. The VRC provides an excellent new student intake for military-connected students.
3. The VRC provides a safe place of camaraderie for all student veterans, but especially for those with physical and psychological challenges and who struggle readjusting to college.
4. The VRC collaborates with other student services on campus, as well as community agencies to provide specialized services for military-connected students in several areas, such as academic, mental health, financial and housing insecurities, and employment assistance.
5. The VRC hosts veteran-specific employment events that assist with employment opportunities.
6. The VRC hired a full-time Student Services Coordinator.
7. The VRC hired an additional adjunct Veterans Counselor.

3.2 Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

1. Inadequate staffing needed to serve the growing veteran population. With recent Department of Veterans Affairs policies regarding education and vocational training programs and the growing number of new military-connected students at Fullerton College, if the VRC maintains its current employee infrastructure, providing adequate services to the growing population will become an even greater challenge.
2. Limited resources make it difficult to follow-up with continuing students- especially those who are struggling and may not come to the VRC for help.
3. The VRC relies heavily on Veteran Work-study (VWS) students to handle a bulk of student contacts. With a high turnover rate constant training is required.
4. Thorough ability to provide campus-wide assistance in serving Veteran students with disabilities because of limited office space.
5. Inability to provide in-house mental health services due to current transitional space.
6. The VRC currently does not have a full-time Student Services Technician needed to provide consistent administrative/office support.
7. The VRC is limited to certifying VA benefits when the full-time Certifying Official is out.
8. There is a lack of consistency in the services and programming provided in the VRC due to the high turnover rate of VWS students.
9. Reduced involvement in community-based activities and outreach efforts due to the limited number of consistent office support staff dedicated to student traffic in the center.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

1. The VRC's reputation in the community will continue to expand and allow for all new Veteran and military-affiliated students an opportunity to complete their academic and career goals.
2. The future relocation of the VRC provides an opportunity for the department to be housed in a larger space to accommodate the growing number of students served by the VRC, and the need to increase and improve services and programming to meet the needs of Veteran and military-affiliated students.
4. Additional staffing (Student Services Technician) would have a positive impact in efforts to provide consistent programming and services.
5. Continued redesign of the program's procedures to increase efficiency and services (as needed).
6. Increase collaboration with both on-campus and community partners and agencies to better serve the military-connected student population at Fullerton College

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

1. Continuing to provide timely, effective, and consistent services for the large number of students the VRC serves without consistent staff in the department.
2. Obtaining campus-wide "buy-in", so that providing specialized services for veterans is a priority for the college.
3. Training campus staff and faculty in numerous areas dealing with their role in the provision of mandated accommodations as it relates to the Veterans Administration (VA).
4. Interfacing with other agencies, coordinating services, and community outreach.
5. Participating in campus-wide in-reach activities due to lack of consistent staffing.
6. Getting approval for new positions that will be needed to meet the campus' needs of providing consistent services to veterans in a timely and effective manner.
7. Office and storage space continues to be a challenge for the VRC.

8. The VRC occupies a transitional space in a bungalow converted into the department's current location. This space does not provide private offices needed for counselors to meet with students, and especially for mental health counseling.

9. The VRC struggles with long-term planning due to its reliance on soft funds such as grants and categorical funding from the state.

4.0 Service Area Outcomes (SAO)/Student Learning Outcomes (SLO) Assessment

Note: Section 4.9 is new. Please review before filling out your SAO/SLO tables below.

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

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) /Data Used For Improvement	Number of Cycles Completed
1.	Continuing; measured previously and will continue measuring. VRC students will receive email reminders informing them to visit the VRC for the Veterans Administration (VA) certification or priority registration process.	Academic Year	AY 2019-20 AY 2020-21 AY 2021-22	Data determined that our process needed improvement with delivery modality and frequency. Upon implementation of changed approach, we did see a improvement	3
2.	Continuing; measured previously and will continue measuring. VRC will increase the number of Veteran students who complete their required counseling appointments by providing email and phone call reminders by Veteran Work-Study staff members.	Academic Year	AY 2019-20 AY 2020-21 AY 2021-22	High turnover in admin support personnel (SSS and student hourly staff) has made it difficult for the department to perform the in-reach efforts needed to increase the number of students seeing their academic counselors.	3
3	Discontinued; measured previously to determine efficacy of the orientation. Incoming Veteran students who complete a New Student Intake will report higher academic success rates	Academic Year	AY 2019-20 AY 2020-21 AY 2021-22	Data determined that there is not a direct correlation to academic success for students completing the orientation	3

4	Continuing; measured previously and will continue measuring. Outreach efforts (e.g. email, social media, counselors, etc.) aimed to inform students to request timely certifications will result in student Veterans communicating timely requests for VA benefits certification	Ongoing	Ongoing	Ongoing	Every term, including summer(s) and intersession(s).
5	VRC will provide campus-wide staff development to ensure that awareness and training about Veteran-specific issues is provided to all campus personnel	Academic Year	AY 2019-20 AY 2021-22	Despite continued efforts of providing campus-wide staff development training, there is still much to be done in these efforts.	2

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. The intended outcome is that 100% of Veteran students requiring VA certification or Priority Registration will receive the email and apply for certification/complete the process for priority registration.</p> <p>Further, this Outcome intends to improve the overall life quality of our Veteran students by reducing anxiety/stress related to timely VA educational benefits compensation.</p>	<p>The VRC email will be deemed successful if all VA Certifications are complete prior to the first week of the new semester (for certification requests submitted prior to the beginning of the semester)</p>		<p>Continue to utilize effective tools to communicate with Veteran students, or develop a more effective way of reaching out to the students</p>
<p>2. Increase the number of students attending their counseling appointments prior to Priority Registration cycle each term. Students will be reminded of their appointment the evening prior to their appointment to ensure they do not forget about their scheduled appointment.</p>	<p>SARS reports</p>	<p>Students contacted by a VRC-initiated phone call and who opted in to receive text message reminders by the SARS system are twice as likely to attend a scheduled counseling appointment.</p> <p>Furthermore, the number of students submitting their Request for Certification of VA benefits in a timely manner has also increased because of students being contacted and attending their appointments prior to PR.</p>	<p>Results will be utilized to evaluate the effectiveness of this SAO</p>

3. Students will learn successful matriculation practices, including information about VA requirements and available on/off campus support services and resources to increase academic success	Student Surveys	Connecting students to resources during times of need has proven to increase retention, as well as academic success overall	Modify new student orientation as needed, and redesign workshop series to include topics requested by the students
4. Veteran students will communicate timely requests for VA benefits certification based on training and outreach efforts made by VRC staff.	Criteria will be a measurement of number of certifications completed after the first week of each semester (excluding late starting short term courses).	Fall '21 – certified Veteran students Spring '22– certified Veteran students Summer '22 –certified Veteran students	
5. Veterans Sensitivity and Awareness training was presented campus-wide in various settings, e.g., Department/Division meetings, New FT and Adjunct Faculty training seminars, etc.	Post training evaluations collected from each participant at the conclusion of each training session	Staff (and students alike) continue to benefit from the training offered to all employee groups of the college community	Increased sensitivity and awareness about the Veteran student population. Continue facilitating workshops and training seminars in the future
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. N/A			
2. N/A			

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

1. Military-affiliated students benefit from timely VA certification
2. Decrease in requests for financial assistance and referrals to community partners.
3. VRC received multiple communications from faculty and classified staff explaining how they benefited from participating in Veteran sensitivity training. They also reported a greater level of comfort working with Veteran students.
4. VRC receives fewer complaints about faculty and staff demonstrating insensitivity to Veteran student issues.
5. Students have benefitted as the faculty who participated in sensitivity and awareness training about military culture and student issues.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?
N/A - The VRC does not teach instructional courses and does not have SLOs.

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

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

2. Inadequate staffing needed to serve the growing veteran population. With high work study turnover, it is difficult to maintain a sustained and committed staff.
3. Inadequate space needed to house the department staff

4.6 Describe how the program's SAOs/SLOs are linked to the [college's goals](#).

The VRC's SAO goals of facilitating campus-wide sensitivity training about Veteran student needs, teaching students how to successfully matriculate and navigate VA educational benefits, increasing counseling contacts, ensuring that requests for VA certifications are submitted in a timely manner, and to improve the overall quality of life for our student Veterans, are all linked to the college's goals. VRC student success will be promoted as faculty and staff continue to understand how to work with Veteran students, especially those with disabilities. In collaboration with various programs and support services both on and off campus, the VRC will be able to continue to increase veteran student success, strengthen connections and partnerships, and close the Veteran student achievement gap.

4.7 Describe how the program's SAOs/SLOs support the achievement of the [institution level SLOs](#).

The VRC's SAO goals of increasing the number of students who complete their required counseling appointments and outreach efforts are linked to the institution's SLOs. VRC students will use priority registration to register for the appropriate courses needed to complete their educational goals to meet those institutional SLO goals. Workshops hosted by the VRC throughout the year are aligned with the institution's SLOs and designed to help students learn competencies in all the ISLO areas.

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

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

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

1. Utilization of services provided by the VRC has decreased
2. The Veteran student population has decreased by 14.8% since AY 2018-19
3. Students and FC personnel rate VRC services highly
4. The number of Veteran students on the Deans' and President's lists have increased over the years
5. Institutional reports indicate that the overall GPA of all students increased by 1.95% to 2.62 from AY 2017-18 (Note: AY 2018-19 data was not available due to error in the system. However, despite this increase in GPA averages for non-military connected students, the Veteran student population

overall GPA rates remain higher than the general student population with an overall average GPA of 2.69.

6. Achievement gap: In AY 2021-22 data showed that the general student population academic history is reported at 82.3% completion rates with 68.4% success rates, a decrease of about 1.0%. The Veteran student academic history is reported at 89.6% completion rates with 72.3% success rates, an increase of over 4.5% for completion and 2.3% for success. It can be deduced with this data that VRC programming and efforts are effective in assisting students achieve academic success.

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

1. The population of Veteran students decreased by 14.8% from FY 18-19 and FY 21-22. To focus on retention and recruitment, the VRC hired a Student Services Specialist, 1 Adjunct Counselor, and two professional experts (to focus on case management/in-reach efforts and military credit for prior learning efforts)
2. VRC services have been streamlined as a result. Examples include but are not limited to:
 - a. Tutoring services- STEM tutors are being hired for SP23 to accommodate increased student demand with all Biology, chemistry, and physics courses.
 - b. Mental Health Counseling – Volunteer mental health services provided by U.S. Vets have increased, including case management.
 - c. The VRC has a dedicated study lounge with computers and printing capabilities for students.
 - d. The VRC has a partnership with California State University Fullerton's VRC, who committed regular visits from their Educational Access Coordinator to assist and mentor FC students in their transition to the CSU system.

4.9 At least one SAO/SLO listed in 4.1 should address the following:

A. List the SAO/SLO that focuses on individual student learning or actions.

SAO#1 Continuing; measured previously and will continue measuring.

VRC will increase the number of Veteran students who complete their required counseling appointments by providing email and phone call reminders by Veteran Work-Study staff members.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

Using SARS and OIE reports, we will be able to identify student demographics (e.g. race, ethnicity, gender, etc.) in relation to attending counseling appointments in the VRC.

C. Identify a process for using outcome assessment data to improve student services programs

We will collect yearly data to determine trends to engage in targeted in-reach and interventions to increase student engagement (counseling appointment attendance) for said populations.

- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable). N/A

5.0 Evaluation of Progress Toward Previous Goals (Future program review templates for this section will identify “previous goals” as “previous strategic action plans”.)

- 5.1 List the goals from your last self-study/program review.

1. SAP #1. Student Services Technician, Veterans Resource Center
2. SAP #2. Academic Tutors
3. SAP #3. VRC – New Space in response to renovation of building 500

- 5.2 Describe the level of success and/or progress achieved in the goals listed above.

1. This goal was not met.
2. The VRC provided tutoring to its student for English and Math prior to the Covid-19 shutdown. However, during the pandemic the VRC did not provide remote tutoring services for military-connected students due to the campus being shut down. Data showed that our students did not utilize zoom /online tutorial services provided. STEM tutors are being hired for Spring 2023 to include Sciences (natural and biological sciences) and math for all levels.
3. The VRC was relocated to a temporary space - converted classrooms. The current space does not account for sufficient office space for all counselors. Mental health counseling services provided by U.S. Vets are only provided remotely due to not having a secure office space for confidential counseling.

- 5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

1. SAP #3- Academic Tutors: The VRC provided tutoring services for English and Math. Data prior to the campus closure due to the pandemic showed that over 250 students were seeking tutoring services each semester, and that there was a direct correlation between Vet-to-Vet tutoring services and overall improvement of academic success among this student population. Graduation and transfer rates for Veterans, dependents, and service members have increased since the last program review cycle. During the campus shut down, the students did not seek or utilize remote/virtual tutoring services, thus tutoring services were not provided in the part of AY 2020-2021 and AY 2021-22. Feedback from the veteran students about the tutoring services reflects the overall positive impact this SAP has had in the Veterans Resource Center and is the reason the VRC will be hiring tutors for Spring 2023.

- 5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

1. SAP #2- Academic Tutors:
The VRC maintained a dedicated peer tutoring staff. Data during this evaluation cycle shows that prior to the campus closer due to the pandemic, over 250 students utilized tutoring

services each semester, and that there is a direct correlation between the tutoring services and overall improvement of academic success among this student population. Data shows that general student population completion and success rates have decreased since the last program review cycle, whereas the data for Veteran students show an increase in completion and success rates. Lastly, feedback from the veteran students about the tutoring services reflects the overall positive impact this SAP has had in the Veterans Resource Center.

2. SAP #3- Veterans Resource Center (VRC) new space in response to renovation of building 500. Since the last evaluation cycle, the VRC was relocated to its current transition space in the 1901/02 bungalows. This space is larger and can serve more students and members of the community. It is built to maximize the space while housing the entire team/department under one roof. The only challenge in this space is that there are not private offices, creating a challenge for the counseling faculty to engage students in private discussions, or invite our community partner Outside The Wire to house mental health clinicians in our area for mental health counseling.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program? N/A

5.6. If funds were not allocated in the last review cycle, how did it impact your program? As previously mentioned, the VRC continues to struggle with consistent staffing in the VRC. A Student Services Technician (SST) would balance the current employees' workload and reduce personnel stress. Additionally, an SST would help the department provide more consistent student programming aim to increase academic and personal success for our students and enable the department to collaborate more with community partners to provide additional support needed for our military-connected students.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Student Services Technician, Veterans Resource Center
List College goal/objective the plan meets:	College Goal #: 1 & 2 Objective #: 1, 2, 3, & 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Providing consistent, reliable, and stable office and administrative support of the VRC's ongoing and evolving administrative needs. A Student Services Technician would provide the Veterans Resource Center with consistent and reliable office support. This position would ease the high turnover rate of our existing office support staff supplemented by VA work-study students. This position will help train incoming VA work-studies, stay abreast of basic Veterans Administration guidelines; policies and procedures, streamline a New Student-Veteran Intake process, create, and maintain internal database on the more than 1,400 students the VRC serves. The timeframe to satisfy this SAP would be prior to the VRC relocation.

	The proposed relocation documents a substantial increase in space for the department. This translates to the need for additional administrative support to assist with daily operations, improved and new programming and services, and support student demand.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The full-time Student Services Technician would: <ul style="list-style-type: none"> - Streamline the New Student Intake process for military-connected students - Collaborate with all VRC personnel to develop a Veteran-specific group orientation - Create a welcoming environment for our incoming veterans, dependents, service members, and members of the community visiting the VRC. - Generate a welcoming community/environment in support of the new students' success - Measure an Increase in student retention - Measure an increase in student success
What specific aspects of this SAP can be accomplished without additional financial resources?	NONE

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$68,000	General Funds or Grant Funding
Facilities		
Equipment	\$5,000	General Funds or Grant Funding
Supplies		
Computer Hardware	\$2,500	General Funds or Grant Funding
Computer Software		
Training		
Other		
Total Requested Amount	\$75,500	General Funds or Grant Funding

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (Formerly called short-term goal)	Veterans Resource Center (VRC) new space in response to current temporary (swing) space
List College goal/objective the plan meets:	All of them
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	1901/1902, current home of the VRC, are two instructional classrooms converted to the current VRC space. The VRC previously occupied space in building 500, which is scheduled to undergo renovation. The building 500 renovation masterplan does not include housing the VRC in the building, thus the program was relocated to its current temporary space.

	The new space needs to increase inside to accommodate the rapid growth of the student Veterans, dependents, and service members at FC, as well as the anticipated increase in disabled student veterans, and support the services and programming needed to meet the needs of this student population. The new space will house the current staff, the new Student Services Technician, and current off-campus organizations with MOUs and others with pending MOUs to provide additional services to our students. U.S. Vets, a non-profit organization with a mission to “end homelessness in the U.S.” was awarded a grant for a five-year cycle in which Fullerton College VRC was written into the grant, enabling the VRC to increase targeted mental health services to Veterans and all military-affiliated students, especially those suffering from PTSD (Post Traumatic Stress Disorder) and TBI (Traumatic Brain Injury).	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in success and completion rates, increase in transfer and degree/certificate conferral rates and increase in engagement of VRC students with community resources.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. If the VRC does not have the space it requires to deliver support services to military-connected students, the department will not be able to provide all the above-mentioned support services and programming.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	To be determined by campus leadership	To be determined by campus leadership
Equipment		
Supplies		
Computer Hardware	\$30,000	To be determined by campus leadership
Computer Software	\$25,000	General Funds or Grant Funds
Training		
Other	Cost estimate to be determined	To be determined by campus leadership
Total Requested Amount	Cost estimate to be determined	To be determined by campus leadership

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (Formerly called short-term goal)	VRC Success Program

List College goal/objective the plan meets:	College Goal #: 1 and 3 Objective #: All objectives /3
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Hire a Professional expert to coordinate said program. Prof Expert, Counselor/Coordinator, and Student Services Coordinator will develop an outline for a new ongoing, multi-phased veterans' success program. This program will expand the current orientation for incoming veteran students to include small groups and individualized sessions designed to better prepare the student (emotionally, academically, and socially) for the college experience and provide support services and resources by community partners. The program will include follow-up procedures with Veteran students who complete the orientation.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in success and completion rates, increase in transfer and degree/certificate conferral rates and increase engagement of VRC students with community resources.
What specific aspects of this SAP can be accomplished without additional financial resources?	Can only be accomplished with a dedicated VRC space large enough to conduct veteran-specific orientations that outline VA policies and procedures that align with the FC core values and prepares students for a positive and successful college experience.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$19,700	General Funds or Grant Funding
Facilities		
Equipment		
Supplies	\$3,500	General Funds or Grant Funding
Computer Hardware	\$2,200	General Funds or Grant Funding
Computer Software	\$2,000	General Funds or Grant Funding
Training		
Other		
Total Requested Amount	\$27,400	General Funds or Grant Funding

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name: (Formerly called short-term goal)	Mentorship Program for Veterans
List College goal/objective the plan meets:	College Goal #: All of them Objective #: G1 (all 5), G2 (obj. 2 and 4), G3 (obj. 2 and 3), G4 (obj. 3)
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A Professional Expert will be hired to oversee this project. This position will develop and oversee a formal mentorship program strategically designed for Veteran students to foster a supportive campus environment and impart knowledge and tools for them to be successful in various aspects of their lives.

What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased engagement with military-connected students.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. Without hiring a Professional Expert to develop and maintain this project, the VRC will not be able to advance this project.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$19,700	General Funds or Grant Funding
Facilities		
Equipment		
Supplies	\$3,500	General Funds or Grant Funding
Computer Hardware	\$2,200	General Funds or Grant Funding
Computer Software	\$2,000	General Funds or Grant Funding
Training		
Other	\$2,600	General Funds or Grant Funding
Total Requested Amount	\$30,000	General Funds or Grant Funding

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

As noted throughout the Program Review Self Study report, the Veterans Resource Center continues to struggle with personnel and space related issues. The VRC is now in the 1900 building (bungalows), rooms 1901/2. The current space was identified as a transitional space until a new Student Services Instructional building is built. The VRC vacated its previous space in the 500 building because that building is scheduled for renovation and [the VRC] is not included in the new building's Master Plan. Furthermore, data shows that the Veteran student population, despite a significant decrease in enrollment due to the COVID-19 pandemic, is growing, and is expected to continue growing in the years to come in response to downsizing of the military, legislative changes enhancing GI Bill benefits, and the Department of Veteran Affairs policy changes to education and vocational training programs. In response, several long-term plans have been identified. For the VRC to continue providing adequate services and develop programming which supports the needs of this increasingly growing military-connected student population, continued collaboration with community resources is necessary. The College is collaborating with VRC staff and students to determine what the Veteran student population's needs are in efforts for the department's new space in the future Student Services instructional building. With an undersized staff, current employees are working extra hard and overtime hours to accomplish the mission of the VRC of providing student support. Additionally, the program continues to experience a high Veteran Work Study turnover, which requires ongoing new employee training which takes time away from programming and student services. A full-time Student Services Technician is needed to help balance the current employees' workload and reduce personnel stress, especially in a new facility to accommodate student growth and expanded programs. To continue providing consistent academic support and accomplish the goal of certifying the Veterans for benefits in a timely manner, the VRC will need to retain its current counseling staff (1 full time counselor/coordinator and three adjunct counselors) or hire an additional FT Veterans Counselor and retain one adjunct counselor. The VRC will also need to develop a new orientation program, expanding on the current one, that will provide students with the tools necessary to become successful learners. Furthermore, during the pandemic campus closer the VRC lost its tutoring staff and rehiring tutors is essential for many of our students' academic success, especially with curricular changes due to

AB1705. The VRC plans to expand in space to accommodate and support the growing number of Veterans, especially those with disabilities. Lastly, the VRC recently hired a Professional Expert to oversee the MilCPL or Military Credit for Prior Learning at Fullerton College. The VRC will advocate for policy changes at Fullerton College so that Veteran students will be awarded more credits for military service/training towards associate degrees and/or certificates, which include but is not limited to the Joint Services Transcripts (JST) or the Sailor-Marine American Council on Education Registry Transcript (SMART), and/or any other military issued transcripts.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

See SAPs 1-4

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information not mentioned in other sections of this document.

The Veterans Resource Center (VRC) program is uniquely charged with assisting the campus and students who are Active Duty, Reservists, military veterans, and eligible dependents with veteran-specific benefits and issues. However, the VRC serves all Fullerton College students as appropriate. The challenges of meeting these charges have increased as the number of Veteran students (unduplicated) is growing since the campus closure due to the pandemic, and recent policy changes to Department of Veterans Affairs education and vocational training programs. The VRC team, with positive attitudes and efforts, finds ways to improve program procedures, delivery of services, and to streamline services by employing Veteran Work Study students in the most effective and cost-efficient ways.

Consequent to the enrollment decline, the VRC engaged in retention and recruitment efforts. The department's faculty and staff have been stretched too thinly despite the efforts mentioned earlier to improve efficiency. Additional resources, funding, and personnel are needed to continue meeting the needs of Veteran and military-connected students, especially those with disabilities. Providing veteran-specific services such as VA certification or academic educational plans that adhere to VA requirements is mandated. The VRC is the designated office to support the campus in providing these mandates. It is not possible to predict the growth of this student population or the services this unique student population will need to help them achieve academic success and close the academic achievement gap. If the campus experiences a similar growth in Veteran students, like the 23.3% growth from the previous Program Review, to continue providing the much-needed academic support, especially with the curricular changes made in response to AB705 and AB1705, the VRC will need to rehire academic tutors. It would be prudent if the campus would identify the minimum level of staffing needed to efficiently serve the Veteran student population and fund these staff with general funds. This would allow for the State allocated funding to be used for additional programming and support services. Furthermore, the pending relocation of the department to a new student services instructional building from its current transitional space in 1901/02 must be met with a sense of priority and consider the expected growth of students served by the VRC. The new space the department will occupy needs to be significantly larger to effectively serve this unique student population. The VRC hopes to continue to be the resource for the campus in the provision of services to Veteran students, their dependents, and those currently serving in the military to help them maximize their academic potentials and achieve their goals of academic and professional success.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs must document their publications (websites, brochures, magazines, pamphlets, etc.) used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far-right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
VRC Website	01/09/2023	Yes	https://veterans.fullcoll.edu/

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Elaine Lipiz Gonzalez

Dean, Student Support Services

Jan 12, 2023

Printed name of IMS

Title

Date

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.