

PROGRAM REVIEW Fall 2019

Program: Las Positas College Veterans First Program

Division: Enrollment Services

Date: 9/28/2019

Writer(s): Todd Steffan

SLO/SAO Point-Person: Todd Steffan

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The Veterans First Program was established as an official program at Las Positas College in 2008. At that time, there were approximately 100 student veterans on campus. There was one person dedicated towards serving veterans, and the position then was 75% financial aid 25% veterans specialist. At that time, the only service provided was processing educational benefits. Since then, the program has grown dramatically to focusing on the success and transition of student veterans from military life to college life for over 600 student veterans, active duty, reservists/guard, and dependents/spouses. Of the 600, over 300 utilize their VA educational benefits annually.

The program is housed in a 2,000 sq. foot dedicated space for student veterans. It has been recognized as a model center in the state and a signature program for Las Positas College. Due to the growth of the student veterans we serve and the support services we offer, the center is no longer adequate for serving the number of student veterans, as well as providing the needed office space for staff. It now has a full-time Veterans Specialist, full-time Veterans Counselor, and a full-time Veterans Supervisor utilizing all available offices in the center. This past Spring 2019, the storage room in the Veterans Resource Center was converted to a functional office space with a phone and soon to be installed networked computer. The Veterans First Program continues to develop new and strengthen current services and programs to serve student veterans, active duty, reservists/guard, and dependents of Veterans. Expansion of services and programs is limited due to the current space designated for the center.

B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

It has been almost a full year with the addition of a full-time Veterans Specialist. With the increase of student veterans attending Las Positas College and new services and programs provided, it was no longer effective and efficient with only having the Veterans Coordinator process VA educational benefits. Due to program growth and the increasing visibility and connection with the local community, it was vital that we hired a full-time Veterans Specialist. Utilizing part time positions to get by could no longer be done without a delay in student veterans receiving their benefits. Having three fulltime dedicated staff in the Veterans Resource Center has helped with development of programs and services to support student success. In addition, the Department of Veterans Affairs has added new requirements, which has created more workload and demands on the school certifying official.

Because of the additional support and services, more office space is needed. With Measure A approved, and with one of its major items which voters voted for being improved services for Veterans, the new space needs to be designed with the idea of continued future growth. Although the number of student veterans head count has leveled some, per the current student services data packets, there is an increase in student veterans taking 12 units or more and an increase in returning student veterans. Continued efforts is needed to connect student Veterans with various services on campus, such as tutoring, RAW center, disability resource center, follow-up with the Veterans counselor, and other methods to assist with retention and increase in graduation rates.

As efforts to support retention and track usage of services, the Veterans First Program would like to request the purchase of Accudemia which would help with the scheduling of tutoring in the VRC, identifying when and type Veterans counseling needed in the VRC, and other follow-up tools with students. Accudemia would help the VFP team to connect more with student veterans on a regular basis. Furthermore, the application - MyVrc will be rolled out this fall which will strengthen our communication efforts in promoting important dates, such as priority registration, workshops for student veterans. MyVRC will help promote student retention and success.

Current data shows a trend from 13% in Fall 2015 to 15% in Fall 2018 students with occupational certificate supports the need to work closely with academics in developing and promoting certificates and job training programs, such as Engineering Technology, Fire Science, Welding, and other career technical training. Also, another increase in trends is as more online/hybrid classes are added onto the schedule, more student veterans are taking the combination of face to face and online courses. Because of the requirements with VA Post 9/11 educational benefits (majority of Veterans with VA benefits at LPC), in order to receive maximum VA benefits, they must take over half of the classes on campus.

It is important to inform and promote events and services offered in the LPC Veterans First Program to our local community partners, such as the Veterans of Foreign Wars (VFW), American Legion, and Rotary Club. Many of our community partners have been great supporters and sponsors of our programs, such as Operation Gateway. Our community partners help raise funds to reduce the financial challenges many student veterans face. There has been an increase with student veterans requesting support, such as gas cards, relief funds, etc. We will need to expand financial aid outreach and workshops in the Veterans Resource Center.

As the college has faced an increase of need for mental health services, we have also seen an increase of needs for mental health support. Additional focus and resources are needed to build mental health services available for student veterans in and outside of the Veterans Resource Center.

Some additional interesting trends to take note, the student Veterans age bracket of 25-29-year-old is 37%. Like LPC there has been a growing shift of more Latino student Veterans. Fall 2018 was 23%, while Fall 2018 was 33%. Another area of concern is 17% of Veterans are not college-level ready for math compared to 17% of non-Veterans at LPC. With the new AB705 reducing basic skills math, more resources such as embedded tutoring in the VRC is needed. Many Veterans have been out of school after service, 4-8 years, which math is one of those subjects if you don't use it you lose it. With VA benefits based on mandatory classes, when reducing basic skills these things need to be taken into strong consideration when building the schedule and the classes being offered.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

There has been an increase with student veterans requesting support, such as gas cards, relief funds, etc. We will need to expand financial aid outreach and workshops in the Veterans Resource Center., It is also very important to continue to be out in the community, present to various Veterans organizations and conferences, and marketing Veterans First programs and services, such as Operation Gateway. Funds raise help reduce the financial challenges many student Veterans face.

As the college has faced an increase of need for mental health services, we have also seen an increase of needs for mental health support. Additional focus and resources are needed to build mental health services available for student veterans in and outside of the Veterans Resource Center. More trainings and workshops will be needed to educate and train faculty, professional classified, and administrators in how to support and serve student veterans.

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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Past program reviews requested the need for key fulltime staff due to enrollment growth and need of the program. The Veterans Counselor was hired in Fall 2016 and the new Veterans Specialist was hired in Fall 2017. Both positions are critical in providing quality services and programs to the student veterans, active duty, reservists/guard, and spouse/dependents. Past program reviews stated need for a new dedicated space on campus for our Veterans. The vision is a one stop Veterans resource center. Although it has been out grown by the increase of usage and number of Veterans attending LPC, the current Veterans First Resource Center represents the college well and is considered a model center in the state and nation. We hear often times, walking into the LPC VRC and seeing staff, space, and services dedicated and in action, convinces them to attend LPC. Expansion of services through the California Community College Chancellors Veterans Resource Center grant has allowed to develop new and strengthen current programs and services offered by the Veterans First Program. Data is currently being collected which should support the need to build more intervention and follow-up services to support student Veterans' success.

There has been an increase from Fall 2014 to Fall 2018 with course success rate, 69% to 71% and also a drop in withdrawal rate from 16% in Fall 2014 to 13% in Fall 2019. This change may be due to the additional services and fulltime staff in the Veterans First Resource Center. More data needs to be collected to support this, but is a positive trend.

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<input checked="" type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support		Professional Development	<input checked="" type="checkbox"/>	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Space continues to be a need. With the additional fulltime staff, new programs and services offered, plans to continue to promote growth of student Veterans attending Las Positas College, additional space for storage, offices, study/tutoring, and other services will be key issue. There has been some progress made to address some of these space challenges which are a temporary fix. Converting the storage room in the VRC to an office/storage room, collaboration with other programs on campus to utilize space in their locations, such as in the tutorial center, library, and conference rooms in building 1600. Development of a new expanded Veterans Resource center with Measure A funds will be vital to the growth of the Veterans First Program and the services and programs provided. But this location is not expected to break ground 5-6 years from now.

Replacement of the current electric cart utilized on a regular basis for the Veterans First program still needs to be done. This cart is used to set up events, signage, pick up community members who attend Veterans events on campus who have mobility issues, transport student Veterans with mobility issues, and many other key functions.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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	External Factors	X	Learning Support		Professional Development	X	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

There are various obstacles the Veterans First Program continues to face in achieving plans and goals.
Goals of the program –

1. Expand services and programs to support retention and student success.
2. Meet the needs of current and future growth – space
3. Increase Funding – always a challenge. Although Veterans do generate a large amount of FTE funding. Advocate for state and federal on-going funding
4. Develop a new VRC to meet the needs of the future Veterans population at LPC

Obstacles of the program

1. Funding – program continues to have to raise own funds through fund raisers, grants, etc.
2. Space – Old VRC no longer meets the needs of the student Veterans
3. Involvement in planning of new VRC
4. Delays in receiving required data, such as graduation of Veterans and receiving/scanning of transcripts. Also, need the evaluation of courses from transcripts.

Positions still needed as program expands. The program has outgrown its space. With increases in the LPC student Veterans population, and utilization of the center and staffing, a new and larger center is needed. We lack office spaces to provide required confidentiality. Sounds travel through the walls. The study space is always crowded. Need more study spaces in the new center. Storage space is always an issue. The area in which student Veterans study, relax, connect with their peers is now too small and often is so crowded, that student Veterans do not utilize it. Especially during peak times. In Measure A, one of the key items was improving Veterans services, so a new VRC is needed soon. Even though the new VRC is not scheduled for a while, planning needs to begin soon since the new center will need to be relocated since it is currently in a building scheduled to be torn down. Very little discussion has been inclusive of or asked for input from Veterans First Program and the student Veterans it serves regarding the requirements and needs for the new VRC. We cannot expand services that require confidential offices, because all three offices in the VRC are occupied.

There is a challenge in obtaining reports, such as graduation of Veterans in a timely matter. Veterans Affairs now requires to report all completions of programs (associates and certificates) within 30 days of completion. Failure to do so is reported on the school comparison site provided by VA and is also a compliance issue.

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G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

<p>Focusing on student Veterans retention is a key goal, both short term and long term. The new Veterans Resource Center grant started October 1, 2018, but due to hiring process, staff started the beginning of 2019. These new part-time positions primary focus is follow up support, mentoring, and tutoring in the Veterans Resource Center. The goal is to provide additional follow-up support and increase retention. The mentoring program (MVP) Mentoring Veterans Program, was introduced at Operation Gateway (annual Veterans orientation/workshops) July 2019 with a mixer in Sept. 2019. A collaboration with the Livermore Rotary has been developed to provide a core group of community mentors. The focus for the initial is Operation Gateway 11 student Veterans, but will expand as this program grows.</p> <p>Funding continues to be an immediate plan, to continue to support resources and programs for Veterans. Continued advocating with political leaders and community organizations is vital. Fund raisers such as the 2.2 challenge walk / 5k will help bring awareness and also financial support.</p>							
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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

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It is always a long term goal to continue to advocate for additional needed dedicated funding

established for the operations of the VRC out of the regular operating budget of the college. Continue collaboration and planning with LPC business office and LPC foundation is needed

As mentioned, the Veterans First Program have out grown our center. The Veterans First Program received a Veterans Resource Center grant last year. The new staff require work spaces. Although some options of sharing space have been done in the meantime, permanent office space is needed. Also, would like to replace the old electric cart with a modern and efficient cart, which can transport people, signs, etc. better. The plan is to gather input from student Veterans as the program has done in the past to ensure a better VRC is developed which will help increase services and programs to Veterans which is one of the key items on Measure A.

Also another goal, expanding technology, such as the request to purchase Academia which could help with VRC tutoring scheduling and tracking, collecting data in which would help with scheduling counseling and staff.

MyVRC a app. is being purchased, which is to help with communication with student Veterans. The data from this will help determine the best methods of communication with student Veterans.

As prior program reviews, the goal is to work with institutional research to set the base so with the new VRC grant and hiring specialists, the goal is to increase retention rate. Working with IR to increase and focus on useable data, such as completion and retention rates which is now being federally mandated for those who utilize VA educational benefits.

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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositacollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO: Help identify the services on campus used by student Veterans. This will help determine services/programs on campus need to target. Determine the effectiveness of Operation Gateway. Is the materials and workshops provided supporting student Veterans success.
Describe the quantitative or qualitative results: Data is being collected from student satisfaction surveys to determine services and programs on campus student Veterans are and are not utilizing. Both quantitative data from Operation Gateway pre and post surveys is helping determine the effectiveness of Operation Gateway. Also qualitative data is being collected from student Veterans who attended Operation Gateway through collecting statements from student Veterans who attended OP Gateway.
Discuss any actions taken so far (and results, if known): For the data on services used, Institutional Research has shared data on the various services such as financial aid, EOPS, DRC, tutorial center from the spring 2019 student satisfaction survey. Data will be compared to the next student satisfaction survey in spring 2020 to determine if improvements have occurred.

For Operation Gateway 11 SAO, data was collected from Operation Gateway attendees from a pre and post survey. All students in Operation Gateway 11 was coded in Banner. Reports of retention and completion will be ran by IRR and analyzed.

Discuss your action plan for the future: Continue to send surveys, collect data on retention and services/programs on campus will be done. This ongoing data will help provide information to support success as well as needs from the Veterans First Program.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

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D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

N/A

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Areas of career readiness could be developed to assist student Veterans in determining major goal. As the career/transfer implements more services and programs, such as career assessment, the Veterans First Program will continue to collaborate and connect student Veterans with the career/transfer center and resources provided.

Continue tutorial support in the Veterans Resource Center and connection with the LPC tutorial center will assist with academic support that increases English/math completion. With AB750, especially with math changes, student Veterans will no longer be able to receive VA educational benefits for math courses which are not requirements of a degree. Most of the new student Veterans have not taken math 4-8 years since high school before the served in the military. Without an assessment tool and placing student Veterans into transfer level math, more services will be needed such as imbedded tutoring in the Veterans Resource Center to help with student success.

Continue collaboration with financial aid, such as having financial aid outreach and specialists in the Veterans Resource Center to promote and advise in both workshop and one on one to ensure eligible student Veterans receive financial aid. Many student Veterans do not apply for financial aid, for various reasons such as thinking they cannot receive both VA educational benefits and financial aid (double dipping), they have to pay back financial aids (all financial aid is loans), they

made too much because last year they were in the service and now they are not, they believe VA educational benefits such as BAH is income and they are not eligible for financial aid, and other misinformation they have about financial aid. Constant financial aid promotion and awareness is important in the Veterans Resource Center.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

The Veterans population is a very diverse student population. It has always been the goal of the Veterans First Program and the Veterans Resource Center to promote a welcome environment to all. Increasing the size of the Veterans Resource Center from the old Veterans Resource did impact the number of students utilizing the center. Honoring Women Veterans and providing additional support resources have impacted the numbers of women Veterans at LPC. Fall 2014, 11% of the Veterans population (40 female Veterans) was female, while in Fall 2018 this increased to 18% (73 female Veterans). The Latino population in Fall 2014 was 23% and increased 33%. The Veterans First Program will always strive for trust, respect, cultural awareness, and support for all student Veterans success. We will continue to work closely with the various learning communities on campus to promote equity.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Challenges in space which will allow more student Veterans to utilize the Veterans Resource Center. This does Impact the feel of openness which is important to student Veterans. Crowded space is known to deter student Veterans.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

All questions are valid, but it would be helpful to continue to look in how to streamline and reduce questions. Over all this is a valuable form.

Section Three: Curriculum Review
(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?