AHPMSC Webcast and Summit Report

Morning Webinar Session

On 26 April, 2012, San Jacinto College (SJC) held a statewide Webcast and Summit meeting for the College Credit for Heroes Initiative (CCHI). This full day event, held in the Monument Room of the student center at San Jacinto College’s North Campus, began at 8:30am and officially concluded at 5:00pm. The morning session, running from 8:30 to 12:00 noon, was planned to support voluntary faculty and staff participation from all community colleges in Texas, using Gotomeeting.com to bring the program to this Texas audience. In addition, SJC also hosted a simultaneous on-site Summit meeting for those who could attend in person. A total of 45 persons attended the morning session on-line, with an additional 63 persons attending the entire Summit on site.

Opening remarks began promptly at 8:30am with a welcome offered by San Jacinto College North Campus President Dr. Allatia Harris. This was immediately followed by a brief bit of Housekeeping details by Summit Host Michael L. Palmer, the CCHI Project Director at San Jacinto College. He in turn introduced Dr. Laurel Williamson, SJC’s Vice Chancellor for Learning and Student Success, who was followed by Apurva Naik from the Texas Workforce Commission (TWC) Workforce Business Services.

At 9:00am, the webcast began with a CCHI overview by Lone Star College CCHI Project Coordinator Tiffany Durham, who spoke about how CCHI got started and the 1.8 million Texas veterans which live in Texas. She set forth the grant’s focus on Allied Health and the seven partner colleges which would participate in the development of a streamlining model for the award of veterans’ college credits. Lone Star served as a clearinghouse for partner communications and addressed two project tracks: establishing best practices and testing and evaluation of a veteran web portal. Lone Star will also coordinate and host a Veterans Excellence Conference in August 2012. Two final goals for Lone Star are to begin exploring articulation agreements and to compose a Fiscal Impact Study for the Texas Inter-College Council on Veterans (TICCV). The TICCV will identify and remove educational obstacles for veterans, develop more effective inter-college communications, and identify obstacles, solutions and best practices for CCHI. Lone Star closed their presentation by discussing some of the other CCHI projects performed by partner colleges.

Alamo Colleges presented their new accelerated AAS degrees in Allied Health and Nursing for veterans. CCHI Project Director Dr. Lula Westrup Pelayo stated that they are to create a statewide standard to maximize credit awards for military service, to develop an AAS degree program for qualified allied health professionals in military service, and to begin establishing articulation agreements for graduates of this program with transfer colleges or universities. Their next goal is to complete a Fiscal Impact study and articulation agreements with the Texas State University system.
Central Texas College’s (CTC) John Hunt, Deputy Chancellor for Distance Learning and Texas Campus Operations, presented their CCHI project goal of developing and implementing a statewide online articulation system which will offer usable transcripts for military veterans and active duty personnel. Their detailed presentation showed how their proposed system worked and what the various screens looked like to new users. They then discussed its interaction with CLEP Results, Community College of the Air Force (CCAF) credits, and, lastly, how the end result will appear for use by students and colleges.

Houston Community College’s (HCC) Coleman Campus was next, beginning with a brief overview by CCHI Program Manager Karen Coker of what HCC and the Coleman Campus are, as well as their vision for helping veterans. Their role in CCHI as a partner college was to develop a program for unlicensed surgical technicians, which supports the veteran in taking two on-line courses which prepared the veteran to take and pass the national Certification in Surgical Technology (CST) exam. They have been collaborating with the Medical Education and Training Center (METC) in San Antonio to perform outreach to many unlicensed veterans.

Ehab Mustafa, Veterans Specialist and CCHI Project Manager for Lee College next presented on Lee College’s project to create a replicable model of a veterans’ center for small to medium sized colleges. He discussed the various materials and processes developed to assist veterans and how they performed in making the veterans’ higher educational experiences more meaningful. Lee College then spoke about their partnerships with other colleges in articulation and how everything worked together to serve veterans more effectively. Lee College has already adopted many of the proposed recommendations identified by San Jacinto College as necessary for the operation of a successful veterans’ center, including orientation workshops for faculty, faculty mentors, Prior Learning Assessments (PLA), the establishment of veterans’ organization on campus, and priority in registration and acceptance. Lee College is also completing a Fiscal Impact Study and the development of a required course to help develop a PLA portfolio.

Lastly, Jeff Fritz, Director of Emergency Medical Personnel at Temple College, presented Temple’s CCHI project. Their overall focus is an initiative for transition of current active duty military and veterans from a military role to a civilian role. If the students possess either EMT or CPR certification, they are given credit for experience, prior learning and credit by examination, so that they start classes with an award of up to 24 credit hours. Thus, student competency is established to avoid accreditation concerns, and their cognitive, psychomotor, and affective abilities are evaluated. The result is a reduction in semesters to be taken for each level of EMS certification, which allows faster progression and a reduction in the use of tuition and valuable, but limited, VA benefits. Temple College will also submit a Fiscal Impact report to TWC and conduct Outreach on local television stations.

This concluded the individual project reviews for six of the community college partners. After a break, the Webcast resumed with the presentation of San Jacinto College’s CCHI Comprehensive Analysis Project Report, delivered by Michael L. Palmer, CCHI Project
**Director.** The report began with an identification of the CCHI target population: over 1.7 million U.S. veterans and the subsection of this group with military allied health training who have been trying to enroll in Texas community colleges. Texas receives over $390 million each year in education and training funding, of which 40 percent goes to the four largest counties.

The military’s new Medical Education and Training Campus (METC) in San Antonio was identified as an additional partner for Texas community colleges, as the METC now trains all military allied health enlisted personnel using a unified educational method, so that each trainee receives training in a classroom with all other students in that field. At the end of the training, they graduate and receive specialized certification for their particular fields. The branch of service no longer matters, so that Army, Navy, Marines, and Air Force will all get identical training and preparation for their specific allied health fields. A list of METC graduates was then shown, which indicated that Medic/Corpsman training graduated more than half of all METC graduates each year. The top 11 METC programs were shown with graduation rates. The low military enlistment rates were then discussed because this ultimately limits the number of allied health veterans approaching community colleges for academic training.

The discussion then turned to the Texas Labor Market and allied health careers for the future. Texas is always in the top three labor markets in the U.S., and Houston and Dallas are almost always in the top rated Metro areas in the U.S. with very high wages as well. Primary Care shortage areas were then mentioned, along with a chart displaying nine highly relevant allied health careers in Texas, together with their annual average Texas salaries and the anticipated rate of increase for each career through the year 2018.

As part of the CCHI comprehensive research performed by San Jacinto College, a study was made of all the allied health programs offered at Texas community colleges. San Jacinto was able to identify the most frequently offered programs and their rankings by frequency. Thus the programs that were offered at the most community colleges were ranked higher than those offered less frequently. In this manner, the top 13 programs were identified. Not surprisingly, these community college programs closely mirrored the most prolific METC programs and could easily be matched with their METC counterpart. A further positive factor in the growing relationship between METC and community college programs is the fact that both use the same professional accrediting bodies to ensure program quality.

Veteran populations at CCHI partner colleges was the next item considered, with San Jacinto College serving as the example of the work collected under this heading. The total college enrollment was compared to veteran enrollments, followed by a breakdown of veteran enrollments in the various allied health programs offered college-wide. San Jacinto College had 51 veterans enrolled out of a total allied health student population of 1,956 for fall term 2011. When compared to all the other responding community colleges, none of the community colleges had an allied health veteran enrollment exceeding 100, regardless of the size of the overall allied health enrollments or their total college population. San Jacinto had the lowest percentage of
veterans enrolled in allied health at 2.6 percent, with Central Texas College having the highest veteran enrollment rating at 24 percent. Across the board, veteran enrollments were low.

The next section of the San Jacinto CCHI Report addressed the gaps in educational service identified in Texas. The major metropolitan areas had the most programs to offer students, with a permanent gap in service along the Texas border with Mexico, and generally reaching up into west central and northwest Texas. Maps were reviewed showing the statewide distribution of allied health programs based on frequency of occurrence. This information is offered with a caveat on accuracy, as 15 colleges did not provide information on their allied health programs, in spite of numerous emails and phone calls over a five month period. As a result, San Jacinto was forced to rely solely on the information offered on their websites. Program maps included LVN, ADN, Paramedic, EMT, Surgical Technology, Radiologic Technology, Health Information Technology, Medical Laboratory Technology, Physical Therapy Technology, and Respiratory Care Technology.

The final segments set forth as goals for this research report were to examine several areas for potential barriers to the transfer and recognition of veteran academic credits. These areas included Certification and Accreditation Barriers, Transfer Barriers to Veterans, and Analysis of Existing and Needed Credit Opportunities.

The Texas Higher Education Coordinating Board (THECB) was the first accrediting body examined, and their role in program origination is to establish basic standards which must be met to offer a new program in the state of Texas. All colleges must adhere to THECB guidelines. Next, the Southern Association of Colleges and Schools (SACS) defines standards to enhance student learning and help colleges identify strengths and weaknesses. All Texas colleges must also adhere to SACS standards in order to be considered accredited. Lastly, national allied health accrediting agencies help maintain strict standards of excellence in entry-level programs for allied health practitioners. So again, as with THECB and SACS, all colleges are accredited with the relevant voluntary accrediting bodies for each specialty. So under the heading of Certification and Accreditation Barriers, this study found no glaring issues which might affect veterans trying to gain admission to allied health programs.

In the area of Transfer Barriers to Veterans, there were several common barriers shared by a majority of community colleges. First was the attitude of college personnel toward veterans, which was generally poor and unhelpful. Some colleges have begun to improve matters by establishing veterans’ centers to serve the special needs of this worthy population. In the meantime, there are many colleges, mostly private and for profit institutions, that have made improvements and adjustments to cater to veterans and the VA dollars they bring with them. The biggest issue is with American Council on Education (ACE) transcripts which are required for all non-Air Force veterans. These transcripts generally create confusion among evaluators when ACE course descriptions do not match up with college course descriptions, causing academic credits to be denied. Community College of the Air Force (CCAF) transcripts are
treated as any other academic transcript from an accredited institution. In order to see that veterans are granted the maximum possible number of academic credits allowed, community colleges should review their transfer credit evaluation processes to address potential mismatches between the ACE and community college course descriptions.

U.S. veterans typically want to pursue degrees in areas where they have acquired training and experience while serving their country. The failure to award academic credits due to ACE transcript shortcomings can be overcome by using CCAF transcripts for allied health program credits. In addition to mandatory reviews by academic program staff, veterans should be afforded the opportunity to take proficiency exams to prove they have the necessary technical skills or CLEP exams to establish their proficiency in standard academic areas. By taking these basic steps to accommodate veterans, colleges can avoid angry and/or dejected veterans who, in frustration, usually abandon their expertise to pursue unrelated programs. This is particularly true when the veteran holds a certification or license in the professional area of study. Many of the CCHI colleges have taken steps to remedy these deficiencies through testing and simple recognition of elementary skills.

Finally, in order to address shortcomings in Existing and Needed Credit Opportunities, community colleges need to recognize that ACE transcripts are the principle obstruction faced by Army, Navy and Marine Corps veterans. The obstacles placed in the process serve to deny veterans a fair evaluation of their military experience and training. Community College of the Air Force transcripts, on the other hand, always result in maximum award of college credits. The CCAF has already established the number of credits to be awarded for training in each allied health field, and the new METC is working to standardize training in all programs so that there is uniformity in training and curricula. The METC is also working to gain affiliate standing with the CCAF, so it is anticipated that in 2013 they will have been able to modify training to allow all graduates to receive a CCAF transcript for their training.

The only disparity remaining for academic credit awards will be for those military allied health practitioners who went through training prior to 2010, when training was scattered across the country and varied greatly by branch of service. Here, the Central Texas College transcript process founded by their CCHI project will answer this need by providing a standardized, military-friendly review of credits, thus resulting in a veteran-friendly transcript that can be accepted by all community colleges. Once this finite pool of allied health practitioners is exhausted, the CCAF transcript from METC will ensure that there are no further evaluation issues

Veterans live in our communities in significant numbers; they return to a civilian environment which neither values their service nor understands their culture and experiences. The unemployment rate for veterans ages 17 to 24 is currently 30.4 percent; thus a college education represents a tremendous opportunity for veterans to gain meaningful academic
credentials that are valued by civilian employers, and help them gain access to generous veterans financial benefits.

In considering actions to address these issues, community college need to consider the following facts: first, all military services have reduced numbers of enlistments allowed in the allied health areas; second, due to the choice nature of allied health assignments, many active duty personnel are choosing to remain active rather than exiting military service, thus reducing the numbers coming out of service; and third, over half of all allied health graduates from METC are now medics/corpsmen, which relates most closely to nursing and emergency medicine service programs. Combine these factors with a shrinking pool of pre-METC graduates, and there results a small number of individuals who might benefit from changes to evaluation policies and procedures. This speaks to the value of the Central Texas College transcript solution, which standardizes transcript evaluation tools to maximize credit awards across the board for all veterans. Failure to address the ACE transcript dilemma will result in the continued loss of veterans to private and for profit colleges who have rolled out the red carpet for veterans and charge them accordingly.

In summary, the following recommendations are made to address the problems and shortcomings identified during the research process. Many are common sense and easily done with a minimum of expense or change to organizational structures, yet they will have a profound impact on veterans as students.

- Coordinate a college outreach strategy with military bases;
- Ensure veterans have valid college email and website addresses prior to out-processing from active duty;
- Enhance veteran opportunities by creating a veterans’ recognition and preference system in limited enrollment programs;
- When a veteran holds a current license or certification, grant them a fast track to advanced credit through proficiency exams or Prior Learning Assessments;
- Review ACE transcripts evaluation process to rectify shortcomings in the award of academic credits;
- Establish a policy to offer an automatic appeal to the appropriate allied health department for a second review and potential award of additional credits;
- Assist veterans in receiving credit for unrecognized additional credits through Prior Learning Assessments from CAEL;
- When METC achieves full CCAF affiliate standing, use CCAF transcripts to determine credits for allied health program training;
- During new student orientations, offer veteran only or veteran identified sessions to assist with their specific issues;
- Extend marketing efforts to target veterans not yet in college by distributing information through unemployment services;
- Establish a veterans’ center on each campus to assist in veteran services;
- Offer cultural awareness classes to college personnel to make them aware of military culture and veterans experiences;
- Identify faculty members who have engaged in anti-veteran activities and speech due to their own anti-war or anti-military biases, as reported by students, staff and colleagues, to counsel and prevent future intolerant behavior;
- Organize faculty and staff committees to discuss the means of making college experience better for veterans and empower these committees from the highest levels;
- Expand allied health programs to colleges where allied health programs are in short supply;
- Update college webpages to ensure complete and accurate information is available to those access the pages;
- Adopt and utilize the Central Texas College web portal for generating veteran transcripts for all Texas community colleges;
- Examine allied health credit transfer policies to create a more equitable process which allows and supports transfers of students between colleges;
- Ensure that METC has all graduates sit for their national certification exams prior to being shipped out to their first duty station;
- Create a simple hand-out for out-processing veterans which can be used to get veteran contact information to community colleges for follow up;
- Community colleges need to create an outreach strategy with military bases at all community colleges to help recruit veterans;
- Establish further research on a study of state comparisons of supply and demand in professional practitioners in allied health fields;
- Establish further study in the area of allied health credit transfers due to the differences between college class descriptions and credit hours. These are hurdles for veterans attempting to transfer between colleges.

This concluded the Webcast and the meeting adjourned. Evaluations from those attending the Webcast were solicited and will be summarized later in this report.

Pre-Summit Homework Assignment

In order to prepare participants to more intelligently discuss the breakout session topics, each participant was asked to research and discover the following assignment as it related to their own colleges: “For all those planning on attending, we ask that you investigate the veterans’ college credit transfer process at your college prior to the Webcast and Summit, especially for
those students enrolling in allied health programs, so that you can come to the Summit prepared to share ideas and discuss how we might best improve the process for veterans.”

**Afternoon Summit Session**

The afternoon Summit session began after lunch with a 90 minute period to support six breakout sessions using brainstorming techniques. Each of the six sessions was moderated by a veteran allied health faculty member drawn from San Jacinto College’s North Campus. Each session was provided with adequate seating, a table for materials, a professional easel stand with a pad of paper, and dry-erase markers. Each session took attendance by sign-in sheets, and moderators had been briefed about session management in order to achieve engaged participants and viable discussions. Instructions were as follows:

- As faculty, you are our BEST moderators
- Each member has an interest in your topic for Brainstorming
- Get members to sign in for later reference
- Maintain decorum
- Encourage discussion and take turns
- Be creative
- There are no wrong answers/suggestions
- Write ideas on the board in large letters
- At closing, sum up your group’s ideas
- Identify one or two main action items to put forward as steps to pursue
- Represent your group on the Afternoon Panel to present the ideas from your group and take questions
- Above all, have fun!

At 2:45 pm, the breakout sessions adjourned having truly engaged participants, and the moderators brought their easel sheets and notes up on stage to prepare for a Discussion Panel. The Summit posted a few key thoughts on the stage screen for consideration by moderators and participants alike in order to stimulate thought on each topic. These questions were:

- What did you hear?
- How is it different from what is currently done?
- How does it relate to what is done?
- How do we use the ideas discussed to make things better?
- What is the most important thing to take back to your college with you?
At 3:00 pm, the Summit began a Panel Activity, composed of the six faculty moderators and their notes. Each moderator presented the notes they had written on their easels and then took questions from the attendees. The six breakout sessions were as follows:

- Review Military Training and Conversion to College Credits
- Consider New Modes and Models of Accepting Military Training and Experience Toward College Credential Completion
- Review New Programs and Curricula Created by the CCHI Partners’ Projects
- Identify Internal and External Barriers to Credit Acceptance and Program Completion
- Begin Development of Needed Training Programs Through a Regional Approach
- Curriculum Development and Certification/ Credentialing Strategies

The following written record of the notes from each Breakout Session is included for the purpose of this report. Accompanying audio records are forthcoming in the Webcast/Summit DVD, which will enable a full simultaneous review of these visual notes with each moderator’s panel presentation.

**Breakout Session 1 - Review Military Training and Conversion to College Credit**

**Attendees:** Jennifer Engel, Jason Saladiner, Denise Hazlett, Gregory Williams, Jeff Fritz, Myra Lacy, Mary Gomez Curll, Apurva Naik. **Moderator:** Lena Clayton

- **What did you hear**
  - Receive (Message) HCC
  - Lifted the credit limit > 21 credits to general studies/elective credits
  - Health careers – how to appeal if accepted
  - Alamo – If came gives 10 credits for Medic curriculum
  - HCC gives courses applicable to workforce
  - CTC – depends on program selected
  - College of Heroes – Transcripts for anything (www.collegecreditforheroes.org)
- **How is it different from what is being done**
  - HCC Applies credits for the arts
  - Experience
    - HHC looks at ACE recommendations
    - TAMU take to BSN program
      - Corporation
      - Train
      - Train 2 Trainer
        - Basic Communications
        - Management Communications
- No individual assessment for the Military transcript
- Picks up in 1st Course
- Army LVN taught at ADN level
- CTC uses a data bank to categorize

- **How does it relate to what is done**
  - CAEL for Vets to use to sell experience

- **Ideas discussed to make things better**
  - CAEL
  - Challenge exams – Competency Exams
  - ASC exam - complete - student receives credits
    - Buy in from faculty
    - Not popular to faculty
  - LVN program to RN… bridge - hybrid Online and Campus

- **Summary**
  - Lifted credit limit > 21 credits to elective credits
  - Health Careers - may have to appeal
  - Gives 10 credits for METC curriculum
  - Gives courses applicable to workforce
  - Depends on program selected
  - College of Heroes – Transcripts everything
    - [www.collegecreditforheroes.org](http://www.collegecreditforheroes.org)
  - Applies college credit only for the Arts
  - Questions on experience - looks at ACE recommendations
  - No individualized assessment for military transcript - picks up in 1st course
  - Uses Army LVN entering @ ADN level
  - Use CAEL… for Vets to use to sell their experience
  - Make it better
  - CAEL
  - Competency exams
  - ASC exams
    - Buy in from Admin and Faculty

- **MOST IMPORTANT**
  - A model that is individualized
  - Using a mobility course for credits to transfer in
  - Faculty and admin buy in
  - Proof of proficiency
  - Creating a portfolio… create a course to create a portfolio and a course to assess late students
  - Curriculum transferrable… is faculty to share?
  - A model that is individualized. Evaluation Online - BSN program
Breakout Session 2 - Consider New Modes and Models of Accepting Military Training and Experience Toward College Credential Completion


- Existing Model
  - CLEP
  - DANTES
  - Excelsior
  - Credit by exam
    - More education streamlining exposure
    - Needs campus wide exposure
    - Faculty education
    - Better coordination with Enrollment Services

- Maximize credit verses Applicable Credit

- The Perfect Scenario
  1. Specialized veteran transcript evaluators (IEP)
  2. Seamless communication b/w VA and Enrollment
  3. Periodic re-eval of credits, education plan, financial aid
  4. Equiv manual from MOS – Civilian Specialty
  5. State exemption for excessive credits in fee calc. and financial aid.
  6. Specialized class (Class and Portfolio)
    a. Portfolio can be used to award additional credits for different classes
  7. Skill examinations in addition to written exams
  8. Challenge exams for non-credit training
  9. EXPOSURE EXPOSURE EXPOSURE EXPOSURE
  10. Veterans mentor veterans for career path and credits

Breakout Session 3 - Review New Programs and Curricula Created by the CCHI Partners’ Projects

Attendees: Bob Brick, Sandra Thomason, Susan Ramnarine-Singh, Joyce Brod, Cynthia Lundgren. Moderator: Dan CoVan

- Veterinary Technology (Vets and Techs are military personnel)
Personnel dogs/cats, ceremonial horses, services dogs

- Medical Tech (Work in Ambulatory Care Environment)
- MAT (Medical Administrative Technician) exists in the military
- Credit for technical aspect - debt for lack of administrative (insurance, etc.)
- Grande Aide (Supervised by nurse)
  - Home healthcare/Clinic orientation
  - Work off protocols (triage like)
  - Offer resources
  - Health Guide
- Surg. Tech
  - No program YET
  - Needs Assessment
- RT/OT/PT
- Outside Allied Health
  - Computer Office Management (Is military already working off of certifications?)
  - Mechanic (Jet, Diesel), Truck driver, Fire science, Public Safety, Culinary
  - HIT
    - Patient Administration (Army)
    - MAT (Navy)
    - Pharmacy Tech
    - Cyber Security
    - Legal Techs
  - Computer software
  - Simulation Techs
  - HR
  - Finance
  - Logistics/Supply Services
  - Bio Med Technology
  - Bio Safety
  - Homeland Security
  - Hospitality
  - Ophthalmic
  - Office Assistant
  - Communications

Breakout Session 4 - Identify Internal and External Barriers to Credit Acceptance and Program Completion

Attendees: Billy Yost, Dina Togle, Jimmy Roberts, Lakisha McDowell-Bates, Brittany Williams, Johnelle Welsh. Moderator: Alana Curry
<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>PROPOSED SOLUTIONS</th>
<th>APPLICATIONS</th>
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<tr>
<td>Not State certified to do what you have done for 4yrs – start from the bottom (*'92)</td>
<td>Provide challenge exam &gt; competency &gt; move forward and Job placement</td>
<td>Some Community Colleges have process to assess competencies (skills and theory)</td>
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<td>Board Exams pass rates ex RNSG</td>
<td>Credit by placement on exam</td>
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<td>CC to CC acceptance of course (ex RNSG)</td>
<td>AH leaders coming together exchanging info (syllabi)</td>
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<td>WECM – Narrow down to agreement</td>
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<td>Amount of credit each program has SACS - 25% outside</td>
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- Key points
  - Would want Syllabus
  - Exam over course theory
  - Can’t tell the rigor of the proposed transfer course (want to ensure SS)
  - Marking sure the bench mark is the same
  - SACS – maintain the Quality and Integrity of the program
  - Consistent eval process that all accept (transparent) and develop the way the info is pushed out
  - Acceptance of ACE and SOC alignment
  - POI from military come together and agree with SOLN
  - Faculty still refuse to accept the course
  - Problem is with all Transfers bigger than just AH
    - Accreditation
    - Getting into the program (#of prereq and the time)
    - Just getting accepted into the program – Competition (faculty and clinical)

- Program completion
  - Adequate prep
  - Intrinsic and Extrinsic
  - Time courses are offered
  - Intensity of the program and work (not time)
  - # of credit hours (ex 11) – VA and FA coming together
Breakout Session 5 - Begin Development of Needed Training Programs Through a Regional Approach

Attendees: Carla L. Dando, Gina Simar, Tammy Samarripa, Nadine Montique, Thermajean Jones, John Hunt. Moderator: Fred Lara

- How is it different from what is being done
  1. Concerns of uniformity (to transfer and move)
  2. Territorial concerns
  3. Jurisdiction concerns “Who is allowed to get whom?”

- How does it relate to what is done
  1. Texas Workforce local needs assessment
  2. Piece meal approach
  3. Unplanned / unorganized
  4. Network / Research / Websites and Curriculum Review process
  5. A credibility bodies

- Ideas discussed to make things better
  1. Group of people “Advisory Committee” to help develop training programs
  2. Programs experts from different colleges meet to discuss
     a. Uniformity (WECM)
     b. Boundaries
     c. Practical applications
     d. Brainstorming
  3. Expectations of College process for a timeline

- Take back to your college
  1. Faculty and staff “Buying In”
  2. Justification of needs of program
  3. Justify need to develop Veteran program at my college
  4. Uniformity (Accreditation)
  5. Starts here at Community college
  6. Set aside time for Intercollege Networking
  7. Fundraising concerns
     a. Creativity

- What did you hear
  o Some areas of it HITT, WEBB County
  o Perhaps not reaching all students in county
  o Shortages
  o Population concerns
  o Southwest TX – small Population
  o Funding
Breakout Session 6 - Curriculum Development and Certification/Credentialing Strategies

Attendees: Christine Castillo, Daya Davidson, Cheryl Spears, Becky Hammock, Randal Dawson, Della Moon

- Crosswalk per discipline per course
- Development of an Allied Health AAS
  - Military – Certified/Certified Eligible
- Curriculum to fill in gaps (certification reviews)
- Cert of Technology in specific field – require associate to take exam
- Trends
  - 80% of RNs to be BSN by 2020
  - CCS – AAS – 2016
  - Allied Health AAS Mainly Academics
- Perkins grant BA/AAS (streamlining preregs from one cert to another)
  - 25% on campus
  - Does test out of course count? (content, timeframe, show me (not one test))
- Accrediting Body – Pass rate
  - National exams used as exit exams
  - “How do I do it?” Vs “Why do I do it?”
- Verify clinical hours? And length of time when completed
  - Have to be logged
  - College Register accepts
    - Can students demonstrate knowledge
- Developmental Instructor
  - Different Methods
    - Sits in Med Term
    - Incorporate subject matter into developmental lesson plans
- Educational Grant
  - Integrated Basic Education Skills Training
- Realistic Path (College ready)
  - Veteran testing on incoming - ready for tech programs
    - schools should be able to set standards
- Conclusions
  - Crosswalk per discipline
  - Develop AAS in Allied Health
  - Streamline Prereqs
  - Career paths (realistic)
    - 1st Testing Where are they?
  - Clinical Hours – Verify (logged hours)
This concluded the Summit Breakout Panel Session, and the Summit then moved into the final activity, which was for each college group to consider what had been presented during the Summit and outline their own “Next Steps” in addressing the issues highlighted by CCHI.

At 4:00 pm, the colleges present broke into their small, individual groups to outline their “Next Steps,” which followed a standardized format provided to them by the San Jacinto College CCHI Summit Team. Some of the attendees chose this time to depart due to long drives back home, and their responses were to be forthcoming.

The following entries represent the “Next Step” documents which were completed and submitted:

Central Texas College

**Consider what you have heard today at the Webcast and Summit.** – This is not a question; unsure of how to respond.

**Consider what you as an institution have already done for veterans.** – CTC has a vibrant veterans’ center, Wounded Warrior Advocate Office, evaluation department, and military-friendly faculty and staff.

**How does this information differ from what is currently being done at your college?** – Not much.

**What have you heard that you believe needs to be adopted by your institution?** – One-stop shop for veterans.

**Who needs to be involved from your institution to continue this process to benefit veterans?** – Everyone at every level.

**How should this process be planned, addressed and implemented?** – Continue to foster a military friendly culture throughout the institutions.

**How does your college use this information to improve the situation?** – Implementation and execution.

**What remains to be done to complete your CCHI project?** – Find additional funding for sustainability.

**What additional topics/information do you need to add to your August CCHI presentation?** – Focus on military friendly culture.

**What is the single most important item to take back with you to your college?** – Compliments to CTC staff for being ahead of the learning curve.
Houston Community College

Consider what you have heard today at the Webcast and Summit. – (Left Blank)

Consider what you as an institution have already done for veterans. – Accelerated program to give advanced standing credit; resource room at each campus to assist veterans; web page for CCHI program; veteran task force working with the VA.

How does this information differ from what is currently being done at your college? – All new.

What have you heard that you believe needs to be adopted by your institution? – Program specific evaluation of military credit; more training for faculty and staff on working with veterans; offer more help at campuses and at Office of Veterans Affairs.

Who needs to be involved from your institution to continue this process to benefit veterans? – All faculty and staff work as a team to make initiative a success.

How should this process be planned, addressed and implemented? – (Left Blank)

How does your college use this information to improve the situation? – Take back to Veteran Task Force.

What remains to be done to complete your CCHI project? – Articulation agreements, work with other allied health programs.

What additional topics/information do you need to add to your August CCHI presentation? – (Left Blank)

What is the single most important item to take back with you to your college? – (1) We need to do more to help veterans get credit when it’s justified; (2) Seeing all community colleges working together for a common goal.

Lone Star College

Consider what you have heard today at the Webcast and Summit. – Good start but there is still a long way to go.

Consider what you as an institution have already done for veterans. – Veterans’ Centers, but on all campuses.

How does this information differ from what is currently being done at your college? – Acceptance of credit but in relation to Board Certification, pass rates, accreditation guidelines and still maintain high level of education. Giving students methodology of skills or occupations.
What have you heard that you believe needs to be adopted by your institution? – Faculty/staff training; Financial aid training orientations to include veterans offices; Exposure to veterans’ issues.

Who needs to be involved from your institution to continue this process to benefit veterans? – Chancellor and Deans of Instruction, C&I specialists, admissions, and student representatives.

How should this process be planned, addressed and implemented? – Task Force for ideas, recommendations, plan of action and submit to the Board.

How does your college use this information to improve the situation? – To re-evaluated transcript and admissions processes.

What remains to be done to complete your CCHI project? – Evaluation Best Practice Report, VEC sustainability, FI study and final report. Internalized and institutional processes. At the end it needs to be systematic and MOU in agreement.

What additional topics/information do you need to add to your August CCHI presentation? – Other fields other than allied health; the correlation of WEMC to Core.

What is the single most important item to take back with you to your college? – Education for staff/faculty.

San Jacinto College

Consider what you have heard today at the Webcast and Summit. – The opportunity to experience how other colleges were affected by this initiative.

Consider what you as an institution have already done for veterans. – We have a veteran education network that works very hard to assist the veteran population across the district.

How does this information differ from what is currently being done at your college? – We limit the amount of military credit vs. other institutions.

What have you heard that you believe needs to be adopted by your institution? – Granting more military credit.

Who needs to be involved from your institution to continue this process to benefit veterans? – Campus leadership team and strategic learning teams.

How should this process be planned, addressed and implemented? – Evaluate our processes overall, look into additional staff, faculty training, continue building relationships with other colleges, adopting best practices, creating a student panel.
How does your college use this information to improve the situation? – We plan to re-evaluate our systems.

What remains to be done to complete your CCHI project? – Outreach and networking.

What additional topics/information do you need to add to your August CCHI presentation? – (Left Blank)

What is the single most important item to take back with you to your college? – Networking, training and outreach, content review of veteran websites. Better information about new procedures and legislation.

Evaluation Key

SD: Strongly Disagree
VD: Very Dissatisfied
D: Disagree/Dissatisfied
A: Agree
S: Satisfied
SA: Strongly Agree
VS: Very Satisfied

Webinar Evaluations (10 out of 45 – 22.2%)

1. How satisfied were you with the services/features of the webinar?
   VD
   D
   S -- 4
   VS --6

2. Overall, how satisfied were you with the speaker/presenters?
   VD
   D
   S--3
   VS--7

3. The content of conference sessions was appropriate and informative.
   SD
   D
   A --4
   SA --6
4. **Conference staff was helpful and courteous during registration.**  
SD  
D  
A --3  
SA –7

5. **What did you like most about the conference?**
   - Well organized
   - The information regarding allied health programs
   - The information presented was extremely helpful and informative
   - Up to date information
   - Excellent presentations and speakers
   - I found all the information regarding what the other colleges in Texas are doing very informative
   - The information was well-organized and pertinent to today’s community colleges
   - The webinar was informative and helpful. No one part was better or worse than another
   - Gave me an idea of what the colleges were doing from individual perspectives as well as status of each institution.
   - The fact that the conference was broadcast real time and that others who could not make the trip for any number of reasons were able to “participate” was what I liked most. We did not have to rely on others to provide feedback and additional information.

6. **In what ways could this conference be improved?**
   - Those of us on webinar could have used the handouts or copies of slides in advance to enhance note-taking
   - I joined the conference via the web, and it was difficult to hear questions being posed
   - Email with sign in information was not clear to me. I had to call
   - Microphone for audience questions. I was on the webinar
   - Several ways that the conference can be improved are to have the presenters shown and have presenters reiterate the audiences questions so those of us online can hear the questions
   - Have the speakers repeat the questions participants ask so that those of us on webinar can know what the question was
   - This webinar accomplished what it was designed to do; get information to parties involved in the project
- Please make sure that attendees asking questions use a microphone. Sometimes the responses did not make sense because the question was not repeated and we could not hear it. Perhaps have someone online so that questions from the virtual audience can be entertained.

### Summit Evaluations (23 out of 63 – 36.5%)

1. How satisfied were you with the conference materials provided?
   - SD
   - D --1
   - A -- 3
   - SA --19

2. Overall, how satisfied were you with the speaker/presenters?
   - SD
   - D
   - A -- 5
   - SA --18

3. The content of conference sessions was appropriate and informative.
   - SD
   - D
   - A --9
   - SA --14

4. Conference staff was helpful and courteous.
   - SD
   - D
   - A --2
   - SA --21

5. What did you like most about the conference?
   - Very well organized. All college participants brought to light where we differ and are similar
   - The presentations from each participant and group discussions
   - Working together to serve our veterans
   - Overview and discussion
   - Networking, setting was good
   - Interaction, Q&A, open flow of exchanging ideas
   - The information provided
   - I enjoyed the breakout sessions with interactions from the different attendees from each region
• The breakout sessions were very helpful in giving us ideas on how to improve the programs
• Exchange of ideas and discussion
• Conversation and questions were very engaging. Loved the student involvement
• All of it was well organized and productive
• Breakout sessions
• Presentations
• Flawless execution
• Stayed on time, very organized
• The information that was talked about
• Intro to the topic
• Information
• The breakout sessions, San Jacinto College findings
• Different perspectives, different schools/agencies were very helpful
• New ideas

6. In what ways could this conference be improved?
• Maybe more faculty available, VA representatives, administrators
• Breakout sessions that are discipline specific
• N/A
• Not so much down time, finish at an earlier time to permit people driving to get away from traffic
• Shorter lunch, rotate through 3-4 breakout sessions
• Awesome job
• Have available the list of attendees at the beginning. Introduce themselves and program discipline. Make sure that each topic discussed during breakout will be made assessable to attendees via email
• Just keep on going with the good work to help our veterans
• More attendees with knowledge on evaluation and transfer of credit. Couldn’t get mine here. Too long for people coming from out of town
• Needed ice for the ice tea
• It was excellent
• Faculty, chairperson, department chair, transfer/articulation experts, VA staff attend; Otherwise keep up the good work/job
• Wider attendance by reps from institutions with less military experience
• None/everything was great
• Shorter
• Do not go late into the afternoon, avoid traffic. Please consider having material available electronically, no room at table with giant binder. I would rather have
had this information on my Ipod. That would cut down on paper waste too, if you only had to print a few binders

- Lunch break too long. Consider those traveling a long distance and cut time for afternoon sessions