Program Review All Fields
Program Review: Veteran's Resource Center Fall 2020

Main

Overview
Academic Year Fall 2020

Originator Stuckey, Dewitt

Division Accessibility Education Center

Department

Program

Veteran's Resource Center
Program Type

Student Services

Co-Contributors

Contributor

- Cisneros, Carina
- Howe, Molly
- Maringer-Cantu, Jane

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Veterans Resource Center (VRC) at Gavilan College provides resources and services for student veterans. The center is committed to helping veterans manage the transition from military service to the college campus setting, while also assisting student veterans understand and successfully navigate the college environment to meet their educational goals.The VRC provides a warm and welcoming place for veterans to connect with one another, learn about available campus services, receive counseling services specific to veterans' academic needs and connect to the many veteran resources in the community. The VRC is designed to be a one-stop shop to support the unique needs of student veterans; staffed by one part-time Sr. Program Specialist who is the Certifying Official for student veteran educational benefits and one part-time designated Counselor who is familiar with student veteran transition experience, benefits and resources. The VRC also provides space and advising to the student veterans club and participates in outreach activities in community events.

On the PIPR website, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Response and follow-up to previous program reviews

1. **The one PIPR recommendation made in April 2014 relating to the Veteran's Resource Center focused on meeting the:**

   1. Meet the unique needs of the increasing number of student veterans.

   Accomplishment

   The plan for addressing the concern was to conduct outreach to student veterans. Outreach has been conducted via counseling the targeted populations, collaboration with local veteran organizations, VA and Vocational Rehabilitation counselors, counseling workshops (VA Once instruction, scholarship and transfer/college application workshops, tutoring and mentoring opportunities.

2. **Accomplishment**

3. **Accomplishment**

4. **Accomplishment**

Briefly describe the activities and accomplishments of the program with respect to
   a. PIPR recommendations; and
   b. Each goal since the last program plan and review.

The IEC recommendations was to continue to develop services and outreach to address the unique needs of student veterans. This goal was partially completed with outreach activities being coordinated on an ongoing basis with partner agencies in the community. Additional outreach could be provided if we were able to support a full-time staff member and/or achieve increased efficiencies in the certification and monthly verification processes which are very manual and paper based due to the VA agency reliance on paper mail statements for student verification.

Have the services of your program changed over the past three years? Please explain (300 words or less).

In 2018, the Equity funding was utilized to pay 1/2 of a full time counselor's salary (the other half provided by the AEC to assist veterans with disabilities). The counselor was put in place to provide student veterans at Gavilan College with a designated counselor who can assist with their specialized areas of need including utilizing their educational benefits, connecting the students to outside services and supports with other agencies, comprehensive counseling services (personal, academic, transfer, career, disability support, etc.) Accomplishments include providing student veterans with one-stop access within the Veterans Resource Center to a designated and specialized counselor who can provide timely access to services and support that assist students in accessing their educational benefits through the VA in a timely manner.

When the Equity funds were discontinued, the AEC categorical funding paid the half-time AEC / half-time VRC counselor for the past two years since the AEC full-time counselor position was still vacant. This full-time position serves students with disabilities and veterans with disabilities only, and the counselor receives a 20% overload through Equity funding to serve veteran students without disabilties. As the number of veterans without disabilities increases, the 20% overload of the current counselor will need to be evaluated on whether those 7 hours per week are sufficient to serve veteran students without disabilities.

The plan for addressing the previous PIPR concern was to conduct outreach activities to student veterans. Since that time, outreach has been conducted via counseling the targeted populations, collaboration with local veteran organizations, VA and Vocational Rehabilitation counselors, counseling workshops (VA-ONCE instruction, scholarship and transfer/college application workshops, tutoring and mentoring opportunities.

Student and Program Outcomes

College Goal for Student Achievement
Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D3. Course Rates by Unit

This section does not apply. The VRC does not offer courses, but we do help the college meet the goal of increasing the transfer rate by ensuring that VRC students maintain progress towards reaching their educational goals.

Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

Path: GavData (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D4. Milestone Tracking Summary

Fall 2017-Summer 2018: 256 certifications (179 unduplicated)

Fall 2018-Summer 2019: 265 certifications (171 unduplicated)

Fall 2019-Summer 2020: 322 certifications (206 unduplicated)

According to the GavData Milestone Tracking Summary, the most recent data collected on our Veteran population was from the 2017 Spring, Summer and Fall cohorts. In Spring 2017, under the Retention and Graduation Retained 2nd and 4th term results sections, all categories of Veteran students were similar to the all students percentage (56%) except within the following 2 areas: Chptr 30 Active Duty Disch. Vet (50%) and Chptr 31 Disabled Vet (43%). In

Summer 2017, under the same results section, all students (59%), as compared to the Chptr 35 Widows, etc. 100% Dis category was 33%, however this is a very small number. In Fall, 2017, under the same results section, all students retained 2nd term (66%) and retained 4th term (47%), as compared to the Chptr 35 Widows, etc. 100% Dis category retained 4th term (33%). Overall, the data showed that Veteran students performed at a higher percentage in retention, graduation and student success. *See VRC_Milestone Tracking summary.*

Additional information is needed to identify CalVet fee waiver participants which is not currently included in Veteran student tracking data on GavData.

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.
1. **What were the measured outcomes of specific initiatives over the past three years?**
2. **What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?**
3. **What indicators are you measuring?**

(300 words or less)

The VRC was included in the AEC Program Plan for the last 3 years. In 2017-18, the Veteran's Resource Center (VRC) established four Services Area Outcomes. They gathered data from DegreeWorks, and they utilized a retrospective survey to assess these learning outcomes. The first research study was done during the Fall 2017 and Spring 2018 academic year, and it identified how many student veterans received a completed educational plan from DegreeWorks. This baseline information will be used in comparison with the total number of student-veterans on campus to assess future outreach needs. The Spring 2018 retrospective survey gathered data on the support services such as: registration, education plan, VA certification, and counseling, etc. The survey also gathered information from the VRC students on what accommodations are necessary to be successful in school, self-advocacy, educational goals, and evaluating their own progress toward those goals. They were also asked how satisfied they were with the current services received from the program. This data established a baseline for future data measurements, and the results were utilized to assist the VRC in improvement of their services.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

Student-veterans who attend two consecutive semesters at Gavilan College and utilize academic support services increase their success rate of completing their educational goal. To address student retention rates for veterans, the Veterans Resource Center is committed to developing a new student-veteran orientation to help student-veterans understand academic resources, community resources and how their GI Bill benefits work. In addition, we will work with General Counseling and Admissions and Records to improve our transcript evaluation process to grant prior credit to ensure student-veterans maximize their benefits.

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (http://www.gavilan.edu/about/research/index.php)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

According to GAVdata, the data shows groups that are disproportionately impacted on Course Completion Rate within VRC are listed below:

Fall 2017-18: 77% +6
Fall 2018-19: 77% +6
Fall 2019-20: 80% +4

Our results are similar to what the greater campus has identified, and they demonstrate that veteran students are not experiencing the same disportionate impact as some other groups are experiencing any longer. The VRC will continue to assist veteran students with success and retention to ensure our students maintain high completion rates.

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The Veterans Resource Center (VRC) has developed partnerships with community organizations such as the Veterans Affairs Hospital to provide faculty trainings on best practices to assist student-veterans who suffer from Post Tramatic Stress Disorder (PSTD) and Tramatic Brain Injury (TBI). In addition, members of the Veterans Resource Center have also organized field trips to attend events held by DreamPower Hoursmanship, a community organization that provide veteran focused support groups for veterans and their dependents.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

In 2019, Gavilan College established an Equity Plan that guides all Gavilan staff towards a commitment that is equity-minded. The VRC/AEC Counselor was an active participant in the Equity Committee that developed the plan. Some data that is included in our 2019-22 Equity Plan related to Veteran students. This data showed a 3-year goal for each student equity population shown to be disproportionately impacted in each metric from the Chancellor's Office Successful Enrollment Metric chart. The data that applied to Veteran students resulted in the following: 1) Retention: Fall to Spring -Veteran Female (Baseline 16/Goal 25) and Veteran Male (Baseline 81/Goal 144) and 2) Transfer to a 4-year Institution -Veteran Female (Baseline 2/Goal 2). Activities suggested for retention (e.g. Veteran Boots to Books Guidance Course and Veterans Tutoring) and completion are available in the Final Equity Plan 2019-20, page 13. Equity efforts on campus have strived to develop and provide access to appropriate support that is helping Veteran students be successful, such as: hiring a designated VRC Counselor and a Sr. Program Specialist who serves as the School Certifying Official.

To improve the student and employee equity gap the Veterans Resource Center (VRC) will provide staff and faculty members with best practices and Veteran focused resources. In additon, the (VRC) will continue developing community partnerships to provide additiional training.

curriQunet

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curiQunet?

No

Are your SAOs up to date in curriQunet AND on the reporting website?

No

Have your SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes

If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

This is our first foundational year of PIPR for the VRC. We established a baseline for our PLOs and SAOs in 17-18, and we will continue to assess them annually.

Outcome Assessments

Services Area Outcomes (SAO)
What is your set goal for SAO success for each SAO (200 words or less)?

The Veteran's Resource Center (VRC) has established four Services Area Outcomes. They have gathered data from DegreeWorks, and they utilized a retrospective survey to assess these learning outcomes. The first research study was done during the Fall 2017 and Spring 2018 academic year, and it identified how many student veterans received a completed educational plan from DegreeWorks. The goal for this baseline information was to assess future outreach needs. The Spring 2018 retrospective survey gathered data on the support services such as: registration, education plan, VA certification, and counseling, etc. The goal for gathering this information was to determine what accommodations or services are necessary for the VRC students to be successful in school, have self-advocacy, reach their educational goals, and evaluate their own progress toward those goals. The last goal assessed the satisfaction with the current services received from the program. This data established a baseline for all future assessments, and the results can be utilized to assist the VRC in the improvement of their services.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

PLO 1) Student Veterans will review and evaluate their educational plans in a timely manner to ensure receipt of VA benefits.
ILO A: Think Critically and Creatively and ILO B: Communicate Effectively
The Veterans Resource Center continues to be creative in their approach to providing their services and outreach activities and ensure that their student voices are heard.

PLO 2) Student veterans will identify, plan and evaluate progress toward personal, educational or vocational goals.
ILO A: Think Critically and Creatively, ILO B: Communicate Effectively and ILO D: Cultivate Well-Being
The VRC students are assessed yearly on their whether they are receiving their services & completing their ed plans, and they are encouraged to utilize self-reflection on whether they feel that their are meeting their own goals.

PLO3) Student veterans will employ self-advocacy, by utilizing the resources available and communicating their needs to faculty and staff according to the designated procedures.
ILO C: Practice Social Responsibility and ILO B: Communicate Effectively
The VRC students are encouraged to advocate for themselves and their fellow students, and the staff and work study students inspire confidence while mentoring new students into the program.

SAO 1) Customer Service
ILO B: Communicate Effectively
The yearly VRC retrospective survey evaluates the satisfaction of the services provided to students, and uses the data to improve their programs.

Gap Analysis
Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

PLO 1) Student Veterans will review and evaluate their educational plans in a timely manner to ensure receipt of VA benefits. In Spring 18, 233 student veterans received an educational plan.

Spring 18 survey results: Out of the 36 student-veterans who completed the Veteran Resource Center Survey, 64% of the students reported they completed an educational plan.

PLO 2) Student veterans will identify, plan and evaluate progress toward personal, educational or vocational goals.

Spring 18 survey results:
Out of the 36 student-veterans who completed the Veteran Resource Center Survey, 92% of the students strongly agreed they could identify their educational goals. 89% of the students agreed they created a plan to complete their goals. 89% of the students agree to strongly agree they evaluated their progress by checking their progress towards their educational goals.

PLO 3) Student veterans will employ self- advocacy, by utilizing the resources available and communicating their needs to faculty and staff according to the designated procedures.

Spring 18 survey results:
Out of the 36 student-veterans who completed the Veteran Resource Center Survey, 92% of the student-veterans stated they learned what accommodations they needed to be successful in school. 87% of those students also agree to strongly agree that they were comfortable communicating their needs to their instructor.

SAO 1) Customer Service
Spring 18 survey results: Out of the 36 student-veterans who completed the Veteran Resource Center Survey, only 16 student-veterans reported how satisfied they were with the service they received. Of those 16 responses, 15 reported they were very satisfied and 1 reported satisfied.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

   Full Time Faculty

   Part Time Faculty

   Full Time Staff

   Part Time Staff

   Full Time Mgr/Admin

   Part Time Mgr/Admin

2. **2017**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   179

   Full Time Faculty

   0

   Part Time Faculty

   1

   Full Time Staff

   0

   Part Time Staff

   0

   Full Time Mgr/Admin

   0.00

   Part Time Mgr/Admin

   1.00

3. **2018**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   171

   Full Time Faculty

   0

   Part Time Faculty

   1

   Full Time Staff

   0

   Part Time Staff

   0

   Full Time Mgr/Admin

   0.00

   Part Time Mgr/Admin

   1.00

4. **2019**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   206

   Full Time Faculty

   0

   Part Time Faculty

   1

   Full Time Staff

   0

   Part Time Staff

   1

   Full Time Mgr/Admin

   0.00

   Part Time Mgr/Admin

   1.00

Percentages

Percentage Full to Part Time Faculty

Year:2017
FT = 0%
PT = 100.00%

Year:2018
FT = 0%
PT = 100.00%

Year:2019

FT = 0%
PT = 100.00%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Our FT AEC/VRC Counselor needs to return to (copy and past from the Resources)

Additional Comments

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**

  Total Number of student contacts

  322
  Total allocated budget

  58929.000
  Total spending

  Total cost per student (Student Contact/ Total Spending)

- **2018 - 19**

  Total Number of student contacts

  265
  Total allocated budget

  29798.000
  Total spending

  29798.000
  Total cost per student (Student Contact/ Total Spending)

- **2017 - 18**

  Total Number of student contacts

  256
  Total allocated budget

  27633.000
  Total spending

  27633.000
  Total cost per student (Student Contact/ Total Spending)

Year and Student count

Year:2017 Count:256
Year:2018 Count:265
Year:2019 Count:322

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **20% Counseling Overload**

   Funding Source

   Catagorical

   Academic Year

   2019-20

   Purpose of Funding

   Provide designated counseling services for student veterans.

   Result

   Student veterans received limited designated and centralized counseling services during throughout the academic year.

2. **$100,000**

   Funding Source

   Catagorical

   Academic Year

   2019-2020

   Purpose of Funding

   100% cost of fulltime AEC/VRC counselor

   Result

   Accessible Education Center paid for 100% of the counselor for serving 50% of Veteran students with disabilities and 50% of AEC students.

3. **$50,000**

   Funding Source

   Catagorical

   Academic Year

   2018-2019

   Purpose of Funding

   50% cost of VRC Counselor by Equity Funds/50% paid by AEC for 100% fulltime Counselor

   Result

   Accessible Education Center paid for 50% of the VRC Counselor to serve Veteran students with disabilities and 50% paid by Equity the VRC Counselor to serve Veteran students

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Collaborations between special programs has increased, case management approach, increased communication with A&R and Counseling and the School Certifying Offfcial.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan (http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The COVID-19 Pandemic continues to pose a threat to our program. GI Bill Housing Allowance is based on where classes are held, and if a student is 100% online they receive the national average, ~$850, instead of the local rate of $4,200. Given the choice, veterans would take in-person classes for this reason, and it better suits their learning preferences. The VA has granted special exemptions through most of 2021, but if the situation continues, it could greatly diminish our veteran population.

Software poses a challenge, as well. The updated MyDegreeWorks, used by both the Counselor and Certifying Official, lacks key features for staff that were available in previous versions.This has increased the time it takes to complete a task tenfold. With only part time positions in the VRC, this has, and will continue to, reduce efficiency greatly.

Additional funding for VRC programs is being made available by the state. Updates on amounts and expected funds availability is expected in Spring 2021.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes, the college encourages staff and faculty members to attend professional development training such as the Western Associates of Veterans Education Specialists (WAVES) Conference and California Association for Post Secondary Education and Disability (CAPED). In addition, the Veterans Resource Center has partnered with community organizations like the Veterans Affairs Hospital to provide veteran focused training during professional development.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

There is a need for the AEC/VRC counseling position to return to its original intent as a 50/50 split between AEC and VRC. The current 20% overlaod is not sufficient to support student veterans. There is a need for the Certifying Official position to be Full Time (half Certifying half Program Coordinator) to allow enough time to conduct community outreach and develop partnerships.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

The college has developed a professional development mentor program to help new incoming faculty members feel welcomed, supported and valued. In addition, the college continues to find effective ways to provide diversity training to create a more inclusive environment.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

N/A

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

To continue developing services provided by the Veteran Resource Center, I recommend hiring a Program Coordinator to organize student activities and community events.

Goals

Three-Year Program Plan Goal Setting Worksheet

1. **Over the next three years increase the student- veteran retention rate from first to second term by 5%.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

   Mission: The Veterans Resource Center (VRC) at Gavilan College provides resources and services for student veterans. The center is committed to helping veterans manage the transition from military service to the college campus setting, while also assisting student veterans understand and successfully navigate the college environment to meet their educational goals.The VRC provides a warm and welcoming place for veterans to connect with one another, learn about available campus services, receive counseling services specific to veterans' academic needs and connect to the many veteran resources in the community. The VRC is designed to be a one-stop shop to support the unique needs of student veterans; staffed by one part-time Sr. Program Specialist who is the Certifying Official for student veteran educational benefits and one part-time designated Counselor who is familiar with student veteran transition experience, benefits and resources. The VRC also provides space and advising to the student veterans club and participates in outreach activities in community events.

   Strategic Plan: 1. Increase Acheivement and 4. Improve Equity- Student-veterans who attend two consecutive semesters at Gavilan College and utilize academic support services increase their success rate of completing their educational goal.

   Proposed Activity to Achieve Goal**

   Develop new-student veteran orientation workshops.

   Responsible Party

   VRC Counselor and School Certifying Official

   Fund amount requested. If a collaboration, what % required from each partner?

   N/A

   Total Three Year Resource Allocation Request

   1

   Timeline to Completion Month / Year

   Fall 2021

   How Will You Evaluate Whether You Achieved Your Goal

   We will evaluate this goal by determining if the service was provided.

2. **Increase the number of community partnerships and awareness of student veteran needs and services.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

   Mission: The Veterans Resource Center (VRC) at Gavilan College provides resources and services for student veterans. The center is committed to helping veterans manage the transition from military service to the college campus setting, while also assisting student veterans understand and successfully navigate the college environment to meet their educational goals.The VRC provides a warm and welcoming place for veterans to connect with one another, learn about available campus services, receive counseling services specific to veterans' academic

needs and connect to the many veteran resources in the community. The VRC is designed to be a one-stop shop to support the unique needs of student veterans; staffed by one part-time Sr. Program Specialist who is the Certifying Official for student veteran educational benefits and one part-time designated Counselor who is familiar with student veteran transition experience, benefits and resources. The VRC also provides space and advising to the student veterans club and participates in outreach activities in community events.

Strategic Plan: 1. Increase Achievement 3. Improve Employment 4.Improve Equity- The Veterans Resource Center (VRC) can incease student-veteran succcess rates by educating community partners and Gavilan College staff on the needs of student-veterans transitioning from the military into High Education. Through these relationships we hope to gain the support of our community partners to donate additional funding to continue providing equitable services, develop internships and job opportunities for student-veterans.

Proposed Activity to Achieve Goal**

Attend veteran focused resource fairs, faculty department meetings and invite community partners to attend Gavilan College events.
Responsible Party

VRC Counselor, School Certifying Official and VA Work-Study Students
Fund amount requested. If a collaboration, what % required from each partner?

N/A

Total Three Year Resource Allocation Request

1
Timeline to Completion Month / Year

Spring 2022
How Will You Evaluate Whether You Achieved Your Goal

The completion of this goal will be evaluated by the number of community events attend each year.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Veterans Resource Center (VRC) opened in 2015 under the leadership and umbrella of the AEC with the intent of creating a one-stop shop for meeting the unique needs of student veterans in a centralized location with a designated Counselor and support staff. Student Veterans were, at the time identified as a disproportionately impacted group who were underperforming in retention and completion rates during the development of the 2015 Student Equity Plan. In 2016 a full-time Counselor was hired to support AEC and student veterans with 50 percent of their time being dedicated to student veterans. Subsequently, with the new state categorical allocations that were provided to colleges to support VRC's beginning in 2017; a part-time staff was hired in 2019 to serve as the School Certifying Official and point of contact for student veterans. The addition of a dedicated staff in 2019 has been instrumental in helping students navigate the benefits certification process and establishing a regular precnse in the VRC to support daily student activities and visitors. Data on student veterans over the past three year shows there is no longer a disproportionate gap in retention or competion among student veterans at Gavilan.

Due to the pandemic and overall shift to working and learning from home, the certification process has become more difficult. The VA educational benefits certification porocess is manual and time consuming due to the federal government's reliance on paper statements; such a process currently limits the VRC from creating more opportunities for outreach in the community and coordinating events for student veterans.

Attach Files

Attached File
VRC - Milestone Tracking Summary.pdf (/Form/Module/_DownloadFile/47/44788?fileId=62)