#8

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Veterans Services

Q2 Lead Author and Collaborators:

Osvaldo Torres

Q3 Dean/Manager:

Nicole Jones

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

Cuyamaca College is committed to academic success for services members, veterans and military affiliated students. We strive to provide comprehensive services to ensure seamless transition to campus life.

Q5 Describe how your service area supports the College's mission:

We endeavor to maintain a Veterans Services focused on comradery, academic success and excellent support services. Inherent in these core priorities is a commitment to serving disproportionately impacted populations of students, including student veterans. The college approved a part-time Veterans Center coordinator and a Veterans Center Specialist position that supports the college's mission of Student Validation and Engagement and Organizational Health. The Veterans Services staff work to ensure that the issues unique to student veterans are adequately addressed and provide general information on how to use veteran resources and connect the student veteran with the appropriate individuals on campus and in the community to address more in-depth questions.

Q6 Is the service area description in the current college catalog up to date and accurate?

If No, what steps will you take to revise the college catalog description?:
The Veterans Services office was recently relocated to the I building. Veterans Services office location needs to be updated. Instructional Operations Supervisor, Julie Kahler, will be contacted to make the necessary changes.

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses?   **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?

Respondent skipped this question

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Respondent skipped this question

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.

Respondent skipped this question

Q12 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?　　**Respondent skipped this question**

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?　　**Respondent skipped this question**

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?　　**Respondent skipped this question**

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?　　**Respondent skipped this question**

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?　　**Respondent skipped this question**

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?　　**Respondent skipped this question**

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses?　　**Respondent skipped this question**

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections?　　**Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?　　**Respondent skipped this question**

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:

Respondent skipped this question

Q26 Degree/certificate #2:

Respondent skipped this question

Q27 Degree/certificate #3:

Respondent skipped this question

Q28 Degree/certificate #4:

Respondent skipped this question

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:

Respondent skipped this question

Q37 Degree/certificate #11:

Respondent skipped this question

Q38 Degree/certificate #12:

Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period?**requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle?

Respondent skipped this question

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?

Yes

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

Many veterans have a difficult time transitioning from the military to civilian life. At
Cuyamaca College student veterans are impacted by an identified range of academic and non-academic barriers including: difficulty in transitioning from military to civilian life, mental health issues, limited finances, poor study habits, and familial challenges. As a result, our student veterans face unique social, academic and physiological issues that differ from our typical student population.

Q47 How does the service area ensure it is addressing the needs of its student population?

Veterans Services at Cuyamaca College is committed to the delivery of comprehensive support services for student veterans. Veterans Services promotes a campus climate that values veterans and fosters a culture of trust and connectedness across the college community. The College works to ensure that the unique needs from student veterans and dependents are met by coordinating with various campus services. For example, Veteran students receive priority registration as mandated by Federal policy, which requires coordination with the Office of Admissions and Records. Additionally, the Veterans Services program provides coordinates services related to academic counseling, disability accommodations, financial aid, veteran benefits information, and referrals to campus, local, state and federal resources and services. Cuyamaca College has created avenues which facilitate college access to veteran students. These support services guide students from the application to the college through completion of their educational goals. These targeted Veteran support services include: a dedicated Veterans Counselor, one-on-one application and registration assistance, assessment and advising sessions, veteran only walk-in counseling services, and veteran specific appointment times. Students are made aware of the available support services via email. The students receive detailed information regarding the dates and times of counseling services, appointment availability, workshops and activities provided by the Veterans Student Organization. The Veterans Services program also employs veteran work-study students through the department of veteran affairs. These veterans assist the program in a variety of tasks including: answering phones calls, Organizing paperwork for student files, scheduling student appointments and front counter assistance with VA related paperwork. This strategy has been effective as veteran work-study students and veteran students can relate to one another as prior service members and now fellow college students at Cuyamaca.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Veterans services works with the Institutional Effectiveness, Success and Equity (IESE) office. IESE assists our area of with assessments, data collection, research and evaluation. These activities are intended to help identify student veterans' needs, measure student veteran success, assess services provided, and ultimately improve outcomes for student veterans.

A 2018-2019 comparison report showed that student veterans have a higher percentage rate of units completed in a semester and course retention and GPA versus the general college student population:
*   Veteran units completed is higher than the college-wide average (5.85 versus 5.7)
*   Veterans retention is higher than college wide average (88.4% versus 87.7%)

Q49 What steps is your service area taking to advance the college's student success and equity goals?

Cuyamaca College Veterans Services was recently awarded a $200,000 grant. The grant has assisted in improving our institutional capacity to provide support services and increase retention, persistence and completion of degrees among veteran students. The funds allocated from the state is being used for services that are currently not available and to enhance current services offered. Overall, Veteran Services strives to increase the likelihood that veteran students will successfully transition from the military environment to campus life, and that students receive much needed support for completing their educational goals.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Cuyamaca Veterans Comparison Report 2019.pdf (473.2KB)

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: Student surveys and auditing student file.

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

Veterans Services works closely with various departments across the college such as; Financial Aid, DSPS, Admissions and Records, Career Center, Transfer Center, Library, Tutoring, Bookstore, Health Services, Academic Affairs, IESE and GCCCD Foundation. We work closely with these departments to ensure that the issues unique to student veterans are adequately addressed. For example; Veterans Services collaborates with IESE yearly to provide important data on our student population. IESE provides a comparison report that provides demographic on student veterans compared to all students. The report provides data on course retention, course success, persistence, and GPA and how it compares to all students at Cuyamaca College. Veterans Services uses the date to determine what partnerships are crucial in helping our students be successful. Below is a list of departments we have collaborated with and the services that have been offered.

Tutoring Center – Tutoring at the Veterans Center
Finacial Aid – Workshops
DSPS – Workshops and services for students with disabilities
Admissions and Records – Priority Registration
Career Center – Workshops
Transfer Center – Workshops
Library – Veterans Week Library display
Bookstore – Textbook lending library
Health Services – Personal counseling services
Academic Affairs – Funding is provided for the Veteran's Week BBQ
GCCCD Foundation – Funding is provided for the Veteran's Recognition Ceremony

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Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Cuyamaca Veterans Comparison Report 2019.pdf (473.2KB)

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

Veterans Services offers comprehensive support services for our students veterans. Below is a list support services that are offered:

•Veterans Orientation -New student orientation supports the transition from the
military to higher education. School policies, procedures, and programming are
some of the topics reviewed to ensure access and promote student success.
Orientation involves coordinated collaboration with Financial Aid, Disabled Student Program Services, Tutoring and Health Services.
•Veterans Week -Veterans Week honors U.S. service members and veterans with a full week of activities. Past activates include: a clothing drive, career workshops,
transfer workshops, scholarship workshops, Veterans BBQ, Veterans Day library
display and workshops lead by community agencies such as the San Diego VET
Center. Coordination of this large-scale event includes establishing a budget,
scheduling campus facilities, making site reservations, booking a speaker,
developing marketing materials, event decor, catering, requesting parking and
facility permits, and hiring entertainment.
•Veterans Recognition Ceremony - The ceremony provides an opportunity to
highlight the men and women who have served our country and who have
completed a Certificate, Associate Degree, and/or plan to transfer. Coordination of this large scale event includes establishing a budget, scheduling, site reservation,
booking a speaker, developing marketing materials, event decor, catering,
requesting parking and facility permits and hiring entertainment.
•Plan, organize and implement student success activities in collaboration with
other departments such as Financial Aid, Career Services, Transfer Center, and Health Services. Workshops include: career and interview skills workshop,
scholarship workshop, California State University application workshop and
relaxation workshop.
•Through formal and informal focus groups and research, Veteran Services
monitors and tracks the needs of current student veteran population. Veterans Services recommends new initiatives according to the
identified student needs such as; evening workshops, tutoring, textbook lending library, scholarship workshops,
relaxation workshops, and veterans BBQ.
•Follow-up services such as, assisting students who need to modify their semester schedule due to registering for courses that are not permitted by the VA, which could have happened because of student error or course section cancelation. Frequently contact students during the fall, spring and summer registration and assist with course enrollment that is VA compliant to help students maintain fulltime status for VA benefits.
•Veterans Services also coordinates social activities that help recharge and motivate vets for finals as well as provide food during finals.
•In addition, the Veterans Resource Center offers free printing for veterans and dependents of veterans.
•Academic Survival Kits - New student veterans are given school supplies
such as paper, binders, a flash drive, calculators, pens, pencils, highlighters,
Scantrons, and bluebooks.
•Food Pantry -Community food pantry for our student veterans.
•Computers lab and free printing
•Text Book Lending Library-Textbook lending library

Q58 Please describe your service area challenges.

Veterans services currently has only one full time employee. Below is a list of employee at Veterans Services:

One fulltime Certifying Official
One counselor at .5 FTE
Veterans Center Coordinator at .5 FTE
Veterans Services specialist at .3 FTE

The Veterans Center coordinator and specialist positions are temporary.

The VA today is a huge organization, serving millions of veterans. It offers a variety of benefit programs that include programs for health care, education, disability and educational benefits. Navigating the VA can be complicated. One of the biggest frustrations voiced by veterans is the daunting and unfamiliar bureaucracy of higher education and VA educational benefits. Student veterans are required to complete substantial paperwork in order to receive financial assistance while attending College. Our Veterans Services would be better able to serve veterans if we had the resources to hire more staff members specifically dedicated to veteran services. Limited staffing and complicated VA benefits rules leads to a focus on immediate needs and legal mandates, which leads to an overly strong focus on VA educational benefits compliance. More personnel would allow staff to get to know veterans individually and coordinate support activities with other offices throughout the college. Increase in staffing would assist student veterans' transition back to civilian life as a California Community College student. An increase in support services would help improve retention, persistence and completion of degrees and certificates among veteran students. Limited staffing has greatly hindered the ability to serve student veterans

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Q59 Please describe external influences that affect your service area (both positively and negatively).

The VA today is a huge organization, serving millions of veterans. It offers a variety of benefit programs that include programs for health care, education, disability and housing benefits. It has hundreds of facilities throughout the United States, including hospitals, residences and clinics. Navigating the VA can be complicated. One of the biggest frustrations voiced by veterans is the daunting and unfamiliar bureaucracy of higher education and VA educational benefits. Student veterans are required to complete substantial paperwork in order to receive financial assistance while attending College. As a result, many veterans feel a sense of alienation and also feel confused and overwhelmed during their first terms.

However, the VA education benefits and also greatly assists student veterans as they pursue their educational goals. It is designed to cover tuition and fees for in-state public higher education institutions for eligible veterans. The VA educational benefits also provide a monthly housing stipend and an annual book stipend as well as reimbursement for tutoring. Although, student are forced to navigate a completed system to receive benefits, student veterans benefit from the financial assistance they receive.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

A veteran focused bond measure was passed by the city of El Cajon, California in 2012. Funds from the bond measure was used to remodel our Veterans Recourse Center. The construction bond helped improve our Veterans Resource Center facilitates by increasing the overall size of our floor plan from 870 square footage to 2487 square footage. The remodel relocated the certifying official and counselor to one central location. As a result, Counseling services and VA benefit certification have become more accessible to students. Student veterans and military affiliated students have access to a "one-stop shop" to get all of their student needs met. Cuyamaca College Veterans Services is working on leveraging new or existing resources by demonstrating that there is a need to further support our veterans and that there is a great need to fully staff the Veterans Services office. Veterans Services will continue to work with Cuyamaca College's Institutional Effectiveness, Success and Equity office to assess and gather information on how veteran students compare to general students at Cuyamaca College. Data that is gathered from this grant will assist in leveraging support from faculty, staff and administrators by demonstrating the importance of support services and staffing that is needed for our student veterans.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

Expand VRC textbook lending library

Q63 Which College Strategic Goal does your service area most directly support?   **Student Validation and Engagement**

Q64 Please describe how this goal advances the college strategic goal identified above.

Many veterans have a difficult time transitioning from the military to civilian life. At Cuyamaca College student veterans are impacted by an identified range of academic and non-academic barriers including: difficulty in transitioning from military to civilian life, mental health issues, limited finances, poor study habits, and familial challenges. As a result, our student veterans face unique social, academic and physiological issues that differ from our typical student population. We are committed to the delivery of comprehensive support services for student veterans. Veterans Services promotes a campus climate that values veterans and fosters a culture of trust and connectedness across the college community. The College works to ensure that the unique needs from student veterans and dependents are met by coordinating with various campus services and community agencies.

Q65 Goal status: **In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update?   **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

Cuyamaca College Veterans Services was awarded a grant from that State that will allow us to expand our textbook lending library. We received $20,000. We have until December 2021 to utilize the funds.

Q69 How will this goal be evaluated?

Veterans Services textbook funds will be reviewed at the end of the 2019-2020 academic year to determine how much money was spent on the lending library and how many students utilized the service.

Q70 Do you have another goal to update?   **Yes**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

Establish a food pantry at the Veterans Center.

Q72 Which College Strategic Goal does your service area most directly support?   **Student Validation and Engagement**

Q73 Please describe how this goal advances the college strategic goal identified above.

Veterans Services at Cuyamaca College is committed to the delivery of comprehensive support services for student veterans. Veterans Services promotes a campus climate that values veterans and fosters a culture of trust and connectedness across the college community. The College works to ensure that the unique needs from student veterans and dependents are met by coordinating with various campus services. The food pantry will assist in improving our institutional capacity to provide support services and assist with student validation and engagement.

Q74 Goal status: **Completed**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

A food pantry was established at the Veterans Center in January of 2019. Cuyamaca College Veterans Services was awarded a grant from that State that will allow us to expand our food pantry. We have until December 2021 to utilize the funds.

Q76 Do you have another goal to update?   **Yes**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year: **Respondent skipped this question**

Q78 How will this goal be evaluated?   **Respondent skipped this question**

Q79 Do you have another goal to update?   **Respondent skipped this question**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

Increase the total number of students served at the Veterans Center.

Q81 Which College Strategic Goal does your service   **Student Validation and Engagement**
area most directly support?

Q82 Please describe how this goal advances the college strategic goal identified above.

Many veterans have a difficult time transitioning from the military to civilian life. At Cuyamaca College student veterans are impacted by an identified range of academic and non-academic barriers including: difficulty in transitioning from military to civilian life, mental health issues, limited finances, poor study habits, and familial challenges. As a result, our student veterans face unique social, academic and physiological issues that differ from our typical student population. We are committed to the delivery of comprehensive support services for student veterans. Veterans Services promotes a campus climate that values veterans and fosters a culture of trust and connectedness across the college community. The College works to ensure that the unique needs from student veterans and dependents are met by coordinating with various campus services.

Q83 Goal status: **In Progress - will carry this goal forward into next year**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for   **Respondent skipped this question**
the deletion/completion of the goal:

Q85 Do you have another goal to update?   **No**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year:

1. Schedule workshops at the Veterans Center
2. Host 2-3 BBQ evets that the Veterans Center
3. Increase free printing from 10 pages a day to 15 pages.
4. Offer counseling services at the Veterans Center 2 days a week
5. Increase food pantry services

Q87 How will this goal be evaluated?

The VRC coordinator will monitor a weekly sign-in sheet to determine how many students we serve. We are also in the process of establishing a sign-in process SARS log-in software. The program will monitor the total number of students that are served at the Veterans Center.

Q88 Do you have another goal to update?   **No**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:   **Respondent skipped this question**

Q90 Which College Strategic Goal does your service area most directly support?   **Respondent skipped this question**

Q91 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q92 Goal status: **Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated?   **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)?   **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Increase outreach with local military bases and other military friendly agencies

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Q98 Which College Strategic Goal does this service area goal most directly support?   **Student Validation and Engagement**

Q99 Please describe how this goal advances the college strategic goal identified above:

Many veterans have a difficult time transitioning from the military to civilian life. At Cuyamaca College student veterans are impacted by an identified range of academic and non-academic barriers including: difficulty in transitioning from military to civilian life, mental health issues, limited finances, poor study habits, and familial challenges. As a result, our student veterans face unique social, academic and physiological issues that differ from our typical student population. We are committed to the delivery of comprehensive support services for student veterans. Veterans Services promotes a campus climate that values veterans and fosters a culture of trust and connectedness across the college community. The College works to ensure that the unique needs from student veterans and dependents are met by coordinating with various campus services.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

With the Veterans Center remodel, counseling services and VA benefit certification have become more accessible to students. Student veterans and military affiliated students have access to a "one-stop shop" to get all of their student needs met. Veterans center would like to increase the total number of veterans serviced in our center. We hope to increase our student numbers by increasing our outreach efforts with local military bases and other military friendly agencies

Q101 Action steps for this year:

The Veterans Center coordinator will contact local military bases and other military friendly agencies. Meetings will be scheduled to coordinate outreach events.

Q102 How will this goal be evaluated?

Progress will be monitories during the 2019-2020 academic year. Total amount of meetings and site visits will determine what progress was made for the 2019-2020 academic year.

Q103 Do you have another new goal?   **No**

Page 37: VIII. New Goals

Q104 New Goal 2:   **Respondent skipped this question**

Q105 Which College Strategic Goal does this service area goal most directly support?   **Respondent skipped this question**

Q106 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q108 Action steps for this year: **Respondent skipped this question**

Q109 How will this goal be evaluated?   **Respondent skipped this question**

Q110 Do you have another new goal?   **Respondent skipped this question**

Page 38: VIII. New Goals

Q111 New Goal 3:   **Respondent skipped this question**

Q112 Which College Strategic Goal does this service area goal most directly support?   **Respondent skipped this question**

Q113 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q115 Action steps for this year: **Respondent skipped this question**

Q116 How will this goal be evaluated?   **Respondent skipped this question**

Q117 Do you have another new goal?   **Respondent skipped this question**

Page 39: VIII. New Goals

Q118 New Goal 4:   **Respondent skipped this question**

Q119 Which College Strategic Goal does this service area goal most directly support?

Respondent skipped this question

Q120 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q122 Action steps for this year:

Respondent skipped this question

Q123 How will this goal be evaluated?

Respondent skipped this question

Page 40: IX. Executive Summary

Q124 One-page summary:

IX.1 Program Overview and Description
Cuyamaca College is committed to academic success for services members, veterans and military affiliated students. We strive to provide comprehensive services to ensure seamless transition to campus life.We endeavor to maintain a Veterans Services focused on comradery, academic success and excellent support services. Inherent in these core priorities is a commitment to serving disproportionately impacted populations of students, including student veterans. The college approved a part-time Veterans Center coordinator and a Veterans Center Specialist position that supports the college's mission of Student Validation and Engagement and Organizational Health. The Veterans Services staff work to ensure that the issues unique to student veterans are adequately addressed and provide general information on how to use veteran resources and connect the student veteran with the appropriate individuals on campus and in the community to address more in-depth questions.

IX.2 Strengths
Veterans Services offers comprehensive support services for our student veterans. Below is a list support services that are offered:

•Veterans Orientation -New student orientation supports the transition from the military to higher education. School policies, procedures, and programming are some of the topics reviewed to ensure access and promote student success.
Orientation involves coordinated collaboration with Financial Aid, Disabled Student Program Services, Tutoring and Health Services.
•Veterans Week -Veterans Week honors U.S. service members and veterans with a full week of activities. Past activates include: a clothing drive, career workshops, transfer workshops, scholarship workshops, Veterans BBQ, Veterans Day library display and workshops lead by community agencies such as the San Diego VET Center. Coordination of this large-scale event includes establishing a budget, scheduling campus facilities, making site reservations, booking a speaker, developing marketing materials, event decor, catering, requesting parking and facility permits, and hiring entertainment.
•Veterans Recognition Ceremony - The ceremony provides an opportunity to highlight the men and women who have served our country and who have completed a Certificate, Associate Degree, and/or plan to transfer. Coordination of this large scale event includes establishing a budget, scheduling, site reservation, booking a speaker, developing marketing materials, event decor, catering, requesting parking and facility permits and hiring entertainment.
•Plan, organize and implement student success activities in collaboration with other departments such as Financial Aid, Career Services, Transfer Center, and Health Services. Workshops include: career and interview skills workshop, scholarship workshop, California State University application workshop and relaxation workshop.
•Through formal and informal focus groups and research, Veteran Service monitors and tracks the needs of current student veteran population. Veterans Services recommends new initiatives according to the identified student needs such as; evening workshops, tutoring, textbook lending library, scholarship workshops, relaxation workshops, and veterans BBQ.
•Follow-up services such as, assisting students who need to modify their semester schedule due to registering for courses that are not permitted by the VA, which could have happened because of student error or course section cancelation. Frequently contact students during the fall, spring and summer registration and assist with course enrollment that is VA compliant to help students maintain fulltime status for VA benefits.
•Veterans Services also coordinates social activities that help recharge and motivate vets for finals as well as provide food during finals.
•In addition, the Veterans Resource Center offers free printing for veterans and dependents of veterans.
•Academic Survival Kits - New student veterans are given school supplies such as paper, binders, a flash drive, calculators, pens, pencils, highlighters, scantrons, and bluebooks.
•Food Pantry -Community food pantry for our student veterans.
•Computers lab and free printing
•Text Book Lending Library-Textbook lending library

IX.3 Challenges

Veterans services currently has only one full time employee. Below is a list of employee at Veterans Services:

One fulltime Certifying Official
One counselor at .5 FTE
Veterans Center Coordinator at .5 FTE

Veterans Center Coordinator at .5 FTE
Veterans Services specialist at .3 FTE

The Veterans Center coordinator and specialist positions are temporary.

The VA today is a huge organization, serving millions of veterans. It offers a variety of benefit programs that include programs for health care, education, disability and educational benefits. Navigating the VA can be complicated. One of the biggest frustrations voiced by veterans is the daunting and unfamiliar bureaucracy of higher education and VA educational benefits. Student veterans are required to complete substantial paperwork in order to receive financial assistance while attending College. Our Veterans Services would be better able to serve veterans if we had the resources to hire more staff members specifically dedicated to veteran services. Limited staffing and complicated VA benefits rules leads to a focus on immediate needs and legal mandates, which leads to an overly strong focus on VA educational benefits compliance. More personnel would allow staff to get to know veterans individually and coordinate support activities with other offices throughout the college. Increase in staffing would assist student veterans' transition back to civilian life as a California Community College student. An increase in support services would help improve retention, persistence and completion of degrees and certificates among veteran students. Limited staffing has greatly hindered the ability to serve student veterans

IX.4 External Influences
The VA today is a huge organization, serving millions of veterans. It offers a variety of benefit programs that include programs for health care, education, disability and housing benefits. It has hundreds of facilities throughout the United States, including hospitals, residences and clinics. Navigating the VA can be complicated. One of the biggest frustrations voiced by veterans is the daunting and unfamiliar bureaucracy of higher education and VA educational benefits. Student veterans are required to complete substantial paperwork in order to receive financial assistance while attending College. As a result, many veterans feel a sense of alienation and also feel confused and overwhelmed during their first terms.
However, the VA education benefits and also greatly assists student veterans as they pursue their educational goals. It is designed to cover tuition and fees for in-state public higher education institutions for eligible veterans. The VA educational benefits also provide a monthly housing stipend and an annual book stipend as well as reimbursement for tutoring. Although, student are forced to navigate a completed system to receive benefits, student veterans benefit from the financial assistance they receive.

IX.5 How assessment results have guided your program
effectiveness in the next 4 years?

A veteran focused bond measure was passed by the city of El Cajon, California in 2012. Funds from the bond measure was used to remodel our Veterans Recourse Center. The construction bond helped improve our Veterans Resource Center facilitates by increasing the overall size of our floor plan from 870 square footage to 2487 square footage. The remodel relocated the certifying official and counselor to one central location. As a result, Counseling services and VA benefit certification have become more accessible to students. Student veterans and military affiliated students have access to a "one-stop shop" to get all of their student needs met. Cuyamaca College Veterans Services is working on leveraging new or existing resources by demonstrating that there is a need to further support our veterans and that there is a great need to fully staff the Veterans Services office. Veterans Services will continue to work with Cuyamaca College's Institutional Effectiveness, Success and Equity office to assess and gather information on how veteran students compare to general students at Cuyamaca College. Data that is gathered from this grant will assist in leveraging support from faculty, staff and administrators by demonstrating the importance of support services and staffing that is needed for our student veterans.

IX.6 Future Plans/Goals

Many veterans have a difficult time transitioning from the military to civilian life. At Cuyamaca College student veterans are impacted by an identified range of academic and non-academic barriers including: difficulty in transitioning from military to civilian life, mental health issues, limited finances, poor study habits, and familial challenges. As a result, our student veterans face unique social, academic and physiological issues that differ from our typical student population. We are committed to the delivery of comprehensive support services for student veterans. The goals for 2019-2020 will help promotes a campus climate that values veterans and fosters a culture of trust and connectedness across the college community.

IX.7 Executive Summary

Veterans Services at Cuyamaca College is committed to the delivery of comprehensive support services for student veterans. Veterans Services promotes a campus climate that values veterans and fosters a culture of trust and connectedness across the college community. The College works to ensure that the unique needs from student veterans and dependents are met by coordinating with various campus services. For example, Veteran students receive priority registration as mandated by Federal policy, which requires coordination with the Office of Admissions and Records. Additionally, the Veterans Services program provides coordinates services related to academic counseling, disability accommodations, financial aid, veteran benefits information, and referrals to campus, local, state and federal resources and services. Cuyamaca College has created avenues which facilitate college access to veteran students. These support services guide students from the application to the college through completion of their educational goals. These targeted Veteran support services include: a dedicated Veterans Counselor, one-on-one application and registration assistance, assessment and advising sessions, veteran only walk-in counseling services, and veteran specific appointment times. Students are made aware of the available support services via email. The students receive detailed information regarding the dates and times of counseling services, appointment availability, workshops and activities provided by the Veterans Student Organization. The Veterans Services program also employs veteran work-study students through the department of veteran affairs. These veterans assist the program in a variety of tasks including: answering phones calls, Organizing paperwork for student files, scheduling student appointments and front counter assistance with VA related paperwork. This strategy has been effective as veteran work-study students and veteran students can relate to one another as prior service members and now fellow college students at Cuyamaca.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

Yes

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)?

No

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)?

Yes

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)?   **No**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?   **No**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)?   **No**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."   **I am ready to submit my program review**