STUDENT SERVICES PROGRAM REVIEW

SELF STUDY

GROSSMONT
COLLEGE

Name of Department or Program:	Veterans Services
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STUDENT SERVICES PROGRAM REVIEW

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

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SECTION 1 – MISSION & OVERVIEW

Name of Program:	Veteran Services

PURPOSE OF SECTION 1.1 - 1.3: To help the committee understand how the department/program supports the mission of GC.

> **College Mission:** *"Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities."*

> ***Note: College mission statement is currently under revision***

1.1   Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of GC.

Program mission:	Grossmont College's Veteran Services assists military affiliated students. Our dedication is to provide the highest level of competency and efficiency while maintaining relevant services and support which enable our students to be successful and (reach their education goal) fulfill their personal commitment to themselves, their families and to their communities through a college education.
Relationship to College mission:	Our services and support align with the College's commitment to provide an exceptional learning environment to our diverse group of students every day. Both the Grossmont College's and Veteran Services' mission statements focus on bringing our communities together. Veteran Services helps promote the mission specifically by helping our military affiliated students to reach for their dreams and go back into the community to be successful.

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	Our departments in Veteran Affairs Office (VAO) and Veterans Resource Center (VRC) just formally developed our mission statement, so we have not revised it. Our goal moving forward is to meet to review it annually during the Fall semester and revise it, as needed based on a future student needs assessment.

1.3   Did your department make any changes to its mission statement in this program review cycle? Please explain why or why not.

Comments:	This is the first mission statement developed for Veteran Services. Veteran Services was not a part of the prior review cycle. This is a newly consolidated program and as such we are beginning the process of reviewing Veteran Services as one unit with this Program Review cycle.

PURPOSE OF SECTION 1.4 – 1.10 To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.

1.4 **HISTORY**: Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	*19XX – 2008* Lucy Price was assigned as Grossmont's School Certifying Official (SCO) *2008* **Veteran Affairs Office (VAO)** moved to building 36 during construction in building 10. *2009 - 2013* Olivia Krausie was assigned as Grossmont's SCO *Fall 2010* Under the leadership of Carl Fielden the **Veteran Resource Center (VRC)** was selected through a competitive application process to be one of the first 15 pilot cites to receive consultation resources and recommendations from the state chancellor's office. Grossmont College provided the space to open the VRC for the first time which was located in building 21 with just 400 sf. computers and a study area. (Please see appendix for proposal submitted to the state chancellor's office and Galvin Group Review.) *2010* Veteran Affairs Office returned to building 10. *2013* Amanda Wurangian & Kerri Etzel began working in their role as SCOs in building 10. *2014* The VRC doubled in size to our current 800 sf. thanks to the college's support for the VRC, this additional space provided limited room for drop in counseling since there was no office available to allow privacy in counseling. The area also included a lounge, study section as well as 8 computers and a printer added to the existing space. *March 2016* Amanda Wurangian resigned from the role Veterans SCO. - July 6, 2016 Robert Davis began working in the role of Interim Veterans SCO and volunteered as the SVO classified staff advisor. *October 2016* the Veterans Counselor/Coordinator was hired and began training (first full-time faculty hired specifically to work with student Veterans funded through SSSP). *November 22, 2017* Veterans Counselor/Coordinator began working with students in the VRC and volunteered as the SVO faculty advisor. *April 2017* Robert Davis resigned from the role of Interim Veterans SCO. *May 2017 Veteran of the Year Award given out at the Recognition dinner to a* Veteran student for outstanding leadership, academic excellence and exceptional perseverance. Faculty/Staff nominate a Veteran student for this award. *November 2017* Tyler Dranguet began working in the role of Veterans SCO.

1.5 **SERVICE POPULATION**: What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population:	- Active Duty - Veterans - Reserves - Dependents
Needs:	The needs of our students are broad and range from assistance transitioning from active duty to civilian life (can include housing, child care, financial literacy, career and other needs), information about applying for VA benefits, personal, career and academic counseling. Additionally, students using VA Education Benefits need to be certified. Certifying benefits for a student means that the student's registration statement is submitted to the U.S Department of Veteran Affairs Education Benefits through the VA-ONCE System for student to earn compensation for attending classes.

1.6 **SERVICES**: Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
Certifying of VA Education Benefits	Certifying Officials – Kerri Etzel & Tyler Dranguet • Submit official transcript evaluations for student transcripts to determine unit value and grade points for advanced standing; check for course repetition, academic renewal and other transcript notations; calculate the equivalency of quarter hours to semester units. • Investigate and determine the residency status of prospective students as assigned; examine documents in support of claims of residency; review immigration documents. • Interpret, apply and explain federal, state and district laws, rules and regulations related to Veterans Administration educational programs. • Communicate orally and in writing with applicants, District departments, public agencies and state and federal agencies; answer inquiries regarding residency, student admissions, veteran programs, applications, program changes and provide general information, at the public counter and by telephone; act as a resource person for office staff to resolve problems requiring specialized knowledge. • Maintain files for area of specialty (residency, veterans, and international students); update residency status of international students, non-resident students and military dependents. • Communicate with Information Systems; extract computer reports for faculty and staff and federal and state agencies and for area of specialty. • Provide work direction and guidance to hourly, work study and temporary employees in the Admissions and Records Office. • Interpret, code and enter data on a personal computer from a variety of prepared and original source documents, forms and records. • Enter into student record system a wide variety of student records related to programs, credits and other related data. • Compile and maintain files for veterans receiving benefits; monitor students' progress to assure compliance with applicable rules and regulations. • Maintain departmental area(s) in a safe, clean and orderly condition; assure compliance with established safety procedures and regulations. • Determine veteran benefits and submit needed information to the Veterans Administration. • Schedule counselor appointments for the Veterans counselors. • Process documentation for tutoring reimbursement
Information on VA Education Benefits	Assist students and other visitors at the counter; provide information concerning applications, program changes, credit and non-credit courses, and provide a variety of general information.
Financial Aid Information Assistance and Scholarship Referral	Counselors assist students to understand Federal and State Financial Aid available through FAFSA, encourage students to apply and view their financial aid status and award through their student portal. They assist students with questions on FAFSA and refers students to FAFSA workshops as needed. They also share with students about Grossmont College and private scholarship opportunities. In addition, students have a dedicated Financial Aid (FA) advisor Brenda Gates. She works specifically with Veterans that have been denied FA and assists them with the adjustments of income or other FA forms to help students qualify for FA.

Student Engagement Events (academic, wellness & camaraderi)	The following are some of the student engagement events that have been hosted throughout the years and that we would like consistency for. In order to have consistency for some of these events we would need dedicated funding for the Veterans Recognition Dinner, Orientation, Welcome Back Breakfast and other student engagement activities like field trips to 4-year universities and lunch for events where we host 4-year universities:
	   • **Veterans Recognition Dinne**r- Hosted once a year for those veterans who are earning a certificate, graduating with an associate degree or transferring to a year institution. (funding requested for meals, estimated cost for 70 people $1,200, award, stoles, chords $800)
	   • **BBQ Fundraising** Raise funds for the SVO and raise awareness to the public. We raise about $250 and have 3 vets and 2 SCO's helping. (no funding resources requested only staffing)
	   • **Gulls Game**- Tickets were donated to the SVO to distribute to all Veterans and a guest. (no funding resources requested)
	   • **Padres Game**-Tickets were purchased by the SVO to distribute to all Veterans and a guest. (tickets were purchased with SVO club funds)
	   • **Orientation**- Meant for those Veterans who have attended less than 2 semesters to get information about different services available to them. We offer this before the Spring and Fall terms. 17 students attended the last orientation in spring 2019. (funding requested for meals and academic survival kits, estimated cost for food $500 and estimated cost for academic survival kits $1000 for 100 kits)
	   • **Welcome Back Breakfast/Mixer**- Hosted in the Fall and Spring to welcome back our returning and new Veterans to the current semester. 670 students were invited. A total of 21 individuals attended including faculty and staff who attended the event. (funding requested for meals, estimated cost $500)
	   • **Power 5 University Visit-**
	   • **Wounded Marine Golf Tournament-** This is a comradery event where veterans and a counseling faculty participate to build community. The fundraiser is hosted by the YMCA and raises funds for wounded, injured, and ill programs at the Naval Medical Center. (funding requested in 2018-19 $396 for 3 students and 1 faculty)

Computer Access/Printing	Students have access to a computer lab with 8 computers in the Veterans Resource Center (VRC). Printing is also available. Students can print up to 5 pages per day for free, Students use printers for registration statements which are required for submitting paperwork to the VAO. Currently, there is no direct supervision of the computer lab or printer, so Veterans Services is unsure whether students are adhering to the 5 pages per day limit.
Textbook Loan Library	Textbook donations are accepted at the VRC and those textbooks are available in the Veterans Resource Center (VRC) for students who would like to check them out. Books are available on first come first serve basis. We currently have over 50 books in 23 different disciplines and 5 students that used the textbook loan program during the FALL 2018. Lack of staffing resources has prevented our program from accurately tracking this service and having a formalized method to request and borrow books.
Counseling	One full time and three adjunct counselors are currently available in the VRC through appointments and drop in hours to provide personal, academic and career counseling to students. Services include but are not limited to: • assisting and providing information for students to apply to Grossmont College

	- assisting and providing information for students to apply for Veteran Education Benefits through the United States Department of Veteran Affairs - assisting and providing information for students to apply for Financial Aid through the FAFSA or Grossmont College website - Assistance and information to obtain transcripts from previous institutions attended - placement through multiple measures in English and Math classes - assistance clearing pre-requisites for other classes besides English and Math - Submitting official transcript evaluations for students in order to create an accurate education plan and reduce the number of units completed to attain education goal - guide students through career assessments and review results to determine personalized career options - personalize career exploration to students, interests, skills and values to match with a major of study or find employment - reviewing general education options for GC degrees and transfer - reviewing previous transcripts to determine courses that are equivalent, similar, transferable or non-transferrable - Researching articulation agreements with in state and out of state institutions for students that are planning to transfer - create personalized education plans that consider student's needs, skills and other commitments outside of school - assist students to register for classes at GCCCD - assist students to complete their student petitions for Financial Aid, Admissions & Records, Transfer or other academic related appeals - Teach strategies for academic success: test taking, manageable course load, studying, assessing personal needs and preferred learning style - refer students to other student services as needed, such as tutoring or academic departments - reduce the number of additional courses required for students to complete their goal by collecting documents, researching course descriptions from other colleges required to submit a Pass Along Request Data on number of counseling appointments available in Appendix #4.
Professional Development for faculty and staff	Full-time Counselor/Coordinator and SCOs participate in professional development conferences and regional meetings specific to the population we serve, and this professional development is needed for us to maintain our level of expertise and to better serve our students. Specific regional meetings include the quarterly Veterans Region 10 meetings, conferences including the annual California Community College Veterans Summit, the annual Western Association of Veterans Education Specialists (WAVES), and the annual National Association of Veteran's Program Administrators (NAVPA). Additionally, counselor has coordinated and provided Military Ally Training for faculty and staff during FLEX week as professional development to help our faculty and staff better understand the needs and support services relevant to our military affiliated population.

	The full-time counselor/coordinator is also responsible for training adjunct counselors to provide veteran specific counseling in the Veterans Resource Center and update the Veteran Counseling Guidelines and Resources document.	
Veteran Resource Center (VRC)	This space serves as both a social and study area for our students. It houses the computer lab, kitchenette, textbook loan library, counseling offices, and student social space.	

1.7 **STAFFING**: The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/Name:	FTE:	Responsibilities:
Admissions and Records Specialist (VA) AKA SCO/ Kerri Etzel & Tyler Dranguet	**100%**	**Please see section 1.6 for these individuals' job responsibilities.**
Counselor & Coordinator Veterans/ Maria Martinez	**100%**	**Provide counseling services, resources, referrals and coordinate student events. Please see section 1.6 for additional details of responsibilities.**
Adjunct Counselors/ Melissa Rockey, Bonnie Schmiege Rosa Palacios	**80%**	**Provide counseling services, resources and referrals. Assist with Veteran Services (program coordinating). Please see section 1.6 for additional details of responsibilities.**
VA Work Study	**N/A**	**This position is fully funded through the U.S Department of Veteran Affairs. Students in this position support the SCO's and Counselor/Coordinator with operational support** • Interpret, apply and explain rules and regulations related to Veterans Administration educational programs. • Communicate orally and in writing with applicants, District departments, public agencies; answer inquiries regarding student admissions, veteran programs, applications, program changes and provide general information at the public counter and by telephone. • Maintain files for area of specialty (veterans). • Enter into student record system a wide variety of student records related to Veterans programs, i.e. VA Once. • Assist students and other visitors at the counter; provide information concerning applications, program changes, credit and non-credit courses, and provide a variety of general information. • Compile and maintain files for receiving veteran benefits; • Maintain departmental area(s) in a safe, clean and orderly condition; assure compliance with established safety procedures and regulations • Schedule counseling appointments for the Veterans counselor. • Staff the Veterans Resource Center (VRC) by answering the phone, greeting students and asking students to sign in.

1.8 **STUDENT SUCCESS**: How does your department/program contribute to student success outcomes? (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)

Comments:	Through counseling students can determine a balanced course load for each semester which would allow them to do well academically and achieve a satisfactory GPA. With a counselor, students can also create a comprehensive education plan (CEP) which is a road map to completion of transfer and their educational goal. CEPs are also important because they can help prevent students from taking unnecessary units prior to using benefits. Once a student begins using benefits, SCOs check to make sure that the units a student is taking meet their educational objective because the federal VA will not pay for classes that do not meet a student's educational goal.
	Through the SCOs students are able to get their classes certified (paid) and receive payment for their VA education benefits which reduces their financial stress and allows them to focus on their academics. This influences retention, potential for transfer, completion of educational goal and the student's capacity for future success if they are financially secure. Information on payment for VA educational benefits: the basic housing allowance (BAH) that a student using the Post-9/11 GI Bill (Chapter 33) gets while attending Grossmont College is approximately $2650 for a full-time course load. The student also gets a book stipend of up to $1000 per year based on the number of units that they take each semester. However, students do not receive any of their benefits if the SCO does not certify their benefits.
	Through the textbook loan program students that do not have the resources to purchase a book can borrow their required textbook if available, and have the textbook required to be successful in their class.
	Through counseling, students experiencing difficult life circumstances preventing them from pursuing their academic goals can speak with a counselor to discuss options and resources (retention).

1.9 **STUDENT EQUITY**: Describe how your program identifies and responds to the unique needs of special populations?

Comments:	Our department is specifically focused on responding to the needs of a unique population such as Veterans, Active Duty service members, Reserves and their family members. Serving this population requires an understanding of the U.S Department of Veteran Affairs Education Benefits, an understanding of the military culture and the transitional challenges that Active Duty service members and their families experience as they transition to civilian life. Transitional challenges can include but are not limited to lost sense of identity, housing and food insecurity, health care, managing finances, etc.
	Our office knows the military affiliated population is a uniquely diverse population. Their experiences are multicultural and multifaceted. We use our interactions with students to promote equity by making sure that students know what resources are available to them. We do not automatically promote any specific programs, but if a student states that they are seeking accommodations, we refer them to ARC. Likewise, we refer students to tutoring, health services, Gizmo's Kitchen, etc. We have found students to be very receptive to these referrals.

1.10 How do you ensure that students from special populations have access to your services? What methods do you use to encourage and promote their participation?

Comments:	It is important to note that Veteran Services does not actively recruit students to come to Grossmont College at this time. Likewise, we also do not actively recruit students to use their VA educational benefits. In fact, it is recommended that students save their benefits for after they transfer and use them at the four-year institution and potentially to continue their education for a graduate degree. The VAO is like the ARC in the fact that students self-identify when they want to utilize our services. They find out about the VAO either through programs like TAP (Transition Assistance Program) when they are leaving the military, through word of mouth, or most commonly, through an internet search. Once a student has applied and indicated that he or she is a veteran, then an automatic email is sent to them stating that they should turn in their DD214 to our office for priority registration, but at this time that is the only active self-promotion that our office does to notify a student that the VAO is on campus. Veteran counseling strives to make its services accessible to all students including those from special populations. The methods we use to encourage and promote participation from all student groups is by allowing students to make a phone or in person appointment. This allows our distance education learners to still have access to counseling while they are deployed, if they are working or have child care restrictions. We also have walk in times throughout the day for students that are not able to make an appointment to meet with the counselor i. Students can also schedule appointments weeks in advance. This allows students to plan and manage their time accordingly.

1.11 **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (*Note: Plans for new and improved partnerships are included in Section 6.9*).

Partner	Activities
Admissions & Records, Evaluations	Orientation, processing transcripts and other documents for student Veterans. Veteran Services works directly with A&R and Evaluations daily. During orientation, Admissions and Records typically shares the process with student Veterans of how they can request a transcript evaluations and other assistance that students can receive from their office. Evaluations, specifically, produces all the Veteran Evaluations that are required for compliance purposes with the federal VA. A copy of each student's evaluation is also sent to the student so that they know which classes are required for their degree goal at Grossmont College.
Health Services	Orientation, referrals, graduation, Veterans Recognition Dinner, Welcome Back Breakfast and Veterans Taskforce. Health Services has supported Veterans Services for several years providing the decorations for several events such as, but not limited to the Veterans Recognition Dinner, Welcome Back Breakfast and Orientation. During Orientation they also provide information of all the services available to students through their office and how these services are funded through the health fee.
Accessibility Resource Center (A.R.C.)	New Student Orientation, referrals and Veterans Task Force During Orientation and Welcome Back Mixer, ARC provided information about what services and accommodations their office provides for students on campus.

Student Engagement and Retention	Orientation, referrals to the Food Pantry and Veterans Task Force
Financial Aid & Scholarships	Orientation, referrals and Veterans Task Force
Tutoring (Grad Coaches)	Orientations and referrals
Career Center (Drone Progam)	Orientation and referrals
Mental Health	Orientation
Student Engagement and Retention, A.R.C., Admissions and Records, Health Services and Financial Aid Office	Veteran Task Force (VTF)- Collaborate to coordinate the new student orientation, welcome back breakfast and Veterans Recognition Dinner. While the VTF is contains a phenomenal group of taskforce members, it has been difficult for the group to find an ideal meeting time where everyone can meet and collaborate. This is something that could ideally be fixed in the future.
General Counseling	Helps with education plans when the Veterans counselor is out.
Student Affairs	SVO – although not active, we have worked with SA in the past while working with the SVO club
Cashiers	Helps decipher debts and refunds to students and handles Chapter 31 Vocational Rehabilitation student payments.
Students Veterans Organization (SVO)	The SCOs and Veterans Counseling Faculty collaborate with the SVO to do the Veterans BBQ around Veterans Day to raise funds for the SVO. The SVO also collaborates with the VAO and Veterans Counseling Faculty to spread the word about SVO events and increase student engagement.
Geography/ Mark Goodman/ American Legion Post 303	Provides snacks and offer community events activities/opportunities for students to engage in the community, such as the 6K Chula Vista Community Veterans Walk.
Community Partner: Veterans of Foreign Wars (VFW) Post 5867	Donated coffee supplies, creamer, mixers, sugar and Keurig coffee

SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

PURPOSE OF SECTION 2.1 & 2.2: **Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.**

Outreach
High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Engagement
A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

Retention
A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

Institutional Capacity
The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
- Use of **information technology** & **institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1   Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	Currently, our outreach is limited to our phones and website. We regularly walk students through the process of applying to the college (not just on how to use benefits) and let them know of anything they might need before they could submit their paperwork for benefits with our office (transcripts, DD214, certificate of eligibility, etc.) We are often the "first contact" for many of our military affiliated students.
Engagement	We offer several engagement events for our students each semester/academic year including Student Veteran Organization BBQ's, San Diego Gull and Padre games, the Welcome Back Orientation, the Veterans Recognition Dinner, and commencement events.
Retention	Our office is aware of and reports students' probations and disqualifications to the federal VA office every semester. The reason this is reported to the federal VA is because the federal VA in turn reaches out to the student and offers resources to students who have been disqualified or are currently on probation. Our office is also likes to maintain relationships with our students, so we try communicate with as many of our students as often as we can. These communications can be as simple as, "Hi, how are you? How are your classes going?" to something as critical as reminding a student in person, on the phone, or via email to come in and turn their paperwork for next semester, so that they get paid on time. All of these little things, we feel, add up to help our students feel comfortable in our office and on campus, so that they can be successful while they are our student.
Institutional Capacity	Based on the varying work histories of our Veteran School Certifying Officials (SCO's), there is a large amount of "outside" knowledge that has come into the VAO over the last several years. This knowledge allows our office to make informed decisions and evaluate situations from a broad and multifaceted perspective. We are also aware of the fact that we do have some weak points to work on in terms of institutional capacity. We are actively working on addressing these areas as addressed in 2.2.

2.2   Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	There is currently no formal recruitment process in place for our military affiliated students.
Engagement	We have found that many of our events have a low turnout despite our efforts of trying to reach out to our students through email, phone, and in person. It has been a challenge for us to get students to come to our events. Our Student Veteran Organization is also inactive at this time which has led to low turnout at some of our other veteran-related events, as well.
Retention	One of the main problems we have in terms of retention with our population is that our students often take classes that are not on their educational plans or within their major. Students cannot be paid by the federal VA for these classes. Generally, this would not be an issue, but students who turn their paperwork late often must scramble for classes at the last minute or get W's when this issue arises. Students are also having issues getting appointments to see a veteran counselor which further perpetuates the possibility of students choosing the wrong classes. Veteran Services is concerned that while we make efforts to communicate with students regularly during the semester, our contact lists might not be up to date and the students we are trying to contact might not be receiving our messages.
Institutional Capacity	We currently struggle with tracking and data quality. We are also using multiple, separate computer database systems that currently don't communicate with each other. Both issues have led to challenges with achievement gaps because we don't have better system coding and tracking. We will be able to address this issue down the road, but with our current technology, we are struggling. Currently our office lacks time to be able to address all the situations and problems that are coming into our office. The VAO only has two full-time employees, the SCO's, who handle all the major issues and situations that come up in the office. Juggling regular job duties with extra requests and situations can be a major struggle, especially during the semester's peak periods (registration, census, and drop deadlines.) We believe that after this first, formal program review, our office will be able to better see what our needs and goals will be going forward. Our student-facing technology is also experiencing problems. At least one of the computers in our Veteran Resource Center currently does not work and the technology that is available to our students is outdated and needs upgrades.

Commented [TD1]: How out of date? Is it software or is it hardware? Have we talked to IT about it? When was ticket last put in to get it looked at?

SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 3.1 & 3.2: **To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.**

3.1   Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

SSPR Recommendations:	We do not know if we have ever had a formal program review before so we do not have any previous SSPR recommendations that we can draw from.
Response to Recommendations:	N/A

SSPR Recommendations:	N/A
Response to Recommendations:	N/A

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Response to Recommendations:	N/A

3.2   If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	**Compliance Survey** – The veterans office has had two compliance surveys: November 2016 and December 2017. Both surveys came back with minimal to no mistakes and we are approved by the California State Approving Agency for Veterans Education (CSAAVE) to continue serving our veteran population. Compliance surveys should take place once a year or when CSAAVE has the resources to do it. We did not have another compliance survey in 2018. This is most likely because CSAAVE did not have the man power to send someone out. 85/15 enrollment Ratio Report: VA needs this information to determine your compliance with the requirement that no more than 85% of students in any one program are VA-eligible students. Submit a copy of the computation no later than 30 days after the beginning of each term (quarter, semester, or module). If your calendar is based on a school year instead of terms, these reports will be required every 12 weeks. Compute the full-time equivalency for part-time students, divide by two, and add the quotient to the number of full-time students. If your total VA student enrollment is **35% or less,** we will grant a waiver from periodic reporting of the percentage of students enrolled. You will still need to monitor your enrollment and report to VA if the VA enrollment in any one program exceeds 85% of the total enrollment in that program. If your total VA student enrollment is **more than 35%,** you will

need to continue to compute the VA student enrollment for each program approved for Veterans Benefits.

The report is sent online to the California State Approving Agency Veterans Education (CSAASVE) no hard copy is available.

Commented [TD2]: What does this mean? It feels like it was just copied and pasted but where did it come from? Is there any history or other information we can give about it other than just that it's a rule?

Commented [MM3]: Does this mean that because we have less than 35% of VA enrollment over the total enrollment in all of our programs we were granted a waiver from periodic reporting?

SECTION 4 – STUDENT OUTCOMES

PURPOSE OF SECTION 4: **To access practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs).** SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

Grossmont College Student Services Outcome:

*Students will have **access** to a **spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

Inquiry questions below are offered as a guide for reflection about services, successes, challenges, and goals. Each individual department or program is invited to identify its own unique approach in addressing the various SSO components.

	Inquiry questions…
Access	How many students can we serve? What is our capacity? How many students do we turn away? How long do they have to wait for help? What is the process to request and receive assistance?
Services	What types of resources do we offer? How do students know about them? How do they know which one is right for them? Do we have an effective referral process across departments?
Needs	Have we asked what students need? Is our service plan designed to respond? Do we recognize the patterns of service demand? How do we take into account the needs of underserved populations?
Quality information	How do we stay updated? How do we foster collaboration with instruction? How do we participate in campus initiatives? How do legislative decisions affect us? What tools and resources make us more effective? How do we ensure that all department members have access to relevant training and information? How are trainings scheduled to have the least impact on student access?
Authentic care	What is the "tone" of our written communications (letters, email, webpages, counter signage)? Is our messaging clear and comprehensible? How do we convey our commitment to service? Do we listen to students' concerns and frustrations? Do we have a strategy to improve their experience and build their confidence?

4.1   How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

Comments:	-Informal/Anecdotal Feedback – we are constantly working with and engaging our students on a daily basis and will often do informal polling on various items such as Orientation, VA events, Graduation. One of our program's goals in the future is to create and implement a survey to formally poll students about our events. -Faculty Evaluation Survey -(based on one-to-one & in-class experiences for VA students)

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4.2   Student Service Outcomes (SSO): Services

Please use the table to fill in the appropriate information regarding:
- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) □ Access [X] Services □ Student needs [X] Quality information [X] Authentic care	Dept/Program SSO	Every new military affiliated student will be informed about our comprehensive suite of services.	
	Assessment Tool	Conduct a survey asking students how informed they were on our comprehensive suite of services (using a Likert Scale)	
		Next Steps & Timeline	
Semester: SP19	Semester: FA19	Semester:	Semester:
Create the email template that will be distributed to students via CCC Apply	Implement automatic email process.		

GC SSO components (Check all that apply) [X] Access [X] Services [X] Student needs [X] Quality information □ Authentic care	Dept/Program SSO	Every military affiliated student will create an education plan by the end of their first academic year at GCCCD.	
	Assessment Tool	The number of military affiliated students will be compared to the number of military affiliated student education plans created.	
		Next Steps & Timeline	
Semester: SP19	Semester: SU19	Semester: FA19	Semester: SP20
Discuss, build, and finalize process	Start implementing process	Full implementation	Assess implementation

GC SSO components (Check all that apply) □ Access □ Services □ Student needs □ Quality information □ Authentic care	Dept/Program SSO	Every military affiliated student using benefits will submit their comprehensive education plan to the VAO when they submit their certification paperwork.	
	Assessment Tool	The number of military affiliated students using benefits compared to the number of military affiliated students using benefits who submitted completed paperwork	
		Next Steps & Timeline	
Semester: SP19	Semester: SU19	Semester: FA19	Semester: SP20
Discuss, build, and finalize process	Start implementing process	Full implementation	Assess implementation

4.3 Student Learning Outcomes (SLO): Workshops

GC SSO components (Check all that apply) □ Access □ Services □ Student needs □ Quality information □ Authentic care	Dept/Program SSO	Every new military affiliated student completes Orientation Process prior to starting classes.		
	Assessment Tool	Every new military affiliated student compared with to every military affiliated student who completed the orientation process prior to starting classes.		
		Next Steps & Timeline		
Semester: SU19	Semester: FA19		Semester:	Semester:
Review/Update Counselor Coverage Coordinate logistics Provide Orientation(s)	Assess how well we did and make adjustments for SP20			

Student Learning Outcomes (SLO): Courses

Section 4.4 – 4.12 *Applicable only to departments/programs that offer courses of instruction.*

4.4   Please use the table to fill in the appropriate information regarding:
- SLOs measured
- Assessment Tool - Briefly describe assessment tool
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps/Timeline - How will you address the needs and issues revealed by the assessment?

SLO MEASURED:	N/A			
ASSESSMENT TOOL:				
ASSESSMENT ANALYSIS:				
NEXT STEPS & IMPLEMENTATION TIMELINE				
Semester:	Semester:		Semester:	Semester:

SLO MEASURED:	N/A			
ASSESSMENT TOOL:				
ASSESSMENT ANALYSIS:				
NEXT STEPS & IMPLEMENTATION TIMELINE				
Semester:	Semester:		Semester:	Semester:

SLO MEASURED:	N/A			
ASSESSMENT TOOL:				
ASSESSMENT ANALYSIS:				
NEXT STEPS & IMPLEMENTATION TIMELINE				
Semester:	Semester:		Semester:	Semester:

PURPOSE OF SECTION 4.5 – 4.8: **To show how SLO assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Briefly answer the following questions.**

4.5 How does your department manage and follow the 6-year SLO Assessment Plan?

Comments:	N/A

4.6 How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments:	N/A

4.7 How is the information from those discussions communicated to the faculty in your department who teach?

Comments:	N/A

4.8 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

Comments:	N/A

PURPOSE OF SECTION 4.9: **To describe how curriculum is maintained and/or developed.**

4.9 Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

Comments:	N/A

PURPOSE OF SECTION 4.10: **To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.**

4.10 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Comments:	*Referenced in Counseling Program Review

PURPOSE OF SECTION 4.11: **To describe what the department does to maintain high academic standards amongst its faculty.**

4.11 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Comments:	*Referenced in Counseling Program Review
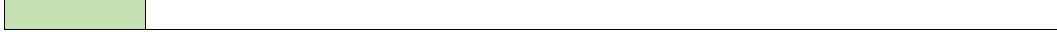
PURPOSE OF SECTION 4.12: **To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.**

4.12   If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here).

INSTITUTIONAL LEARNING OUTCOMES

PURPOSE OF SECTION 4.13: **To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.**

4.13   Check each ISLO supported by your program. Please describe two examples that demonstrates how the work of your department or program links to the *selected ISLO(s)*.

ISLO		Description
☑	**Critical & Creative Thinking**	Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.
		Students will analyze, connect, and synthesize ideas in order to creatively solve problems.
		Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.
Comments:		
☑	**Communication Skills**	Students will communicate effectively through reading, writing, speaking, and listening.
Comments:		
☐	**Global & Local Perspectives**	Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.
		Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.
Comments:		
☑	**Technology & Information Skills**	Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.
		Students will demonstrate skill in the use of technology and its ethical and responsible applications.
Comments:		
☑	**Life & Career Skills**	Students will engage in self-reflection to cultivate their personal development and well-being.
		Students will engage in and interpret various forms of creative expression.
		Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.
Comments:		

SECTION 5 – STUDENT DATA

PURPOSE OF SECTION 3.1: **To use Key Performance Indicators (KPIs) to demonstrate the following:**

- **Scale of operation**
- **Efficiency**
- **Effectiveness**

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	2018SP	2018SU	2018FA	2019SP
# of Military Affiliated Applications	1167	797	1596	1069
# of Military Affiliated Enrolled	597	423	856	496
# Using Benefits	532	272	434	453
Certified Units	6537	1395.5	6339.5	3071.5
# of Evaluations Requested	208	38	135	180
# of Events Provided	2	0	2	3
# of Dependents using Benefits	81	36	78	105
Unduplicated number of military affiliated students earning a Certificate of Achievement or Associate Degree	53	12	13	69
Total number of Certificates of Achievement or Associate Degrees earned by Military affiliated students	144	27	32	159

Number of Student Certifications

Academic Year	Fall	Spring	Summer	Total Certs
2018-2019	587	547 (as of 4/2)		1,134 (as of 4/2)
2017-2018	609	619	300	1,528
2016-2017	665	621	259	1,545
2015-2016	696	660	305	1,661
2014-2015	765	780	310	1,855
2013-2014	865	875	334	2,074
2012-2013	822	877	390	2,089
2011-2012	973	929	7*	1,909
2010-2011	994	1065	521	2,580
2009-2010	814	979	553	2,346

*Very limited course offerings were available for summer 2012.

Unduplicated Number of Students Accessing Counseling Appointments in the VRC

Academic Year	Fall	Spring	Summer	Total
2018-2019	202	102	NA	299
2017-2018	215	286	220	580
2016-2017	0	61	109	158
2015-2016	0	0	0	0

Number of Students Accessing Counseling Drop-In Services in the VRC

Academic Year	Fall	Spring	Summer	Total
2018-2019	125	84	NA	194
2017-2018	229	216	64	428
2016-2017	261	451	201	681
2015-2016	194	203	144	425
2014-2015	0			
2013-2014				
2012-2013	7			
2011-2012				

Military Status vs Enrol Status Applications	2016FA	2016SP	2016SU	2017FA	2017SP	2017SU	2018FA	2018SP	2018SU	2019SP	Grand Total
Active Duty	141	90	73	149	110	56	115	104	61	114	1013
1st Time	47	24	27	44	32	20	39	22	17	36	308
Transfer	74	55	41	85	61	31	59	61	37	63	567
Returning	20	11	5	20	17	5	17	21	6	15	137
High School									1		1
Parent is Active Duty	311	259	138	295	208	134	264	179	142	148	2078
1st Time	123	54	26	125	54	21	94	37	35	30	599
Transfer	136	139	67	114	122	72	114	95	72	82	1013
Returning	42	55	28	36	23	22	35	36	22	23	322
High School	10	11	17	20	9	19	21	11	13	13	144
Veteran	436	106	204	486	479	217	441	441	218	410	3438
1st Time	72	44	43	90	110	34	81	92	39	74	679
Transfer	237	56	114	252	241	115	241	230	118	209	1813
Returning	127	5	47	144	128	68	119	119	61	127	945
High School		1									1
Parent is Veteran	535	1	220	757	415	307	683	362	326	348	3954
1st Time	176		30	351	79	61	318	73	69	64	1221
Transfer	190	1	113	188	212	146	197	162	145	162	1516
Returning	121		59	161	98	55	105	107	73	94	873
High School	48		18	57	26	45	63	20	39	28	344
Active Reserve	36		13	42	40	21	42	35	23	29	281
1st Time	9		4	19	9	5	10	10	6	4	76
Transfer	15		3	18	18	9	20	15	12	15	125
Returning	12		6	5	13	7	12	8	5	10	78
High School								2			2
Parent is Active Reserve	30	1	5	32	8	15	30	22	15	9	167
1st Time	12		2	11	1	7	16	5	3	2	59
Transfer	9		2	9	4	6	6	8	8	2	54
Returning	6		1	6	1		6	6	3	2	31
High School	3	1		6	2	2	2	3	1	3	23
National Guard	16		5	7	10	9	15	16	9	7	94
1st Time	4			3	1	1	6	3		2	20
Transfer	9		4	2	3	7	6	8	7	2	48
Returning	3		1	2	6	1	2	5	2	3	25
High School							1				1
Parent is National Guard	9		4	10	7	2	6	8	3	4	53
1st Time	2		1	6			4	3	2	2	20
Transfer	3		2	2	4		1	4	1	1	18
Returning	2		1	1	2	1	1			1	9
High School	2			1	1	1		1			6
Grand Total	1514	457	662	1778	1277	761	1596	1167	797	1069	11078

		Enrollment Status				
		1st Time	Transfer	Returning	HS	Grand Total
2016FA	Applied	445	673	333	63	1514
	Enrolled	236	361	212	51	860
	Yield	53%	54%	64%	81%	57%
2016SP	Applied	122	251	71	13	457
	Enrolled	61	106	50	10	227
	Yield	50%	42%	70%	77%	50%
2016SU	Applied	133	346	148	35	662
	Enrolled	75	164	98	20	357
	Yield	56%	47%	66%	57%	54%
2017FA	Applied	649	670	375	84	1778
	Enrolled	390	312	248	63	1013
	Yield	60%	47%	66%	75%	57%
2017SP	Applied	286	665	288	38	1277
	Enrolled	162	294	177	30	663
	Yield	57%	44%	61%	79%	52%
2017SU	Applied	149	386	159	67	761
	Enrolled	86	190	103	51	430
	Yield	58%	49%	65%	76%	57%
2018FA	Applied	568	644	297	87	1596
	Enrolled	313	272	204	67	856
	Yield	55%	42%	69%	77%	54%
2018SP	Applied	245	583	302	37	1167
	Enrolled	105	262	204	26	597
	Yield	43%	45%	68%	70%	51%
2018SU	Applied	171	400	172	54	797
	Enrolled	80	194	118	31	423
	Yield	47%	49%	69%	57%	53%
2019SP	Applied	214	536	275	44	1069
	Enrolled	101	190	183	22	496
	Yield	47%	35%	67%	50%	46%
Grand Total Apps	Grand Total Apps	2982	5154	2420	522	11078
Grand Total Enrolled	Grand Total Enrolled	1609	2345	1597	371	5922
Total Average Yield	Total Average Yield	54%	45%	66%	71%	53%

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Veterans Receiving Degrees/Certificates			
Commencement Dates	Honors	Non-Honors	Awards
12/15/2018	4	25	29
12/16/2017	7	33	40
12/17/2016	4	7	11
6/5/2019	33	127	160
6/4/2018	14	117	131
6/5/2017	17	59	76
8/2/2018	3	19	22
8/3/2017		21	21
8/4/2016		7	7
Grand Total	82	415	497

# of Prior Colleges	2016FA	2016SP	2016SU	2017FA	2017SP	2017SU	2018FA	2018SP	2018SU	2019SP	Grand Total
0	501	134	166	713	322	213	639	278	218	251	3435
1	497	165	256	498	461	289	459	450	305	421	3801
2	307	96	127	324	277	156	283	248	151	223	2192
3	140	39	69	147	131	61	125	120	66	107	1005
4	39	11	23	54	49	26	50	39	35	39	365
5	30	12	21	42	37	16	40	32	22	28	280
Grand Total	1514	457	662	1778	1277	761	1596	1167	797	1069	11078

Military Status	Average of Age
Active Duty	27
Parent is Active Duty	24
Veteran	35
Parent is Veteran	25
Active Reserve	26
Parent is Active Reserve	24
National Guard	26
Parent is National Guard	25
Grand Total	28

Using Benefits	2017FA	2017SP	2017SU	2018FA	2018SP	2018SU	2019SP	Grand Total
Montgomery GI Bill – selected reserves	5	9	1	5	6		4	39
Montgomery GI Bill Active Duty	6	6	4	3	8	3	4	40
Voc Rehab	30	41	22	25	29	20	24	232
Veterans Education Assistance Program		1						2
Post 9-11	593	573	337	544	607	351	494	4072
Dependents Educational Assistance Program	116	97	54	127	117	59	128	795
Transfer of Eligibility.	33	28	11	40	29	12	35	216
Grand Total	783	755	429	744	796	445	689	5396

PURPOSE OF 5.2: **Summarize findings of additional data provided by the Data Liaison.**

Comments:	• Most of our service population are the dependents of Military Affiliated people • Most of our applicants have been to another institution prior to attending GC • 16% of our graduating students are graduating with honors • We typically only yield 50%-55% of the student who apply • Degrees and Certificates awarded are increasing year over year • # of students accessing counseling services in VRC (walk-in/appt) is decreasing year over year • # of student certifications are decreasing year over year • Our students are generally older than the 1st time students coming in (25-35)

PURPOSE OF SECTION 5.3 & 5.4: **To examine the trends represented in the data from 5.1 & 5.2.**

5.3   What does the data illustrate about your department's contribution to student success outcomes? (Examples: increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success, etc.) How does this compare to previous years?

Comments:	We have now begun to collect some more robust data on our Military Affiliated population, which should yield some better insights in the coming years. Based on what we see above, we see a trend that enrollment overall is decreasing, and that could be the cause of the decrease in certifications and counseling appointments. Our application numbers are consistent, but our yield is not high. This means students are showing a consistent interest in us, but less of them are coming. More analysis will need to be done to determine the causal factors here.
Comparison to prior years:	

5.4   What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).
Does the data suggest any areas of need or gaps in service?

Comments:	

Need/gaps:	

SECTION 6 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 6.1 – 6.3: **To describe the main goals and objectives for the program.**
Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

6.1   What were your goals in the last program review cycle, and did the program achieve those goals?

Goal 1:	N/A
Results:	

Goal 2:	N/A
Results:	

Goal 3:	N/A
Results:	

6.2   Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

Comments:	Our most successful event is our Veterans Orientation. This event was held January 2019. Seventeen students attended the event. This was our most successful event for our students because they seemed to have the best experience with all the departments and learned a bit about each. Ten different departments from across campus (Grossmont Veteran Affairs Office/SCO's, Veterans Counseling, ARC, America Promise Grant, Career Services, Drone Program, Financial Aid/Scholarships, Health Services, Mental Health Services and Tutoring) gave short, four- to six-minute presentations about services they provide. The SCOs and Veteran Counselor gave in-depth presentations about their services and offered a Q&A session to students. The participating departments tabled for approximately an hour in addition to their presentations and students were free to come up and talk to all the different programs after lunch so that they could get additional information. Meals were also provided to the students.
	The informal student feedback that we received was very good and in the future we would like to formalize our assessment process to see what students learned from our event and where we can improve in our process. Our department would like to scale up our Orientation to include as many new military affiliated students as possible, not just students using benefits like we are currently.

6.3   Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

Comments:	Our least successful event is our Military Affiliated Graduation Check-in Celebration. Currently, our department decorates the VRC, provides snacks and beverages, and opens up the VRC to military affiliated students and their guests before the graduation ceremony to relax and spend time together before the ceremony. Graduating students can also check in for graduation at the VRC and Veterans can pick up their stoles, red/white/blue tassels, and cords, if they did not attend the Veterans Recognition dinner. Despite this all being available, student turn out has been incredibly low and the students who do check in at the VRC often only stay for a short while and then leave early. Our office thinks that the low turnout is happening for multiple reasons:
	1. Construction: Turnout for VRC check in used to be higher before the blue construction fence was erected. The VRC was just a quick walk over the lawn prior to the fence being put up and it was easy to find for campus visitors. Now, people have to walk all the way around the fence and the VRC is tucked away. It is also not the most visually appealing area of campus with the wooden ramp and scaffolding leading into the building, so students may not be inclined to bring their guests over to the VRC area for commencement in comparison to Building 60.
	2. Wayfinding: Some students have communicated to our department after they've graduated that when they have arrived on campus for commencement that they were confused about where to go for check in and were automatically routed to Building 60 for check in despite being military affiliated. This is a piece of information that our department can work on with the commencement team to make sure the commencement volunteers know where they can direct our students for our Veteran Services event should the student and their guests like to attend.
	3. Communication: Our office is concerned that the contact information that we have for our students may not be the most up to date. While we are looking into how to best keep our databases more accurate, this process is ongoing and may take more time to implement that we originally expected.
	4. Other Campus Activities: During the day of commencement there are a many different events and experiences available to students leading up to the event. Different departments put on events similar to ours where they gather separately across campus and Building 60 has experiences like glamor tables and selfie stations. On top of that, many military affiliated students on campus want to celebrate their commencement day with their other friends from campus. This draws them away from the VRC and lowers our attendance numbers.
	Once we move to our new VRC in a few years, we believe that some of these problems may be alleviated. The construction issues should be eliminated completely and hopefully we can work with the commencement team and improve communication with our students to better articulate where graduates should come for our Graduation Check-in Celebration.

PURPOSE OF SECTION 6.4 – 6.10: **The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and review how these efforts inform department improvement and refinement.**

6.4   Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last three years; and the process used to implement the changes.

Program change:	Process used to implement:
Added VA Program Specialist	Hire & Train
Create Case Management (function of VA Program Specialist)	Create process, implement, assess after implementation

6.5   Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program and describe any measures that have been taken to respond to these factors.

Comments:	When the economy and job markets are thriving, our military affiliated students are less likely to attend school and use their VA education benefits. Instead, they are more likely to find employment. This can and does affect our enrollment numbers. Currently, we do not do any outreach, but in the future, we would like to expand our efforts to do more student recruiting. From data collected through the U.S. Department of Veteran Affairs VA-ONCE System, we have been able to determine that the number of certifications coming through the VAO have slowly been dropping since the 12/13 academic year. Although our office cannot definitively determine the cause of the decline in certifications, we do believe that there is a correlation between the 2014 American interventions in other countries and the drop we see in current students because of military expansion. We believe that active duty service members are extending their contracts (ie. staying in the military longer) and have not yet started using their VA Education benefits. Another possible reason that our numbers might be decreasing is because the unemployment rate has decreased, and the economy is doing well. When unemployment is high, we tend to see an increase in students at the community college. Additionally, it is estimated that only five percent of those earning the GI Bill use it (Cal Vet Leadership Summit 2019). Lastly with the change to the forever GI Bill veterans are not rushed to use their education benefits within the 15-year timeline because there is no longer an expiration date to their benefits for those discharged after January 1, 2013. Regarding technology, our students and thus our program are deeply affected by how the educational division of the federal VA implements technological changes. For example, in late 2018, the VA implemented changes to be in compliance with the new Forever GI Bill. This in turn caused severe technical glitches in the educational VA system which caused a significant portion of students using educational benefits across the country to not be paid or to be underpaid, some of them for over two months. The VA was also overwhelmed behind on their part of the certification process which was causing even further problems for students. Our department was unable to help our students financially, we found it imperative to communicate with our students about the situation. We passed along all the information the VA was sending us as SCOs about wait times for certifications and we communicated often with students about the importance of getting their paperwork to us as SCOs in a timely manner for Fall so that they could be certified earlier by the federal side of the VA. We also provided students with the VA Financial Hardship hotline (this helps students get prepayments on their GI Bill benefits on a case to case basis during emergencies) and referred them out to resources here on campus such as Gizmo's Kitchen when they were experiencing financial hardships during this federal VA failure.

GOALS: Next Three-Year Cycle

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

Comments:	As a team that is newly coming together, we have realized that previously we have not come together and created goals for our Veteran Services program. As a result, we currently are not assessing any goals for our program. A critical part of this program review process for our program is that we have realized that we need to create assessment tools and assess our program goals on a consistent cycle.

6.7   Describe your goals for the next three-year cycle.
       Refer to "SMART" Goal standards and Grossmont's strategic plan.
       Smart Goals: Specific – **M**easurable – **A**chievable – **R**elevant – **T**ime-Bound
       Strategic Plan (see Section 2 for brief summary)

Alignment w/ GC Strategic Plan Check all that apply ☐ Outreach ☐ Engagement ☐ Retention	Goal #1:	**Increase the percentage of Military Affiliated applicants who enroll over the next two years.**
	Description:	We want to improve our yield numbers from the application to enrollment
	Linkage to dept or GC SSO:	Increases Access to education
Problem or gap being addressed:		Special population with unique needs
What will be improved as a result?		More Military Affiliated students will have access to education
How will it be measured?		CCC Apply reports, number of certifications, number of counseling appointments
How will it reflect and contribute to Institutional Capacity?		

Alignment w/ GC Strategic Plan Check all that apply ☐ Outreach ☐ Engagement ☐ Retention	Goal #2:	**Hire program specialist to facilitate military affiliated student engagement events.**
	Description:	Program specialist would schedule all engagement events such as, Recognition Dinner, Veteran of the Year Award, Orientation and Welcome Back Breakfast.
	Linkage to dept or GC SSO:	This goal will help us improve/increase services offered.
Problem or gap being addressed:		Insufficient resources to provide the full breadth of resources that would benefit the campus's military affiliated students.
What will be improved as a result?		Increased number of services would be made available to military affiliated students on campus.
How will it be measured?		Number of different services and events offered to students
How will it reflect and contribute to Institutional Capacity?		Improves and increases ability to service military affiliated students

Alignment w/ GC Strategic Plan Check all that apply ☐ Outreach ☐ Engagement ☐ Retention	Goal #3:	**Consolidation of services into a one-stop shop for all military affiliated services**
	Description:	Bringing both departments together in one building will help with communication between both areas and the students that our program serves.
	Linkage to dept or GC SSO:	Access
Problem or gap being addressed:		Communication, timeliness of service

What will be improved as a result?	Better service to military affiliated students
How will it be measured?	Completion of project
How will it reflect and contribute to Institutional Capacity?	Improves and increases ability to service military affiliated students

6.8 Please answer the following question related to **Student Equity** and your department's efforts to address achievement gaps in special populations. (Refer to current efforts described in sections 1.9 and 1.10.)

How will you increase or improve support to special populations to promote their success?

|	
Comments:	Hiring our new Veteran Program Specialist is going to greatly increase our department's ability to support our military affiliated students. This individual will be in charge of case management meaning that they will be in charge of follow up with students after counseling appointments and discussions with SCOs to make sure that students are utilizing services on and off campus. By referring students out to other departments and resources, especially on campus, our department will be promoting student success by reinforcing that our students use wrap around services like tutoring or ARC when needed. This individual will also primarily be in charge of communication out to our students to make sure that they know about the events that our department is hosting. This can help our department strengthen camaraderie within our student population and make them feel more engaged as a group on campus. By feeling more engaged, our students are more likely to be more successful.

CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (refer to Section 1.11) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	Plans for New (N) or Improved (I) collaboration	Positive impact
Allied Health division	New	Stronger relationship between the two departments via visits during Allied Health orientations will help students better understand how VA benefits are impacted when a student is enrolled in an Allied Health program.
Outreach	New	See if they can create special outreach activities to help us improve our application/enrollment numbers

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:
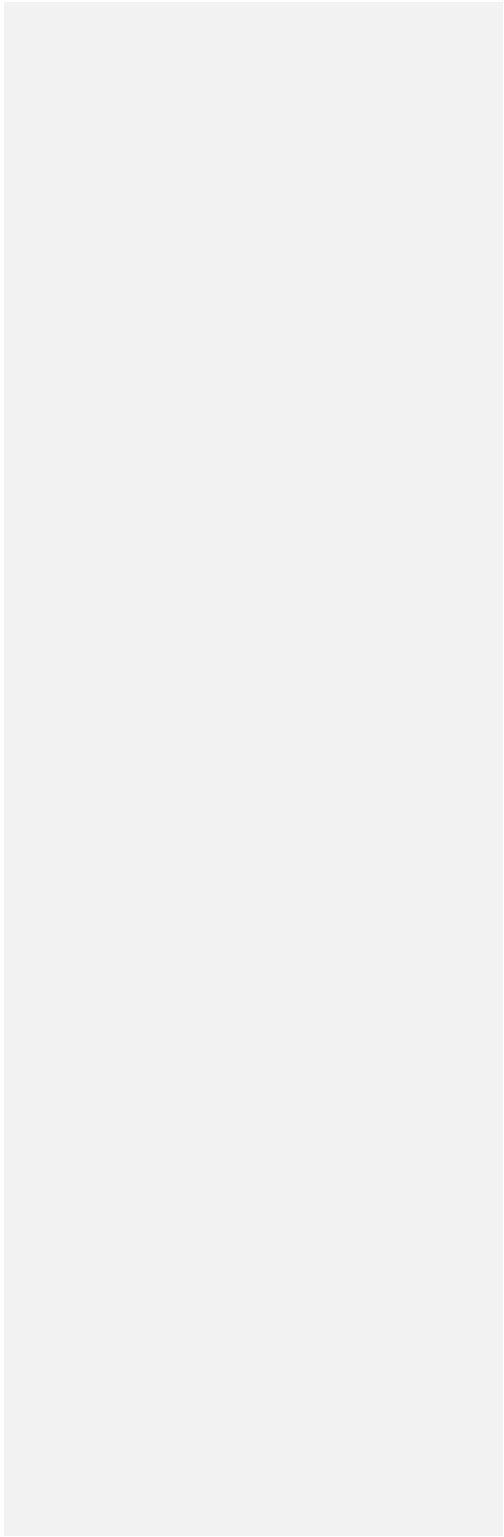
SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.

7.1   For reference, please copy and paste staffing summary from Section 1.7

Position/Name	FTE
SCO aka Admissions and Records Specialist/VA (2)	2.00
Veterans Counselor/Coordinator (1)	1.00
VA Program Specialist (Funded through RFA Grant) (1) (PENDING HIRE)	1.00
Adjunct Counselors (3)	0.75
VA work study (Funded through VA)	N/A

7.2   How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	The VA work study students often are the first point of contact for student Veterans whether it is in the VRC or in the VAO. In the VRC VA work study students answer the lobby phone, welcome students, assist students with questions in the computer lab area, schedule counseling appointments and answer basic VA education benefits questions. In the VRC the full time and adjunct counselor assist students with counseling, provide guidance on how to manage VA education benefits, assist with FA, transfer, career and other student questions. In the VAO, VA work study students receive, input into the computer, and begin processing student documents required for initiating VA education benefits. The SCOs review and finish processing all documents required for Grossmont College to get paid for classes by the VA and students to get paid by the VA for their education benefits.
	The VA Counselors also play a part in how our program helps students be successful. Our counselors help students create education plans to stay on track with their studies and are also there for students when they are facing personal struggles. Counselors also refer students out to resources such as ARC and Health Services which can help students who could need accommodations, etc.

7.3   Are the current levels of staffing adequate? Why or why not? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

Comments:	Currently, the majority of the staff in the Veteran Services program are full-time with the exception of the part-time counselors and the VA Work Studies. The main, full-time Veteran Counselor and three part-time Counselors (faculty) work in the VRC and the two SCOs (classified) work full-time in Building 10. The VA work studies work part-time in Building 10 under the supervision of the SCOs.
	We believe the current levels of staffing are not adequate because we are not able to appropriately track student services or provide follow up for students after they have attended counseling appointments or have turned in paperwork with the SCOs. In order to address this need we are currently in the process of hiring a new Veterans Program Specialist who will help with these specific services. In addition, this new individual will also help with the coordination of communication, marketing, and events such as the Welcome

	Back Breakfast and Orientation. This will allow for the SCOs more time to certify students and the Counselors more time to see students.

PURPOSE OF SECTION 7.4 – 7.6: **To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

7.4   List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	- Veterans Affairs Office – houses both SCOs and the VA Work Studies (inside Building 10) - Veterans Resource Center – houses the Veteran Counselors, student lounge, computer lab, and kitchenette (inside Building 21 rooms 248 & 253) - Griffin Gate – used for events such as Orientation and Welcome Back Breakfast - Main Quad – used for BBQ fundraising event - Counseling 120 class designed for Veterans, but any student was welcomed 55-525 on Mondays from 6:00-9:05 pm

7.5   Are the spaces listed in 7.4 adequate to meet the program's educational objectives? Yes ☐ No [X]

- If you checked 'Yes', please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- If you checked 'No', please describe the current use of facilities and your department's efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program and explain how space limitations inhibit your department's ability to adequately meet its educational objectives.

Yes:	
No:	Right now, military affiliated student services are scattered across campus. The VAO is in one area and the VRC is in another. With current construction, it can take students as much as ten minutes to walk from one location to the other and students can be easily confused about where to go. Also, GC's current VRC is too small to meet our students' needs. It does not have certain features that students ask for including a sink in the kitchenette which can cause issues when bottled water runs out or if students want to rinse out dishes after they finish meals. Luckily, our VRC is going to be expanded tremendously with the renovation of Building 36 which will alleviate many of the problems that we currently face in Veteran Services. Moving into our new VRC will create a "one stop shop" for our students. The SCOs, counselors, work studies, lounge, study area, and computer lab will all be in one area for students. Our facilities will expand in size to approximate 4100 square feet in total.

7.6   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	Veteran Services has worked as closely as possible with LPA, the architect working on the new VRC and Building 36, to ensure that the new Veteran Resource Center "one stop shop" will be as student-focused welcoming as possible. This new VRC will house military affiliated

	counseling, information on how to certify for benefits, residency assistance, a social space, kitchenette with sink, and a study space (including a private study room).
In regards to the facilities on campus, one of the ways that we have improved in meeting our objectives of our program is that we have started to plan our events farther out in advance. This has helped us prepare better and helped us get our facility requests in further in advance which in turn has helped us ensure that we have been able to get the rooms that we need (like Griffin Gate for the Veterans Recognition Dinner.)

PURPOSE OF SECTION 7.7: **Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).**

7.7   Fill in the table with your resource needs – indicate the type of request, guiding goal, and description.

*Type of Request P, T, PH, PD, O	Indicate which goal(s) guide this need:	Describe the resource needed and how this resource will help achieve the goal(s). Please be specific.
T	Determine where to focus our outreach efforts by branch of service and address any potential equity gaps	The resources needed are data input screens in Ellucian/Collegue. These data input screens will allow the VAO to enter the branch of service which will then allow us to pull a report for the number of students from each branch of service.
T	Determine whether branch of service impacts student success metrics	The resources needed are data input screens in Ellucian/Collegue. By being able to pull a report by branch of service we can then submit a request to CPIE to track student success metrics for each branch of service by using the student ID numbers from the branch of service report.
T	Track whether time spent in the VRC correlates with student success metrics	The resources needed are a computer and a data tracking system. Currently we use paper log in sheets that are inputted into excel to track student access however this is not a time efficient method. We would like to have a similar method and model as the career center for students accessing the VRC to sign in and sign out while using our services.
PD	Provide the highest level of competency and efficiency while maintaining relevant services and support which enable our students to be successful (program mission)	The resource needed is a dedicated budget for professional development. Full-time Counselor/Coordinator and SCOs participate in professional development conferences and regional meetings specific to the population we serve, and this professional development is needed for us to maintain our level of expertise and to better serve our students. Specific conferences and meetings that relate to our services are quarterly Veterans Region 10 meetings ($114.52 average cost per year), annual California Community College Veterans Summit (average estimated cost for one person from the last 3 years is $1113.77), annual Western Association of Veterans Education Specialists (WAVES), annual CalVet Leadership Summit (estimated cost for this year $259, actual cost $90.93), annual Southern CA Community College Veterans Counselor Training (average estimated cost for 1 counselor for the last 2 years is $62.07) and the annual National Association of Veteran's Program Administrators (NAVPA).

*Type:
 P = Personnel: list faculty and staff in order of priority
 T = Technology
PH = Physical: list facility resources needed for safe and appropriate delivery of services
PD = Professional Development: list need for professional development resources in priority order

O = Other: list any other needed resources in priority order

7.8 Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time faculty and staff, addition of new programs, funding issues, etc.

Comments:	**The new VA Program Specialist position is currently grant funded. A transition to general fund upon grant completion is an area of concern.**

PURPOSE OF 7.9: **The committee is looking to recognize department/program efforts for outside funding.**

7.9 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	The College receives on-going funding known as reporting fees based on the number of students Grossmont College certifies. These funds are used for the SCO's to receive professional development training like conferences such as the annual Western Associate of Veterans Education Specialists (WAVES) conference. (2018 WAVES Agenda attached in Appendix #5.) Additional funding that Grossmont College has received has come from the California Community College Chancellors Office. We have applied and received 3 grants that are current and for which they all are one time funding based on the number of students that Grossmont College certifies for VA Educational Benefits. The first grant received was in February 2018 for $126,626 must be spent by June 30, 2019 This grant is currently funding 2 adjunct counselors and has paid for the Golf Tournament and Professional Development Conferences. 200,000 Most recent grant was for $ 117,139 must be spent by June 30, 2020

SECTION 8: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 8.1 & 8.2: **To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.**

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.

2. Analysis of the program review data was useful in assessing outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	☐	☑	☐	☐	☐
2. Useful for Analysis & Assessment	☐	☐	☑	☐	☐

8.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	Advocate for institutional support of a data tracking system for all departments in our institution and reasonable access to student data such as the number of students in a specific population that we service such as the total number of student veterans or active duty as well as their attrition and completion rate. This information would be helpful as we are assessing and evaluating the effectiveness of our program services.

Appendices

1. Veteran Counseling Guidelines (document created by Counselor Coordinator and General Counselor)
2. **Definition of terms**

   Military Affiliated Students: term used to refer to Veterans, Active Duty, Reserve Service Members and their family.

3. Data Tables (SARS- VRC Appointment Data)
4. Program regulations (SCO handbook of VA guidelines)
   https://www.benefits.va.gov/GIBILL/docs/job_aids/SCO_Handbook.pdf
5. Event flyers (Waves Conference Agenda)

<p align="center">Other…</p>

APPENDIX 1

V.A. Counseling Guidelines

Veterans, Active Duty, Reserve and Dependents

VETERAN SERVICES:

1. Veteran Affairs Office (V.A.O.) at Grossmont College in Building 10, x7165

   Certifying Officials:

   - Kerri Etzel, A-L x7178
   - Tyler Dranguet, M-Z x7166

2. Veterans Resource Center (VRC) in Building 21-253, x2237
   - Maria Martinez, Veteran's Counseling Faculty, x7205
   - Adjunct Veteran's Counseling Office, x7183

ABBREVIATIONS	
A.E.P.	Abbreviated Education Plan ▪ May use VA – AEP (1 or 2 semester educational planning form)
B.A.H.	Basic Allowance for Housing
C.E.P.	Comprehensive Educational Plan ▪ use CEP (semester by semester form ONLY)
C.O.	Commanding Officer (used by active duty service members)
C.O.E.	Certificate of Eligibility (issued by the US Department of Veteran Affairs) See Appendix 3
J.S.T.	Joint Service Transcript
S.C.O.	School Certifying Official at Grossmont College in Building 10
S.M.A.R.T.	Sailor Marine American Council on Educational Registry Transcript
T.A.	Tuition Assistance (available for *eligible active duty service members*)
V.A.	Veterans Affairs – U.S. Department of Veterans Affairs
V.A.O.	Veteran Affairs Office at Grossmont College in Building 10, x7165

Important notes listed in alphabetical order:

AREA "E" COMPLETION FOR BOTH AA/AS and CSU GENERAL EDUCATION PATTERS: refer to Item #9 DD-214 form.

ASSESSMENTS FOR MATH AND ENGLISH must be completed before students register for math and English courses. Counselors are no longer allowed to recommend a lower math and/or English courses.

   a. For students who are returning to school and had previously completed a college level English or math course or both, but have not finished the course sequence for the general or major requirement and do not feel confident continuing in the level they had already completed, they can re-assess by taking the assessment. If they place at a lower level, they are then allowed to register for the course indicated by the assessment results.

BREAK TIME PERIODS are NOT payable; there is no interval pay. Students are only paid during periods in which they are enrolled in courses.

CERTIFICATE OF ELIGIBILITY (C.O.E.): This is a VA document that specifies a student's eligibility for VA Education benefits such as the chapter, percentage, and length of benefit. In order to receive the COE students must apply for VA Education Benefits. Please see link for more details. See appendix #3 for sample of this document. https://www.vets.gov/

CEPs (Comprehensive Educational Plans): All education plans for students receiving VA benefits must be in semester by semester format. Other types of CEPs (such as the forms that Debbie created) cannot be used per School Certifying Official (S.C.O.).

CERTIFICATES OF PROFICIENCY OR ACHIEVEMENT are typically not payable for students receiving VA education benefits, please check with S.C.O. for more information.

CROSS ENROLLMENT at any articulated institution (example: Open University) is allowed as long as students are completing required courses stated in their CEP.

CSU, SAN MARCOS allows special admission considerations for Veterans and active duty military only that are applying for fall semesters. Deadline is April first of the year of admission. For example student can submit their application April 1, 2019 for fall 2019 admission. Students are required to have completed college-level English and math courses with a "C" or higher. However, it is not necessary for them to have completed the traditional admission requirements such as the minimum 60 CSU transferable units, oral communication (Area "A1" of the CSU GE pattern) and a critical thinking course (Area "A3" of the CSU GE pattern), etc. They are also given local status and priority status for admission purposes. The current contact person for CSU, San Marcos is Vicki Hernandez: vhernand@csusm.edu .

9. **DD-214 FORM** must be submitted to the GC Veteran Affairs Office (V.A.O.) for certifying purposes. The DD214 is scanned to perceptive content by the S.C.O. This DD-214 Form is required for the following areas:

a. The DD-214 form can be used (optional, not required) to certify **Area "E" of the CSU GE Breadth requirement (green sheet)**. Therefore, Veteran students would not need to take a course for Area "E" in the green sheet. Note this is only available to Veteran Students, not Active Duty. Must have DD-214. Also students do not earn units for this Area "E" only meet the requirement.

b. The DD-214 form can be used to **partially satisfy Area "E" – Fitness/Wellness requirement for our local Associate Degrees (blue sheet)**. Note students can only use either the DD-214 or their JST (see #14) to partially satisfy area E, students cannot use both the DD-214 & JST to fully meet this area. Please reference the current GC catalog page under the "Options for Military Service Personnel to fulfill the "Fitness/Wellness Requirement" for Graduation with an Associate's Degree". Also if student is using DD-214 this does not mean student is awarded 1 unit. The student must file the request for military credit if they would like to earn credit from their JST or SMART. See Appendix #2 of sample form.

c. Currently, the DD-214 exceptions **are not** reflected in DARS until the student submits their graduation petition at A&R because students have the option to take a course to satisfy Area "E" of the Associate Degree General Education "blue form**"** and Area "E" of the CSU GE pattern. It is important to note that students **are not required** to use their DD-214, and have options.

d. Active duty service members must take an Area "E" from the CSU GE pattern, or wait until they are discharged and have a DD-214 in order to satisfy area E.

DOUBLE MAJORS are allowed for Associate degrees, even if these students have earned a BA/BS or higher degree. A General Studies majors cannot be part of a double major, but the University Studies AA/AS degree is allowed to be part of a double major as long as the student has not already earned a Bachelor's degree or higher:

a. For example, an Associate Degree in Nursing and University Studies degree is allowed as a double major.

11. If the student has already earned a Bachelor's degree of higher they can still do a double major as long as it does not include general or university studies as part of the major. For additional guidelines please refer back to the catalog under "Additional Associate Degree(s) and/or "Multiple Majors."

DUAL OBJECTIVE Veterans can also declare a dual objective to earn an Associate degree and a 4-year degree **ONLY IF** the dual goals are both related to the student's single career objective. Counselors must document this information on the Veteran's AEP/CEP as to how it relates to the student's single career objective. For example: Computer Science at SDSU and CSIS – Computer Programming at GC both goals lead to the students single career objective as a computer programmer.

FINANCIAL AID: Brenda Gates is the FA liaison. Students are able to file an income adjustment with FA if there has been a significant change of income such as from being employed (active duty) to unemployed (discharged). Also FA work study is guaranteed for Veteran Students if they qualify for FA. Students can request to see Brenda Gates for more information.

FULL-TIME (FT) STATUS FOR VA BENEFITS: Students that want to receive their maximum VA benefits during fall and/or spring semesters must be enrolled in 12-units for the entire 16-weeks. However, during the summer and spring intersession (*courses only offered in January*) do not need to be enrolled in 12-units during those sessions. They need to consult with the VAO or see Veteran Benefits Grid (see appendix 1A) for guidance to receive their maximum VA benefits during summer and/or spring intersession.

HYBRID COURSES are payable by Veteran Affairs. Refer to the following bullet points for CH 33-Post 9/11 GI Bill only, for other chapters refer to the VAO:

a. Students enrolled only in hybrid courses receive the national housing average for BAH.

b. Students that enroll in <u>at least one course taught on campus</u> (and the remaining courses listed on that semester's educational plan can be hybrid courses), are eligible to receive the BAH for attending Grossmont College.

c. Students enrolled in the following Basic Skill courses **are NOT payable** for hybrid courses: ENGL 90, ENGL 90R, ENGL 98, ENGL 99, MATH 88, MATH 90 and MATH 96. However, these course are payable for students that place into these English and math levels **and only if** they are offered on-campus.

JOINT SERVICE TRANSCRIPTS (JSTs) / SMART should be submitted to A&R if the student is only planning to earn a Grossmont local degree. If the student is planning to transfer the student is not required to submit their JST

a. To request evaluation of military credit, please refer to the current GC catalog under the "Credit for Military Service Schools" section.

b. A maximum of 20-units may be applicable from JST toward a local GC Associate Degree. Most of these units will be used toward elective credit.

c. GC does not determine what JST units are transferrable. Students must contact their transferring institution of choice for potential transferability credit.

d. If a student submits their "Request for Military Credit" form, and if they earned credit(s), this information will be reflected on DARS.

MAJOR CHANGES are acceptable for all chapters however for Veterans receiving Chapter 31 a.k.a Voc Rehab, must first have their major change approved by their Vocational Rehabilitation Counselors and reflected on the VA 1905 form. Vocational Rehabilitation Counselors can approve courses that are not required in the major. GC counselor should check with S.C.O to see what is the goal stated on the 1905 form for students using CH 31 to make sure this matches the student's education plan otherwise classes may not be payable.

MILITARY TRANSCRIPTS: refer to Item #14 – JSTs/SMART.

MyCAA SCHOLARHSIP requires a specific representation of CEP and should be referred to Veterans Counselors: Gary Johnson or Maria Martinez. Students are strongly encouraged to complete FAFSA. The FAFSA determines student's eligibility for the BOG OR promise grant. If the student is awarded the BOG, the BOG would pay for the same tuition costs as MyCAA scholarship since MyCAA does not pay for any books, reimbursement of any kind, etc. (See **MyCAA Fact Sheet** available at http://download.militaryonesource.mil/12038/MOS/Factsheets/SECO/MyCAA_Factsheet_Overview.pdf)

ONLINE COURSES are payable by Veteran Affairs. The following three (3) bullets applies for Chapter (CH) 33 only. For other chapters different rules may apply. For other Chapters, students may visit the V.A.O. for more information:

a. Students enrolled only in ONLINE courses receive the national housing average for BAH.

b. Students that enroll in <u>at least one course taught on campus</u> (and the remaining courses listed on that semester's educational plan can be ONLINE courses), are eligible to receive the BAH for attending Grossmont College.

c. Students enrolled in the following Basic Skill courses **are NOT payable** for online courses: ENGL 90, ENGL 90R, ENGL 98, ENGL 99, MATH 88, MATH 90 and MATH 96. However, these course are payable for students that place into these English and math levels **and only if** they are offered on-campus.

RECOMMENDED CLASSES ARE NOT PAYABLE   Only prerequisites and co-requisites classes are payable.

>**EXCEPTION:** Students that are receiving services through the Accessibility Resource Center (A.R.C.) may be able to enroll in Personal Development – Special Services (*PDSS*) courses only if those courses are indicated on a student's CEP. These students must provide a letter from their A.R.C. counselors to the Certifying Official (C.O.) in the VAO. The C.O. is then able to certify these *PDSS* courses to receive VA benefits.

REPEATS (**"D" and "F" grades**) **are generally not payable unless:**

a. Major Preparation courses (*aka* "Preparation for the Major") require that students earn a "C" or higher in all required courses prior to transfer.

b. Transferring institution requires that students earn a higher grade of a "C" in certain courses. As indicated by the example below, SDSU TAP indicates that students **must earn a "B" or higher in two courses (THEA 100 & TFM 160).** It is important to also refer to the most current Major Preparation courses listed on ASSIST, and the current college catalog of the transferring institution.

As of 9/13/2018, SDSU requires that students earn a "B" or higher as indicated below.

As of 9/13/2018 – Screen Shot from SDSU TAP

c. Students that are following the IGETC pattern and earn a "D" grade in general education courses must repeat those course(s), and earn a "C" or higher for IGETC certification.

d. Students following the CSU GE pattern must earn a "C" or higher in the "Golden Four" GE Areas: A1, A2, A3 & B4.

ROUND OUT: Students can get paid to take non-required classes to make up full-time status during their last semester before graduation or transfer. Students must take at least one class required for their major and have no other classes remaining to complete their educational objective as indicated on their CEPs. **Student must let the VAO know they are planning to use round out and complete Round Out form.**

SDSU may offer admissions for the spring semester for Veterans and Active Duty Service members only, contact Grossmont VA counselor or Holly Shaffner at SDSU (hshaffner@mail.sdsu.edu or 619-594-0834) for more information. Students must apply in the month of August (some exceptions may be made to apply also in the month of September), and must follow the SDSU appeal process; they can refer to the current SDSU Appeal Forms for more information. Also, these students **are not** required to be currently receiving VA benefits in order to apply for Spring.

SHORT-TERM CLASSES: Encourage students to be consistent with an 8-week and/or 16-week class format in their schedules to avoid confusion. Combining 8-week and 16-week class formats can be complicated because payment is issued based on Rate of Pursuit (ROP) per month. Students requiring further clarification can visit the VAO.

TRANSCRIPTS FROM OTHER COLLEGES: All transcripts from other colleges must be submitted and evaluated before a student can receive VA benefits. Any unnecessary classes that were repeated will be decertified. The VA will issue a debt letter to students for decertified classes, **and students will have to pay back any VA benefits for decertified courses.**

TUITION ASSISTANCE (TA) may be available only to eligible Active Duty Service members, and it will only cover the cost of tuition (books will not be covered). Commanding Officers (C.O.s) will determine whether an AEP or CEP is acceptable for TA. Also, some C.O.s will require that the AEP or CEP is printed on GC stationary (letterhead). Students that Fail, No Pass, Incomplete or Withdraw courses while using TA may have to pay that TA assistance back. See C.O.s for more information.

UNEMPLOYMENT: Students who were recently discharged and are receiving unemployment can also use their GI Bill and vice versa.

WITHDRAWL ("W") POLICY: Students may have to pay back VA benefits if they drop a class (or receive a "W"), and they do not replace those units that were originally certified by the Certifying Official (VAO). Students are strongly encouraged to register for an approved 2nd 8-week course. If they are unable to register for an approved course, you can inform students that to maximize their VA benefits, they are able to wait till the last day of the official "drop deadline". Students may call the Debt Management Center to set up payment plan otherwise US Dept. of VA may withdraw the debt money from future BAH payments. Students that experience extenuating circumstances that led to their withdrawal may also petition with the US Dept. of VA to have fees waived. Students must contact US Dept. of VA for more information about this. (888) 442-4551

YELLOW RIBBON PROGRAM this program allows schools to enter into an agreement with VA to provide additional financial assistance to individuals who are charged tuitions and fees that exceed the in-state maximum amount payable under the Post-9/11 GI Bill program. This benefit is only payable if the Post-9/11 GI Bill tuition and fee payment does not cover the full cost of your school's tuition and fees. Local participating schools include USD (only limited number of Yellow Ribbon awards) and PLNU (unlimited number of awards). For more information about the Yellow Ribbon Program students are encouraged to contact the transfer school directly.

If you have any questions, please feel free to contact Maria Martinez, x7205 (or via email), or speak with one of the Certifying Officials in the V.A.O.

RESOURCES

for both Students and Counselors

Applying for V.A. Benefits:	**Veterans Affairs – U.S. Department of Veterans Affairs** V.A. Education Benefits are generally processed within 30-day period or less.
DD-214 Request	V.A.O. at Grossmont requires the "Member 4" copy.
Military Transcript Request	Requesting this transcript is optional, not required.
CALVET Fee Waiver	For dependents that range from ages 14 years old to 27 years old can waive their tuition fee for all 3 public educational systems: California Community Colleges (CCC), California State Universities (CSU) and University of California (UC).
Education Benefits	After students have applied and know what type of V.A. benefits they are receiving, they may call (888) 442-4551 for additional questions
Direct Deposit Enrollment	(888)838-2778
Debt Management Center	(888)827-0648
Mission Valley Regional Office	(800)827-1000
STEP-Support the Enlisted Project	
Foundation for Women Warriors	
Courage to Call	(877)698-7838

Semester Credit Equivalency Table

Weeks → / ↓ Credit	15 to19	14	13	12	11	10	9	8	7	6	5	4	3	2	1
12 or more															
11	3/4														
10	3/4														
9	3/4	3/4													
8	1/2	3/4	3/4												
7	1/2	3/4	3/4	3/4											
6	1/2	1/2	1/2	3/4	3/4	3/4									
5	<1/2	1/2	1/2	1/2	1/2	3/4	3/4	3/4							
4	<1/2	<1/2	<1/2	1/2	1/2	1/2	1/2	3/4	3/4						
3	1/4	1/4	<1/2	<1/2	<1/2	<1/2	1/2	1/2	1/2	3/4	3/4				
2	1/4	1/4	1/4	1/4	1/4	1/4	<1/2	<1/2	<1/2	1/2	1/2	3/4			
1	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	<1/2	1/2	3/4	

Undergraduate Enrollment Status by Number of Credits

	Full Time	3/4 Time	1/2 Time
Fall and Spring	12.0+	9.0 - 11.5	6.0 - 8.5
Summer – 8-week	6.0+	4.0 - 5.5	3.0 - 3.5
Summer -- 6-week	4.0+	3.0 - 3.5	2.0 -2.5
Summer -- 4-week	3.0+	2.0 - 3.5	1.5
Spring Intersession – 5 week	2.0+	n/a	1

Appendix #2 Request for Military Credit

SAMPLE

YOU MUST BE CURRENTLY ENROLLED AT GROSSMONT COLLEGE IN ORDER TO APPLY FOR MILITARY CREDIT

GROSSMONT COLLEGE

REQUEST FOR MILITARY CREDIT

Military credit is awarded on the basis of the A.C.E. recommendations, and only if the courses are similar to courses offered at Grossmont College. All courses must have department approval for use in the major. Complete this form after submitting your military transcript to Admissions and Records. A copy of the credit awarded will be mailed to the address you provided below.

ID#: ~~████████~~   DATE: 22 FEB 2018

NAME: ~~ASHOT, ALEXANDER~~

ADDRESS: ~~10040 SAN DIEGO MISSION RD APT DH-41~~

CITY, STATE & ZIP: SAN DIEGO   CA ~~92108~~

PHONE: ~~(VH) 254-0028~~

SIGNATURE: ~~██████████████~~

. . . .

FOR OFFICE USE ONLY:

YR/SEMESTER	ACE IDENTIFIER	GROSSMONT SUBJECT CREDIT	UNITS AWARDED
2008/Sum.	NV-2202·0165	Activity Credit	2 units
2012/Fall.	NER·AM·006	BUS Elective Credit	3 units
2012/Fall	NER·MM·006	CSIS Elective Credit	3 units

Original-College

Yellow copy- Student   Received by: _____   Received on: _____

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Appendix # 3 Certificate of Eligibility

DEPARTMENT OF VETERANS AFFAIRS
MUSKOGEE REGIONAL OFFICE
P.O. BOX 8888
MUSKOGEE OK 74402-8888

SEPTEMBER 19, 2017

~~█████████████~~
~~█████████████~~
SAN DIEGO, CA 92116

351/22
~~████~~
XXX-XX-~~████~~

Dear Mr. ~~████~~:

Certificate of Eligibility

This certifies that you are entitled to benefits for an approved program of education or training under the Post-9/11 GI Bill.

You must take this letter to your school. Your school must certify your enrollment before you can get paid.

You have 25 months and 10 days of full-time benefits remaining.

You have until November 20, 2027 to use your benefits under this program, which is fifteen years from your last separation from active duty.

You're entitled to receive 100% of the benefits payable under the Post-9/11 GI Bill program for training offered by an institution of higher education. We determined this percentage based on your length of creditable active duty service. We based our decision on the following service information:

Begin Date	End Date	Service Length (in days)	Training Length (in days)	Total (Service/Training)
12/02/2002	11/19/2012	3,641	0	3,641
Total:		3,641	0	3,641

Yellow Ribbon

Because you are eligible at the 100% benefit rate, you may also be eligible to participate in the Yellow Ribbon Program. The Yellow Ribbon Program allows schools to enter into an agreement with VA to provide additional financial assistance to individuals who are charged tuitions and fees that exceed the in-state maximum amount payable under the Post-9/11 GI Bill program. This benefit is only payable if the Post-9/11 GI Bill tuition and fee payment does not cover the full cost of your school's tuition and fees.

Note: Individuals on active duty are not eligible for this program. The Yellow Ribbon Program is not available at all schools. To determine if your school participates or to get a list of Yellow Ribbon Program participating schools please visit www.GIBILL.va.gov.

LTSver6.6 AWD1

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APPENDIX 3: VETERAN RESOURCE CENTER COUNSELING APPOINTMENT DATA

Appointment Attendance Summary Report - Detail

01/01/2011 - 12/31/2011
Short Name: All
Schedule Code: All

Appointment Status	Individual	Group
Appointments - Attended	0	3
Drop-ins	35	
Appointments - Unmarked	0	1
Appointments - Not Attended	0	0
Appointments - Cancelled	2	6
Appointment Slots Unfilled	120	

Appointment Attendance Summary Report - Detail

01/01/2012 - 12/31/2012
Short Name: All
Schedule Code: All

Appointment Status	Individual	Group
Appointments - Attended	0	0
Drop-ins	20	
Appointments - Unmarked	0	0
Appointments - Not Attended	0	0
Appointments - Cancelled	0	0
Appointment Slots Unfilled	0	

YEARS 2013 and 2014 UNAVAILABLE

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Appointment Attendance Summary Report - Detail

01/01/2015 - 12/31/2015
Short Name: All
Schedule Code: All

Appointment Status	Individual	Group
Appointments - Attended	0	0
Drop-ins	377	
Appointments - Unmarked	0	0
Appointments - Not Attended	0	0
Appointments - Cancelled	0	0
Appointment Slots Unfilled	0	

Appointment Attendance Summary Report - Detail

01/01/2016 - 12/31/2016
Short Name: All
Schedule Code: All

Appointment Status	Individual	Group
Appointments - Attended	0	0
Drop-ins	798	
Appointments - Unmarked	0	0
Appointments - Not Attended	0	0
Appointments - Cancelled	0	0
Appointment Slots Unfilled	0	

Appointment Attendance Summary Report - Detail

01/01/2017 - 12/31/2017
Short Name: All
Schedule Code: All

Appointment Status	Individual	Group
Appointments - Attended	446	2
Drop-ins	1277	
Appointments - Unmarked	20	4
Appointments - Not Attended	64	0
Appointments - Cancelled	88	2
Appointment Slots Unfilled	913	

Appointment Attendance Summary Report - Detail

01/01/2018 - 12/31/2018
Short Name: All
Schedule Code: All

Appointment Status	Individual	Group
Appointments - Attended	860	0
Drop-ins	509	
Appointments - Unmarked	36	0
Appointments - Not Attended	110	0
Appointments - Cancelled	222	0
Appointment Slots Unfilled	796	

Appointment Attendance Summary Report - Detail

01/01/2019 - 03/07/2019
Short Name: All
Schedule Code: All

Appointment Status	Individual	Group
Appointments - Attended	77	0
Drop-ins	85	
Appointments - Unmarked	4	0
Appointments - Not Attended	12	0
Appointments - Cancelled	26	0
Appointment Slots Unfilled	42	

APPENDIX 5: 2018 WAVES AGENDA

2018 CONFERENCE AGENDA

July 23 – 26, 2018

Wi-Fi Access Code: Waves 2018 Password: Sandiego

Sunday, July 22, 2018

3:00 - 5:00 PM   **WAVES Officers**, Pre-Conference Meeting
Marina 5 Sheraton San Diego Hotel and Marina Personnel

Monday, July 23, 2018

10:00 – 6:00 PM   Conference Registration   Bay View Foyer

1:00 – 5:00 PM   Pre-Conference Workshop:

New Certifying Officials (2 years or less)   *Grande Ballroom A*

Training for new school certifying officials.

Presenters:

Teresa Chapman, ELR Matt Cantrell, ELR Debra Westbook, ELR Kate Nicholson, ELR

Moderator: Matthew Maupin, University of Tulsa

Advanced Training   *Grande Ballroom B Training for experienced school certifying officials.*

Presenters:

Wayne Boettcher, ELR Cherri Norman, ELR Suzanne Swafford, ELR Brandon Hawkins, ELR

Moderator: Bernice Flett, Texas Tech University

IHL with Flight Degrees   *Grande Ballroom C Approval, Certification, and Compliance Surveys*

Statutory requirements, best practices, and Certification essentials necessary for aviation degrees.

Presenters: Bart Culver, ELR

Stewart Land, ECSS Fran Jay, ECSS Michelle Nelson, ELR

Moderator: Melanie Neill, San Jacinto College District

Refreshment break – (3:00-3:30 PM)

Reception 6:00-8:00 PM – Bay View Lawn Hors-d'oeuvres will be served

Meet your ELR/SAA representatives

Tuesday, July 24, 2018

7:00 – 7:45 AM   *Breakfast provided*   *Pavilion*

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7:00 – 8:00 AM	*Conference Registration*	*Bay View Foyer*
	(Registration will be open during breaks)	
8:00 – 8:45 AM	*Welcome, Tracy Copeland, President Color Guard,*	*Grande Ballroom*
	Air Force ROTC Color Guard at San Diego University	
	Pledge of Allegiance, Lane Anderson	
	National Anthem, Tracy Copeland and all attendees Laura Bach, President, National Association of State Approving Agencies	
	Michael Marks, Chief Education Liaison Officer, Western Region Approvals, Compliance & Liaison	
8:45 – 9:15 AM	*Regional Processing Office Up-date*	*Grande Ballroom*
	Pam Stephens, Education Officer, Muskogee RPO	
9:15 – 9:30 AM	*Break*	
9:30 – 10:30 AM	*GI Bill Protection and Integrity*	*Grande Ballroom*
	Michael Marks, Chief Education Liaison Officer, Western Region Approvals, Compliance & Liaison	
10:30 – 11:15 AM	*VA-Once*	*Grande Ballroom*
	Bart Culver, ELR, Oklahoma	
11:15 – 11:30 AM	*Tony Flores, President, NAVPA*	*Grande Ballroom*
11:30 – 1:00 PM	*Lunch provided*	*Pavilion*

Choose from one of the following workshops which will be offered: [1:00-2:15 and 2:30-3:45]

1. **Program Approval, State Approving Agency**   Grande Ballroom A Learn about the important role that State Approving Agencies play in approving programs for   the GI Bill! How SAAs have evolved over the years into "gatekeepers of excellence" and what lies ahead in the area of program approval.

Presenter:

Joe Wescott, Director, North Carolina SAA Moderators:

Ruben Cardenas, Central Washington University (1:00 session) Matthew Maupin, University of Tulsa (2:30 session)

2. *Vocational Rehabilitation Overview*   *Harbor Island 2 Presenter:*

Reginald Gladney, Assistant Director for

Oversight and Outreach, VR&E Service Central Office Moderators:

Leah Morales, Texas A&M University (1:00 session) Veronica Griego, St. Phillip's College (2:30 session)

3. *Restrictions on Enrollment – 85/15 Rule*   *Harbor Island 1 Everything you need*
   to know to ensure your programs do not

violate enrollment restrictions. Presenters:

Michelle Nelson, ELR Chip Vance, ELR

Jim Jones, ELR Moderators:

Jennifer Linnell, Texas A&M Engr Ext Services (1:00 session) Deborah Chatman, Baton Rouge Community College (2:30 session)

4. *School Liability*   *Harbor Island 3*

What happens when an institutions is liable for repayment of a student's debt?

Presenters: Terry Cahill, ELR Fran Jay, ECSS

Debra Westbrook, ELR Moderators:

Vanessa Quinones, San Diego State University (1:00 session) Derrick Weddle, University of Tulsa (2:30 session)

5. *Benefits for Dependents*   *Grande Ballroom C*

What you should know about Transfer of Entitlement, Fry Scholarship and Dependents Educational Assistance.

Presenters:

Kate Nicholson, ELR Tom Riegle, ELR Moderators:

Vicki Henson, Cameron University (1:00 session)

Carol Hoipkemier, Oklahoma State University (2:30 session)

1:00 – 2:15 PM   Workshop

2:15 – 2:30 PM   Break

2:30 – 3:45 PM   Workshop

3:45 – 4:15 PM   Break (Refreshments provided)

4:15 – 5:30 PM   State Breakouts

California	Grande Ballroom A
Texas	Grande Ballroom C
Arkansas and Oklahoma	Nautilus 1
Alaska, Hawaii and Idaho	Nautilus 2
Oregon and Nevada	Nautilus 3
Washington	Nautilus 4
Arizona and New Mexico	Harbor Island 1
Colorado, Montana, Utah and Wyoming	Harbor Island 2
All other States	Harbor Island 3

(Dinner on your own)
Wednesday, July, 25, 2018

7:00 – 7:45 AM   Breakfast provided   Pavilion 7:45 – 8:00 AM
Break

Choose from the following Workshops which will be offered: [8:00-9:15 and 9:30-10:45]

1. ***Certifying Non-College Degree Programs***   *Harbor Island 1 Understanding certificate and diploma programs.*

Presenters: Tom Riegle, ELR Jim Jones, ELR

Cherri Norman, ELR Moderators:

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Jennifer Linnell, Texas A&M Engr Ext Services (8:00 session) Ruben Cardenas, Central Washington University (9:30 session)

2.   **Common Errors Certifying Students – to include Tuition/fees,**   Harbor Island 2
Scholarships, Yellow Ribbon and 702

Common certification errors and your school can avoid them. Presenters:

Matt Cantrell, ELR Bart Culver, ELR Liz Alexander, ELR Moderators:

Vicki Henson, Cameron University (8:00 session)

Vanessa Quinones, San Diego State University (9:30 session)

3.   ***Other Ways to Use Benefits – to***   *Harbor Island 3*
include: L&C, Study Abroad,

Tutorial Assistance and TA

Tutorial Assistance, National Exams, On-The-Job and Apprenticeship

Training and more.

Presenters: Chip Vance, ELR

Brandon Hawkins, ELR Wayne Boettcher, ELR Moderators:

Leah Morales, Texas A&M University (8:00 session) Derrick Weddle, University of Tulsa (9:30 session)

1.   ***National Guard Up-dates***   *Grande Ballroom A Presenters:*

Donald Sutton, III, Education Program Specialist,

GI Bill Program Manager, Education Services Branch Jim Walters, Program Manager, GI Bill Support Team

National Guard Professional Education Center Moderators:

Matthew Maupin, University of Tulsa (8:00 session) Melanie Neill, San Jacinto College District (9:30 session)

2.   ***How the University of Arizona Manages Certifications in PeopleSoft***   *Grande Ballroom C Understand how to use PeopleSoft and data management to*

Efficiently complete the certification process. Presenters:

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Cori Cashen, University of Arizona Chris Behrends, University of Arizona Felipe Ayala, University of Arizona

Moderator: Lane Anderson, Spokane Falls Community College

(This session will only be offered from 8:00-9:15)

6. *[Electronic Forms and Reporting for Banner Schools](#)*   *Grande Ballroom C*

    Learn how Texas schools have worked with Ellucian to develop a

    Military/Veterans form in Banner. See how these schools have used

    Information from Banner to create automated reports and then push

    information from reports back into Banner.

    Presenters:

Debra Crosby, Texas Tech University Leah Morales, Texas A&M University

Moderator: Bernice Flett, Texas Tech University

(This session will only be offered from 9:30-10:45)

8:00 – 9:15 AM	Workshop	
9:15 - 9:30 AM	*Break Workshop Break*	
	Student Veterans of America	
9:30 – 10:45 AM		
10:45 – 11:15 AM		
11:15 – 12:15 PM		*Grande Ballroom*
	Jared Lyon, President and CEO	
12:15 – 1:30 PM	*Lunch provided*	

1:30 – 1:45 PM	Break	
1:45 – 3:00 PM	*VA Central Office Updates*	Grande Ballroom
	Forever GI Bill/Harry W. Colmery Veterans Educational Assistance Act Overview	
	Robert M. Worley II, Director, Education Service, VACO	
3:00 – 3:30 PM	*Break (Refreshments provided)*	
3:30 – 4:00 PM	*Section 305; Training for School Certifying Officials*	Grande Ballroom
	Jeannie Daniels, National Training Team	
4:00 – 5:00 PM	*Question and Answer Session*	Grande Ballroom
	Forever GI Bill/Harry W. Colmery Veterans Educational Assistance Act and Section 305	

(Dinner on your own)

Thursday, July 26, 2018

7:30 – 8:45 AM	*Breakfast provided*	*Pavilion*
8:45 – 9:00 AM	*Break*	
9:00 – 10:00 AM	*WAVES Business Meeting and Awards*	*Grande Ballroom*
10:00 – 10:30 AM	*Break*	

Choose from the following Workshops which will be offered: [10:30-11:45 and 12:00-1:15]

1. *Compliance Surveys and Targeted Risked Based Reviews*   *Harbor Island 2 What are they and how schools can prepare for these reviews.*

    Presenters: Fran Jay, ECSS

    Stewart Land, ECSS Moderators:

Bernice Flett, Wendy Lang. Thomas Edison State University (10:30 session) Vicki Henson, Cameron University (12:00 session)

1. *Work-study Program* _____*Harbor Island 1*

Presenter:

Kendra Stewart, Work-study Supervisor Moderators:

Veronica Griego, St. Phillip's College (10:30 session)

Deborah Chatman, Baton Rouge Community College (12:00 session)

2. *Debt Management* _____*Harbor Island 3*

Presenter:

Jamie Jones, VA Debt Management Center Moderators:

Cindy Watts, University of Tulsa (10:30 session)

Paula Barnes, Oklahoma State University (12:00 session)

3. *Website Wisdom* _____*Grande Ballroom A*

Navigating the GI Bill Website to locate additional resources to make your job easier.

Presenters:

Suzanne Swafford, ELR Terry Cahill, ELR Moderators:

Debra Crosby, Texas Tech University (10:30 session)

Jennifer Linnell, Texas A&M Engr Ext Services (12:00 session)

4. *Grades* _____*Grande Ballroom C*

The importance of accurate grade reporting and the impact grades have on benefit payments.

Presenters:

Liz Alexander, ELR Teresa Chapman, ELR Moderators:

Vicki Henson, Cameron University (10:30 session)

Carol Hoipkeimier, Oklahoma State University (12:00 session) 10:30 – 11:45 AM   Workshop

11:45 – 12:00 AM   Break

12:00 – 1:15 PM   Workshop

Have a safe trip home!!!

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA).
ELR: Educational Liaison Representative ECSS: Education Compliance Survey Specialist CELO: Chief Education Liaison Officer

SECSS: Supervisor Education Compliance Survey Specialist VACO: Veterans Administration Central Office

VR & E: Vocational Rehabilitation & Employment

WAVES Website: www.uswaves.org

APPENDIX 6

California Community Colleges

TO: Chief Executive Officers
        Chief Student Services Officers
        Chief Business Officers
        Academic Senate for California Community Colleges
        Veterans Services Directors/Coordinators

FROM: Rhonda Mohr
        Vice Chancellor, Student Services and Special Programs

RE: 2018-19 Veteran Resource Center Ongoing Funding Allocations

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2018-19 Funding: The 2018-19 State Budget appropriated five million ($5 million) dollars in ongoing funding to support the expansion of community college Veteran Resource Centers (VRCs) across the state. Twenty percent (20%) of the total appropriation was allocated as base funding to all colleges that submitted a certification form by the due date. The remaining eighty percent (80%) of the appropriation was allocated based on each college's prorated share of the total number of students certified for VA education benefits by all colleges requesting funding. Allocations will be distributed via the State Apportionment System beginning this month.

Allowable Use of Funds: Annual allocations of funds under this program must be utilized toward meeting the VRC standards established by the Chancellor's Office, and provided on the certification form. Districts and colleges are afforded the discretion and flexibility to make spending decisions locally.

Funds cannot be used to supplant existing funds currently used to provide veterans services at your college, including personnel and/or services supported by general funds, categorical funds, or other sources. Colleges have until June 30, 2020, to completely expend their 2018-19 allocation.

Match Requirements: There is no match requirement for these funds.

Please contact David Lawrence, Specialist at dlawrence@cccco.edu or (916) 327-0749 with questions related to this memo.

Attachment: 2018-19 VRC Ongoing Funding Allocation Spreadsheet

APPENDIX 7

Grossmont-Cuyamaca Community College District

Name of Person Being Evaluated: Maria Martinez

Dept: Counseling   Date: 09/25/18

COUNSELING DEPARTMENT ITEMS FOR STUDENT EVALUATION

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	
☑	☐	☐	☐	☐	n/a	32. The counselor was considerate.
☑	☐	☐	☐	☐	n/a	33. The counselor was a good listener.
☑	☐	☐	☐	☐	n/a	34. The counselor was interested in my issues and concerns.
☑	☐	☐	☐	☐	n/a	35. The counselor was knowledgeable in addressing my issues and concerns.
☑	☐	☐	☐	☐	n/a	36. Overall, this counseling session was valuable.
☐	☐	☐	☐	☐	n/a	37.
☐	☐	☐	☐	☐	n/a	38.
☐	☐	☐	☐	☐	n/a	39.
☐	☐	☐	☐	☐	n/a	40.