

## Student Services Comprehensive Program Review: Veterans 2024-25 Program Review

### Cover

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Questions? Find answers in CurricUNET User Manual. ([http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program\\_reviews/create\\_pr.html](http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html))

**Program Review Year**

2025

**Division**

Student Success

**Department**

Veteran's Freedom Center

**Subject**

- VETFREE

**Overview**

**Department/Program Name** Veterans 2024-25 Program Review

**Year of Last Comprehensive Review** Fall 2020

**Preparer's Name** Osorio, Michael

**Area Dean** Victor Garza

### Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

- Garza, Victor
- Willis, Howard

### Overview of the Department/Program

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**Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.**

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- Access
- Curriculum and programs
- Services

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- Increase visibility
- Develop strategic partnerships
- Building campus community

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

Transitioning from military life to campus life can be difficult for many veterans. Veterans can find it challenging to readjust while balancing other responsibilities, coping with military-related injuries or finding peers on campus. Evergreen Valley College provides services for Veterans and dependents of Veterans on campus, such as Veteran's Freedom Center, which has two dedicated study lounges, a kitchenette, a computer lab with free printing services, a dedicated counselor, and a program specialist. EVC's deliberate steps to ease the transition for veteran students benefits them, their families, and the community. Veterans can also find assistance with enrolling and utilizing their veteran's educational benefits. The Veterans Freedom Center was established in 2016 and is located in the new Student Services Complex building.

- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

**Goals Achieved:**

- Align business hours to serve all veterans through student-friendly hours. Offering extended hours into the evening or perhaps weekends. We were able to pilot extending hours until 6pm 4 days out of the week. We will know what the outcome of this initiative is after Fall 24, but feedback from staff and students is that students are utilizing the extra hour to stop at the center and pick up some coffee or get small questions/services asked. Many of our students

work during the day while pursuing their studies at EVC and many take night classes, so being open an extra hour for 4 days was an initiative we offered to help these students also utilize our center.

- Restructuring staffing to enable a balance of coverage on a variety of duties while we have not increased full time staff in the dept, we were able to increase the amount of VA student workers to diversify the hours that coverage could be provided to the center. This has helped tremendously when the permanent full-time program specialist is out or involved with shared governance. VA student workers help with coverage as well as helping answer basic questions and provide assistance to other veteran students in filling out forms or registering for classes.
- Adequate private space, the move to the new Student Services Complex building brought more space to the Veterans Freedom Center. In our new center, we have a dedicated private conversation room, which will bring multiple benefits to veterans and dependents.
- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

#### **ACCOMPLISHMENTS:**

-We have maintained previously established contacts with local veterans organizations to provide extended services.

- VA Palo Alto Medical Outreach
- County of Santa Clara Veteran Services Office

-Digitized files

- File maintenance streamlined to accommodate maximum efficiency
- All Veteran Freedom Center forms are now digital to be a paperless department
- Accessible forms uploaded and available on the EVC Vet's website for easier access
- Development of Veteran Shopping Sheet
- Development of Major Change Form which allows our department to track major/degree changes for auditing purposes

-Reinforced internal processes, controls, and communication

- Dedicated Veterans Counseling
  - Frequency: 2 days a week, 4 hours each day during Fall and Spring semesters.
- Counseling is also provided during summer and winter terms.
- Summer: 15-24 hours (less than 5% load)
- Fall: 25%-30% load
- Winter: 15-24 hours (less than 5% load)
- Spring: 15-25% load

-Service:

A dedicated Veterans Counselor provides educational planning for veterans and veteran dependents to ensure course are in compliance with the VA. Additional services provided are transfer and career planning, early alert, probationary, and college application support.

**-Outcome:**

Educational plans are completed in compliance with VA educational benefits guidelines. Timely educational plans allow for expeditious educational benefit payments, thus reducing financial struggles; allowing students to purchase books, and focus on classes, etc. Probation and early alert counseling encourages students to adopt a strategy for success and prevents them from failing or withdrawing from courses.

Transfer counseling allows students who want to transfer to a 4-year university to have more personalized, one on one experience in completing CSU/UC applications with the ability to ask questions and take care of any issues that may arise. Without transfer counseling, students may have to seek assistance in other programs that may be impacted and not offer the same level of attention due to the high demand from other students.

- **4. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**
  - Develop a system to effectively track student visits to our center, including the specific services (besides counseling) that they utilize, such as printing, socializing, having a snack, or using the kitchenette. This will allow EVC Veterans to be supported holistically in their educational journey, which supports a learning environment where Veterans feel welcomed.
  - Continue to grow our methods of communication and expand into utilizing mass-texting services to send messages to students on important updates such as deadlines and office closures. This will allow equitable communication by reaching vet students on different modalities that best suit their needs.
  - Develop a practical feedback system with minimal maintenance where students can share insights into what worked well during the semester or year and provide suggestions for improvements to the program. This allows vet's voices to be taken into consideration and further promotes inclusion in student voices in regard to how to best serve students. This will allow for Vet students to be taken into consideration about how to meet their needs.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

**Full time faculty** 0

**Part-time faculty** 1

**full time Classified** 1

**Part-time Classified (permanent)** 0

**Part-time Classified (hourly)** 0

**Administrators** 0

**Student workers** 3

## Program Quality

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- **1. Describe the impact of the program's service offerings to the students and the campus.**

The program offers a service of belonging and transition. The purpose of the Veterans Freedom Center is to provide a welcoming environment for veterans. The transition experience of coming from active duty to civilian life is one that has many challenges. The Veterans Freedom Center provides a space where veteran students can feel welcomed and interact with other veteran students. Resources both internal and external are provided along with a dedicated part-time Veterans Counselor to help veteran students with academic planning. Having Veteran students on EVC campus aids in the diversity of community college students.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

There is currently no impact on services for veteran students.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

One change that was implemented was the inclusion of the Veterans Shopping Sheet. The Veterans Shopping Sheet is designed to inform prospective incoming veterans or dependents of veterans of the cost of their education at EVC. The shopping sheet corresponds to the Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020 (Public Law 116-315). It also outlines resources, guidelines, and policies regarding EVC, Veteran Affairs (VA) benefits and VA Certification process. This will allow a veteran to see the full picture before committing to the institution. All shopping sheets are kept for auditing purposes and part of a requirement for the certification process.

Another key implementation is the Veteran Major Change Form, designed to assist our department in tracking major changes for veteran and dependent students. This form creates a digital paper trail, ensuring we have a record of these changes for both local and state auditors.

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**

The program measures success by the following:

- Students participating in veteran related programming
  - External resources being effectively utilized
  - Veteran students graduating/transferring
  - Veteran students receiving a Veterans Educational Plan
  - Counseling appointment data
- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

The program information is accurate and consistently maintained, with updates occurring annually and as needed. The program specialist and administrator collaborate closely to ensure that all information shared aligns with the college website, brochures, and flyers. Additionally, students receive regular email updates with important information and upcoming dates.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

The Veterans Freedom Center is available to students who have self-identified as veterans or dependents. We make consistent efforts to promote and distribute resources to veteran students, ensuring they have access to both internal and external services. Special attention is given to encouraging veteran students to utilize programs such as the Disabilities Support Program and the Student Health & Wellness Program, recognizing the unique challenges they may face in transitioning to civilian life and adjusting to an academic environment. For students enrolled in remote or online courses, we use Zoom and phone calls to ensure effective communication and access to vital information.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

Communication within the program is highly effective. The program holds monthly department meetings for check-ins and event planning, where most departmental updates are discussed. Additionally, one-on-one meetings with the Program Specialist are occasionally held to address time-sensitive events or inquiries.

Communication with students is strong and efficient. Daily emails are sent to the student body, keeping them informed about upcoming resources and events provided by the Veterans Freedom Center. When students visit the center, they receive personalized attention, ensuring they feel comfortable and welcomed through direct, one-on-one interactions.

The Veterans Freedom Center maintains communication primarily with the Admissions and Records department, as the Student Certifying Officer (SCO) is housed within that department. The SCO certifies veteran students who utilize VA benefits. This arrangement works well, as any issues or concerns related to a veteran student's record are addressed directly by Admissions and Records, eliminating the need for back-and-forth trips between VFC and A&R.

At present, there are no significant areas for improvement within the Veterans Freedom Center. However, we are planning to conduct a climate survey at the end of the semester to gather feedback from veteran students regarding potential improvements or changes they would like to see within the center.

## Program Access

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1. How many students received program services between F19–F23? Use the table below to review the demographics of students served and how these compare to campus demographics.

Student Demographic: Gender

- **Female: 4755 - 55.610%**

**Program Headcount**

5.000

**Program Percentage of Total**

23.750

- **Male: 3758 - 43.850%**

**Program Headcount**

15.000

**Program Percentage of Total**

80.200

- **No Value Entered: 46 - 0.540%**

**Program Headcount**

0.000

**Program Percentage of Total**

0.000

## Student Demographic: Age

- **17 & Below: 562 - 6.570%**

**Program Headcount**

0.000

**Program Percentage of Total**

0.000

- **18-24: 5092 - 59.440%**

**Program Headcount**

9.000

**Program Percentage of Total**

48.180

- **25-39: 2004 - 23.480%**

**Program Headcount**

8.000

**Program Percentage of Total**

45.810

- **40 & Over: 897 - 10.480%**

**Program Headcount**

4.000

**Program Percentage of Total**

12.030

- **Unknown: 3 - 0.030%**

**Program Headcount**

0.000

**Program Percentage of Total**

0.000

## Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**

**Program Headcount**

1.000

**Program Percentage of Total**

1.920

- **Asian: 3526 - 41.210%**

**Program Headcount**

7.000

**Program Percentage of Total**

39.020

- **Black or African American: 213 - 2.500%**

**Program Headcount**

2.000

**Program Percentage of Total**

9.450

- **Hawaiian/Pacific Islander: 26 - 0.310%**

**Program Headcount**

0.000

**Program Percentage of Total**

0.000

- **Latinx: 3519 - 41.150%**

**Program Headcount**

8.000

**Program Percentage of Total**

33.530

- **Two or More Races: 248 - 2.920%**

**Program Headcount**

1.000

**Program Percentage of Total**

14.770

- **Unknown: 419 - 4.830%**

**Program Headcount**

1.000

**Program Percentage of Total**

1.920



- **White: 578 - 6.750%**

**Program Headcount**

6.000

**Program Percentage of Total**

19.510

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

Based on the data, the program experienced a decline starting in 2019, most likely due to the arrival of COVID-19 in 2020. This decline persisted through Fall 2022. However, we have seen a gradual recovery in student veteran enrollment since Fall 2023, with two consecutive years of growth. We are optimistic that students are becoming more comfortable returning to school as mandates and restrictions ease.

One key factor contributing to this growth is the way we deliver services to our student veterans. By adopting a holistic approach, we have prioritized addressing their diverse needs. We have actively promoted internal and external resources, and initiatives like offering snacks in the break room have helped foster a sense of belonging—a “home away from home.” This supportive environment has encouraged student veterans to spread the word to their peers about the resources and community available at the Veteran Freedom Center.

Another factor influencing this growth is the area's cost of living and its impact on VA benefits. Because our region has a high cost of living, VA benefit payouts are higher compared to other areas. This can be an attractive incentive for student veterans considering Evergreen, as it allows them to receive significant financial support while pursuing their education. Notably, approximately 60% to 80% of our student veterans rely on VA benefits, making this an important consideration.

- **b. Are there any gaps in the students served compared to the college demographics?**

VFC numbers are on par with EVC data. Our age and race/ethnicity are similar in percentage and the only change is with gender. Veteran students tend to be more male than female, as opposed to the total headcount of EVC being more female dominant.

- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**

The department is currently facing several service gaps that, if addressed, could significantly enhance its success and improve the overall experience for veteran students. The following needs have been identified:

**1. Increased Counseling Hours**

There has been a noticeable rise in demand for appointments with the veteran counselor. Unfortunately, the counselor's limited availability makes it challenging to accommodate students in a timely manner. Additionally, sessions with the veteran counselor often take longer than standard appointments due to the VA's specific requirements for a Veteran Education Plan, which must align

with VA benefits. This leaves little flexibility for quick consultations or brief meetings, creating a bottleneck in service. Increasing the counselor's hours would allow for more accessible and efficient support for students. Small improvements that have been implemented are asking in dept questions to students prior to scheduling a counseling appointment so that we do not waste a counseling appointment spot on something that could be solved elsewhere.

## **2. Improved Tracking System for Center Usage**

The center would benefit from a robust tracking system to accurately monitor foot traffic and resource utilization. While we previously used SAR's tracking system, it was challenging to integrate with student workflows. Currently, we rely on in-house methods, but these are only short-term solutions. Implementing a reliable, user-friendly tracking system would provide valuable data to optimize the center's services and operations.

## **3. Addressing Financial Disparities Between VA and Non-VA Benefit Students**

Veteran students who use VA benefits are typically in a better financial position than those who do not. Many students choose to save their benefits for when they transfer to a four-year institution, leaving them without financial support for books, supplies, and other essentials. The center has responded by stocking necessary supplies and promoting external resources, such as free medical and dental services, a weekly fresh farmers' market, and Second Harvest food distribution. Strengthening support for non-VA benefit students will ensure all veteran students have equitable access to resources and opportunities.

## **4. Additional Staffing**

The center is currently operated by a single full-time program specialist. To meet the growing demands of the department, it would be beneficial to elevate this role to a program coordinator position, reflecting the scope and responsibilities of managing the center. Additionally, hiring an additional part-time or full-time staff member would provide much-needed support. When the sole staff member is unavailable due to illness or travel, the center must close, leaving veteran students without access to services. While student workers assist, their responsibilities are limited, and they cannot operate the center unsupervised. Expanding the team would ensure consistent service availability and operational continuity.

## Curriculum- If applicable

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- **1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision. For CTE, the timeline is 2-year.**

N/A

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.**

N/A

- **3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

N/A

- **4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.**

N/A

- **5. Describe how your program is articulated with High School Districts, and/or other four- year institutions**

N/A

- **6. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

## Service Area Outcomes and Assessment

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### Related Assessments

**Test (/Form/Module/Index/4007) Created:** 09/29/2023 **\*\*New Service Area Outcome (SAO) Report\*\***

**Originator:** Michael Osorio

PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

1. Students will have a defined educational goal by the second semester of their enrollment.
2. Students will have connection with Veterans Freedom Center and know about external and internal services.

The program's SAOs (Student Area Outcomes) align closely with the college's General Education (GE) and Institutional Learning Outcomes (ILOs), equipping veteran students with the skills and resources necessary to successfully transfer to a four-year institution or transition into their chosen careers. These SAOs exemplify the program's commitment to ensuring that veteran students are academically prepared for success. This is achieved by fostering connections with counselors to develop personalized educational plans and by building a sense of community among veteran students.

The SAOs align with the following ILOs:

- **Inquiry and Reasoning ILO:** When veteran students meet with their counselors, they actively engage in the process of critically evaluating their educational goals and creating a tailored

veteran education plan. This plan addresses both EVC graduation requirements and the criteria for maintaining Veteran Affairs benefits. Through this process, students are empowered to make informed decisions regarding their coursework and academic progression.

- **Personal Development ILO:** By participating in the Veterans Freedom Center, veteran students cultivate essential social and self-management skills necessary for their success at EVC. Transitioning from military to civilian life often presents unique challenges, and the Veteran Freedom Center serves as a supportive space where students can build a sense of community, connect with peers, and access resources specifically designed to address the needs of the veteran population.
- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)**

All assessment data collected is qualitative, derived from feedback exchanged between veteran students, staff, and the Program Specialist. The veteran student population is small enough to allow for personalized, one-on-one conversations with those utilizing the center. To ensure continuous improvement, the department holds monthly meetings to discuss operations and identify any necessary changes.

Our data indicates that veteran students are meeting the mandatory requirement of obtaining a Veteran Educational Plan by their second semester to maintain VA benefits eligibility. Data collection is based on SAR Anywhere software appointments, as well as the number of certified students tracked by our Student Certifying Officer (SCO), who ensures accurate certification for veterans using VA benefits. For those not utilizing VA benefits, the department still actively encourages all veteran students enrolled at EVC to develop an educational plan with our dedicated veteran counselor, whose availability surpasses that of general counseling. This approach ensures that all veteran students using the center leave with a clear educational plan tailored to their goals.

The center also serves as a vital resource hub, connecting students to both internal and external services to address essential needs such as healthcare appointments, basic necessities, employment opportunities, and fostering a sense of community. Previously, SARS Anywhere tracking was used to monitor center usage, but the system proved outdated as it was not user friendly for students and many veteran students were reluctant to sign in with each visit. As an alternative, we now track traffic based on snack and food consumption within the center. While not the most precise method, this system has provided valuable insights into usage patterns.

For example, we've observed that Tuesdays and Thursdays are the busiest days for veteran students visiting the center. This traffic-based data helps us better understand student needs and adjust resources accordingly, ensuring the center remains a welcoming and effective space for our veteran population.

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

Our SAO assessments have guided the department to expand programming efforts in response to the interests and needs of our veteran students. One of the key initiatives born from this feedback is the establishment of *Vets Week*. This three-day event, now in its third year, is designed to engage veteran

students and raise awareness within the campus community about the veteran population.

**Vets Week** includes the following signature events:

- **Veterans Appreciation Breakfast and Lunch**

This event honors our student veterans and expresses gratitude for their service. Exclusively for veterans, it fosters community within the Veterans Freedom Center as students gather to share meals, connect with peers, and learn about upcoming resources and opportunities.

- **From Service to Scholar**

This event aims to bridge the gap between the EVC campus community and the Veterans Freedom Center. By engaging faculty, staff, and students, it helps strengthen relationships, enhance understanding, and build support for our veteran student population.

- **22 for 22 Event**

Focused on raising awareness about veteran suicide, this interactive event is a partnership with Student Health and Wellness. It highlights available resources and fosters meaningful dialogue. Veteran students take an active role in leading educational activities and engaging participants in challenges designed to promote understanding and advocacy.

Each event within *Vets Week* is thoughtfully designed to recognize and celebrate veterans while promoting the resources and support offered through the Veterans Freedom Center. This initiative has proven highly effective in increasing visibility for veteran students, encouraging their participation in programming, and fostering a deeper sense of belonging within the EVC community.

## Faculty and Staff

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### Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

Program Specialist (Full Time)-Iriana Zavala Camacho

- Assist students with direct referrals and assistance such as: benefits usage, Federal and State program resources and housing/food insecurities connections
- Assist and implement program activities
- Produce and disseminate communication materials
- Provide college information assistance
- Intake assistance of new Veteran or dependent students
- VA student worker oversight
- General inquiries assistance
- Provide knowledge on different chapter benefits

Iriana Zavala Camacho's expertise within the VFC is to foster holistic support to our veterans' community. They serve as the liaison for vet students needing assistance throughout the college.

College Counselor (Part Time) -Kim Nguyen

- Provide academic and personal counseling to students
- Assist in Veteran Educational Plans
- Provide knowledge on different chapter benefits

Kim Nguyen's expertise is new this year as they recently joined the team and are currently learning the in's and out's of the VFC and how to assist and provide support to vet students.

#### Director Student Services and Wellness (33%)- Mike Osorio

- Provide oversight of department
- Assist with programming efforts
- Budgetary oversight
- Preparation/submission of state reports
- Direct and supervise faculty and staff
- Facilitate communication with department and college
- Program compliance and student eligibility

Mike Osorio's expertise is in vision planning and innovative programming to foster inclusion within the VFC. Mike engages in conversation with vet students on how to bridge the gap from service life to civilian life.

The positions listed above have proven to be beneficial to our veterans and the dependent population. The team has been with the program for a couple of years and has developed expertise in their assignments and developed professional relationships with our veteran students. This in turn has allowed more veteran students to put their trust in our department for guidance and knowledge when it comes to veterans and dependents using VA benefits or navigating the community college system. More students have begun to visit the Veterans Freedom Center and use its resources and participate in the community with other veterans and staff members.

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

#### Major Professional Development Activities:

- California Community College Veterans Symposium (Annually)
- De-escalation tactics training (Training from the police dept.)
- Active Shooter training (Training from the police dept.)
- NASPA Veterans Conference (Annually)
- Keenan Trainings
- Credit for Prior Learning webinars (varied)
- Veterans Consortium Meetings (Quarterly)

The department's mentoring strategy for new adjunct faculty emphasizes understanding the experiences of veteran students. We offer multiple opportunities for adjuncts to engage with our veteran students both socially and academically. Additionally, the director provides professional development sessions to enhance their knowledge and skills in supporting student veterans. Lastly, adjunct faculty are encouraged to participate in programming efforts to further enrich their connection with the veteran community.

All activities listed above coincide with student equity goals, SAO assessment and guided pathways training. All activities have programming or events that touch upon all or certain areas to improve veteran students toward supporting and completion of their educational journey.

## Additional Information

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Part G: Additional Information

## Prior Budget Usage

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**Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?**

No

**If yes, how much funding did you request?** 0.00

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

**Equipment**

**Supplies**

**Technology**

**Other (Contract, Subscriptions, Memberships, etc.)**

**Total**

**Are you requesting additional resources?**

Yes

**If yes, please fill out the Resource Allocation Request page below.**

## Future Needs and Resource Allocation Request

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Classified/Faculty

1. **Classified Member(s)**

**Number of positions and which department for each position**

Program Coordinator

**Is there an ongoing cost for this item**

Yes

**If so, what is it?**

80141

2. **Faculty Member(s)**

**Number of positions and which department for each position**

1 Adjunct Counselor 40% load

**Is there an ongoing cost for this item**

Yes

**If so, what is it?**

23160

Equipment, Technology and Supplies

**Total**

Classified Member(s)

Total Amount Requested:80141

Faculty Member(s)

Total Amount Requested:23160

## Criteria for Resource Allocation

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### Department Background & Performance

The Veterans Freedom Center is assisting in guiding students to a pathway of completion by providing the necessary services for students to start and finish. We provide a dedicated vets counselor and a program specialist that serves as a liaison to veteran students. The center also provides additional services like study lounges, snacks, and a computer lab where all vet needs can be taken care of in one stop shop. While COVID-19 did affect our veterans students from enrolling/delaying their educational journey, we have made great strides in rising the vet population at EVC.

### Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

The veterans' program is shorting students time to educational goal completion by making sure that a holistic approach is implemented to the veteran. The dept. has made sure to include food and snacks in the center, including if veteran students are in need of nutrition, so that they do not go with an empty stomach to their classes. We also provide free printing and study lounges to accommodate a space where veteran students can feel comfortable and safe. This has been the standard practice the last three years and as a result, our veterans students have been visiting the center and establishing community, and relationships with staff and other vet students.

### Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

By increasing counseling hours, more vet students can be seen and delays can be prevented. More students would be able to make sure that their VA educational benefits are submitted on time and not delayed.

### Assessment results (could include: SAO/SLO)

N/A

### Additional Resources

The dept. receives state chancellor's office budget allocation of about 54k. This is the amount the program has received the year prior and for the next two years.

### Previous use of funds

N/A, no funds received previously.

## Manager/Vice-President Prioritization

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**Total Amount Requested** 103301.90

**Total Amount Requested by Manager** 103301.90

Itemized List (should equal the total of the Total Amount Requested by the Manager):

### Amount Requested

**Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)**

### Supplies

### Supplies Ranking

### Equipment



**Equipment Ranking****Technology****Technology Ranking****Other (Contract, Subscriptions, Memberships, etc.)**

1.00

**Other Ranking**

1

**Attach Files**

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Attached File

**IEC Reviewers**

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**IEC Mentor**

Vicki Brewster

**IEC Second Reader**

Brad Carothers