



Student Services Program Review Report Veteran Resource Center

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Names of people who contributed to this report: Juan Garcia, Dr. Richard Rams

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Date of previous program review: April 17, 2015

Part 1. Satisfaction with Support Services Provided

Review the results from core items in the Student Services Program Review Survey that are summarized in the table below. See Appendix A for complete survey results.

	% Responded "Excellent"	% Responded "Good"	% Responded "Excellent" or "Good" Combined	% Responded "Excellent" or "Good" Combined in Last Review	% Difference
Hours of operation	55.8%	38.4%	94.2%	86.0%	+8.2%
Timeliness of response	67.4%	29.1%	96.5%	87.0%	+9.5%
Clarity of procedures	64.3%	27.4%	91.7%	86.0%	+5.7%
Quality of materials	60.2%	28.9%	89.2%	84.0%	+5.2%
Staff helpfulness	81.6%	12.6%	94.3%	87.0%	+7.3%
Staff knowledge	66.7%	26.4%	93.1%	88.0%	+5.1%
Overall quality of service	70.1%	24.1%	94.3%	88.0%	+6.3%

Part 2. Changes since last Program Review and Evaluation of Previous Goals

Provide a brief summary of the survey results (see Appendix A) and comparative analysis of the survey results with the results from the previous cycle (see table in Part 1). Document any accomplishments or improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results. Additionally, describe whether the goals and objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.

The Veterans Resource Center (VRC) is under the supervision of the Dean of Student Support Services and the VRC Counselor/Coordinator. In addition, the VRC receives administrative support from Admissions and Records and Extended Opportunity Programs and Services. Currently, the VRC is staffed by one full-time tenure-track counselor/coordinator, one part-time certifying official, three adult hourly, and eight VA work-study students. The VRC also has one-part time doctorate level therapist intern provided by our continued MOU with US Vets "Outside the Wire" program. Presently, the VRC and US Vets are working towards improving services to include Master of Social Work/Marriage Family Therapist level interns to provide additional mental health services and case management.

Since the last SSQR in 2015, the VRC received its first allocation from the Chancellor's Office and will receive a second allocation for the 2019-20 academic year. Future allocations are presently unknown, but the additional funding has allowed the VRC to improve support services. For example, in the Spring 2019 semester, the VRC began a small book/calculator loan, academic supply, and book voucher program to primarily assist military-connected students who may not be eligible or decided to save their VA benefits for a four-year university. The purpose of the additional support is to provide access to all military-connected students at Cypress College (i.e., veterans, active-duty, reservists, guard, and dependents). Furthermore, the ground breaking ceremony for the new VRC facility and memorial bridge was held in March 2019 and is projected to open by Fall 2020.

Summary and Comparative Analysis of Survey Results:

The 2019 results demonstrate an overall increase, with a range between 5.1% to 9.5% in each measure. The improved results may be attributed to a few different factors. One factor could be the proactive response the College took in response to the needs of military-connected student population. The college hired a full-time tenure track counselor/coordinator in 2017. Since then, the counselor/coordinator has been the primary individual in charge within the VRC. The counselor/coordinator is responsible for the everyday functions, work-studies, and support programs within the center. The VRC has added three adult hourly to focus on a mentorship program and to assist the certifying official with VA education benefit requirements, which has increased support within the center. VA work-study positions are more selective to ensure customer service is a top priority from everyone interested in working within the VRC. In the 2015 SSQR, the VRC experienced a 3% drop in staff helpfulness to 87%; however, the 2019 results indicate a 7.3% increase in staff helpfulness since then.

Accomplishments, Improvements, Obstacles, and/or Challenges:

Accomplishments: Since 2015, the VRC hired a full-time counselor/coordinator in 2017. The full-time position provides one individual to provide academic counseling and department coordination to operate the center. In the Fall of 2018, the VRC received a \$100,000 competitive grant from the Chancellor's Office and a \$100,000 donation from Forest Lawn. The grant funds will be utilized for a mentorship program to help improve retention for our military-connected student population. The \$100,000 Forest Lawn donation was applied to the capital campaign initiative to create an endowment. Another monumental accomplishment was the groundbreaking that took place in March 2019 for the new VRC. The new VRC will be a 3,000+ square foot, state of the art facility with additional offices/spaces, meeting room, study room, patio, and computer lab.

Improvements: The front desk support consists mainly of VA work-study students to provide customer service to potential and current students. To prepare incoming work-study staff, a new work-study orientation is conducted, and they are assigned to a “seasoned” work-study staff member to learn front desk procedures. This approach may be linked to the improved results and will ensure future work-study staff are properly trained to assist with everyday VRC tasks.

Obstacles/Challenges: The VRC coordinator primarily relies on seasoned work-study staff to train incoming staff due to time constraints. The challenge is the high turnover rate of work-study staff since it is a temporary semester-specific position. Adult hourly employees are able to provide some assistance; however, the challenge is the temporary benefit they can fulfill within the center. Another challenge is the limited allocation that the state provides and the unknown status of future allocations. The VRC is only funded by donations, fundraisers, grants, and minimal support from the California Community College Chancellor’s Office. The lack of financial support from the Chancellor’s Office makes it difficult to provide holistic support services to all military-connected students due to their specific VRC funding formula. The Chancellor’s Office only accounts for the veterans that receive benefits and does not take into account all of the military-connected students that are enrolled and receive services at Cypress College. For example, the Chancellor’s Office’s 2018-19 funding cycle credited Cypress College for 306 certified veterans; however, our Institutional Research Office accounts for over 600 military-connected students. The lack of funding by the Chancellor’s Office is a barrier to provide permanent support services for all military-connected students.

Comments on Previous Goals:

The previous SSQR goals were to 1) increase accessibility of academic counseling appointments, and 2) to research, identify, and connect students to community-based resources to support their academic and personal needs as veterans. Since the last SSQR, a full-time counselor/coordinator was hired to provide year-round academic counseling. That is an increase from the previous adjunct counseling accessibility. Furthermore, the VRC joined the Counseling Division to provide online counseling through Cranium Café, a web-based platform providing online counseling. In addition, the VRC assists military-connected students through email and/or phone to provide assistance to current/potential students who may reside out-of-state or are deployed and do not have online video capabilities. The second goal is also being met by creating partnerships with reliable community-based resources to support gaps that the VRC may not be adequate to perform. For example, the VRC has an MOU with U.S. Vets to provide on-campus mental health counseling services. In addition, the VRC is partnered with the Tierney Center for Veteran Services, Battle Buddy Bridge, Strong Families and Strong Children, and Volunteers of America to provide referral resources, job placement, housing and food, and other human services needs. The VRC will continue to monitor and assess services provided to off-site students to ensure intake, counseling, certification, and on/off-campus support services are accessible and dependable.

Part 3. Mission Statement and Student Services Student Learning Outcomes (SSSLOs)

Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.

Mission Statement:

The Cypress College Veterans Resource Center (VRC) was established in 2010 and provides assistance to active duty, veterans, and dependents seeking to complete an educational degree or certificate of achievement. The VRC and Cypress College Veterans Organization (CCVO) is the

primary campus advocate for military and veteran students. Both the VRC and the CCVO work with students to ensure their unique needs are met by coordinating with offices of various campus services. The VRC and CCVO provide assistance in coordinating with academic counseling, disability accommodations, financial aid, veteran benefits information, and additional referrals to campus, local, state and federal resources and services.

SSSLOs:

The 2018-2020 SSSLOs will measure the VRC's ability to provide appropriate academic and support programs to maximize student veteran success. The purpose of the VRC's SLOs are to align its goals to campus initiatives. One such initiative is Cypress College's Guided Pathways. Guided Pathways is meant to assist students complete their academic program in a timely manner. In addition, veterans are identified as a vulnerable population under the SEAP plan due to previous nationwide research on the completion rates of veterans utilizing VA education benefits. During the Spring 2019 SEAP planning, male veterans were identified as a "need to assist" population due to a slight decrease in retention. The VRC's goal is align SSSLOs to help improve success and retention by utilizing each initiative to structure and guide support programs within the center to foster completion in the most efficient timeline possible. It is important for the VRC to improve success, retention, and completion in a more efficient manner due to the 36-month VA education entitlement.

Part 4. Student Services Student Learning Outcomes (SSSLO) and Program Student Learning Outcomes (PSLO) Assessment

SSSLOs are assessed annually and are mapped to the college's PSLOs and ISLOs. SSSLO assessment provides an opportunity for dialogue regarding best practices and challenges in achieving outcomes. Review and summarize the results of the last two SSSLO cycles. Please include highlights from your SSSLO results and action plans, including best practices and challenges. What changes will be made to your programs and services, and/or the SSSLO process as a result of this assessment?

SSSLO Assessment Results from 2016-18 (theme: one-stop to non-stop) and 2018-20 (theme: Guided Pathways):

The 2016-2018 SSSLOs measured the impact of the Green Zone Project on-campus training for faculty, staff, and administrators. More specifically, did knowledge increase about the issues veterans experience during their transition to college life? In addition, a Green Zone Project (student version) was measured to assess student veterans' ability to communicate their needs to campus allies and the VRC staff. The purpose of the Green Zone SSSLO was to create a campus environment that would allow student veterans to receive non-stop services throughout the campus and not just within the VRC.

During the implementation phase, the VRC lost its Special Projects Manager and the 2016-2018 SSSLO could not measure the impact of the Green Zone training. However, the Green Zone training (student version) was measured, and it demonstrated students increased their ability to communicate their needs to individuals within the campus. In 2019, the Green Zone Project was presented to 30 faculty, staff, and administrators. The post-survey demonstrated over 90% of participants improved their knowledge about the challenges student-veterans experience during their transition to college life and gained basic skills to support student-veterans within the classroom setting. The new counselor/coordinator is actively working with the Professional Development Office to coordinate semi-annual Green Zone Project trainings in the upcoming semesters. The next Green Zone Project training is slated for Fall 2019. The VRC will continue to carry the responsibility for facilitating the Green Zone (student version) to incoming military-connected students to ease their transition to higher education.

Changes as a Result of SSSLO Assessment:

The results of the Spring 2019 Green Zone survey demonstrate the positive impact the training has on both types of participants (faculty, staff, administrators, and student veterans). The counselor/coordinator will continuously update the Green Zone training based on feedback from current transitioning veterans to ensure the workshop addresses the current transitioning obstacles faced by current and future veterans, as experiences will differ during conflict and non-conflict eras.

Part 5. Faculty/Staff Involvement

Summarize the involvement of faculty/staff in the review process.

The VRC counselor/coordinator was the primary author of this report with feedback on this cycle's goals from the Certifying Official and the Dean of Student Support Services.

Part 6. Connecting Department Goals to Strategic Planning and Major Campus Initiatives.

Identify general goals and specific, measurable objectives your department/program plans to achieve within the next four years and respond to the related questions for each goal. These goals must directly relate to at least one of our major campus initiatives (see list below). Departments/programs should identify at least one goal per year. If any of your goals require fiscal resources, please complete Part 7.

Major Plans and Initiatives: SSSLOs, District or College Educational Master Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, District or College Strategic Plan, Distance Education Plan, Technology Plan, Guided Pathways, Promise Program, NOCCCD Pledge, Dual Enrollment, Strong Workforce, College Outcome Assessment and Review Cycle Plan, or another plan or initiative.

Please modify the number of goals and objectives outlined below as needed.

Goal 1: Implement support services to support the Guided Pathways initiative

Supports plan(s) or campus initiative(s): Guided Pathways

Objective 1: Create clear curricular pathways to employment and further education.

Person(s) responsible: Juan Garcia

Timeframe: Fall 2019-Spring 2020

Objective 2: Help students choose and enter their path.

Person(s) responsible: Juan Garcia

Timeframe: Continuous

Objective 3: Help students stay on their path.

Person(s) responsible: Juan Garcia

Timeframe: Spring 2019-Fall 2019

Objective 4: Ensure that learning is happening with intentional outcomes.

Person(s) responsible: Juan Garcia

Timeframe: Continuous

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: The objectives above are based on the Guided Pathways model. The first goal will require professional development (PD) for all VRC staff (i.e., counselor/coordinator, certifying official) to move the Guided Pathways initiative forward within the VRC. The knowledge gained through PD will be disseminated to the VA work-study and adult hourly employees to ensure proper communication is provided to potential/current students. The goal will require additional funding and possibly additional staff to implement. The VRC currently receives approximately \$56,000 a year from the Chancellor’s Office; however, as the program is expected to grow due to the new VRC building, additional funds may be required.

The purpose of each objective will be used to create department specific short-term goals to help students achieve their long-term goals. The first objective is to create a clear curricular pathway to employment and further education by helping students understand their educational options. To meet objective one, the counselor will need to work with the Counseling Division and become proficient about each departments’ pathway to ensure proper information is provided to each student. To meet objective two, the VRC staff, coordinator, and counselor will need to work together with the certifying official, work-study and adult-hourly staff to streamline the intake process to help potential/current students apply to the college, choose a major, create education plans, and enroll in courses. In addition, the VRC will ensure academic counseling is available for all military-connected students, and the coordinator will create an atmosphere to help students meet other faculty and students through campus- and camaraderie-building events. The counselor/coordinator will also work to ensure students remain on their path by providing reliable on/off-campus support services. Lastly, the VRC’s ability to assess each support program and create measurable SLOs will create intentional outcomes to ensure that learning and completion is occurring.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: The Guided Pathways model will provide the VRC with short- and long-term objectives to improve the one-stop to non-stop service model that is being developed by the VRC. The thought process is to focus on all military-connected students and not just the veterans that receive benefits since Cypress College data shows success, retention, persistence, and completion are lower for veterans who do not receive versus those veterans who receive benefits. Data from the Institutional Office will be used to compare 2015 SSQR data to the next SSQR cycle. The VRC’s goal is to increase success, retention, persistence, and completion for all military-connected students.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

x	Inclusion/Equity/Diversity
x	“One-stop to Non-stop” service
x	Completion (Transfer/Degree/Certificate)
x	Retention and/or Persistence
x	Student Engagement
x	Student Access
x	Student Support

x	Student Learning
x	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Goal 2: Improve equity and achievement for military-connected students

Supports plan(s) or campus initiative(s): Student Equity and Achievement Program

Objective 1: Identify the causes of the loss of Fall to Spring retention.

Person(s) responsible: Juan Garcia

Timeframe: November 2019 – February 2020 & November 2020 – February 2021

Objective 2: Utilize the data to develop additional support services to increase retention rates.

Person(s) responsible: Juan Garcia

Timeframe: February 2020 – May 2020 and February 2021 – May 2021

Objective 3: Improve completion of transfer-level Math and English.

Person(s) responsible: Juan Garcia

Timeframe: Continuous

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: The VRC will need to request SEAP funds to implement additional support programs to improve retention and transfer-level English/math completion. The VRC also plans to assess data from Spring to Fall retention, as Summer can also be a contributing factor to a decrease in students due to the long break between VA education benefit funding. Veterans were identified as a vulnerable population in the original Student Equity Plan and continue to be a vulnerable population under the SEAP plan. Data will be collected to determine how the VRC can intervene in the completion of English and Math courses as well as retention rates.

With the implementation of AB 705, all students will be required to complete transfer-level English and Math within one year of enrollment. Military-connected students are considered non-traditional students due to age, break in education, financial independence, having dependents, and/or working full-time. In addition to the non-traditional characteristics, military-connected students also may have other mental, physical, and human service barriers that may affect their ability to complete transfer-level English and Math in one year and/or require withdrawing from college to gain full-time employment. To determine how to best improve retention and success in transfer-level English and Math courses, student-veterans will need to be part of the conversation to determine how the VRC can best support their needs. It is possible that additional staff may be required to complete this goal by the next SSQR cycle.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: The SEAP Director would like the VRC to improve retention by 10 points and completion of transfer-level English and math by 10 points. Data will be compared at the next SSQR to determine if the additional support programs improved completion and retention.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

x	Inclusion/Equity/Diversity
x	“One-stop to Non-stop” service
x	Completion (Transfer/Degree/Certificate)
x	Retention and/or Persistence
	Student Engagement
x	Student Access
x	Student Support
x	Student Learning
x	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Goal 3: Commemorate the interior of the campus once the new VRC opens.

Supports plan(s) or campus initiative(s): Other: Grand Opening event for the new VRC

Objective 1: Coordinate the ribbon cutting ceremony.

Person(s) responsible: Juan Garcia

Timeframe: August 2019 - August 2020

Objective 2: Commemorate the grand opening with a challenge coin or other commemorative item.

Person(s) responsible: Juan Garcia

Timeframe: January 2020 – June 2020

Objective 3: Develop a plan to include the entire campus.

Person(s) responsible: Juan Garcia

Timeframe: August 2019 – August 2020

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: In March 2019, the ground breaking ceremony took place and over 200 guests were present. The ceremony included a color guard, student speakers, dignitaries, and campus and community guests. The new VRC grand opening is expected to include many of the same components and guests, however it is projected that additional guests will be present as the new VRC is a one-of-a-kind veteran-specific support system that will create a military-friendly atmosphere. In addition, donors, dignitaries, and community partners will be present and Cypress College and veterans would like to commemorate their contribution to the construction of the VRC, memorial bridge, and tribute garden. The grand opening of the new VRC will change the inner campus to create an inclusive environment for all students, staff, and community members. The design of the inner campus will provide a venue for campus-wide and community events. For that reason, VRC administration would like to create an inclusive ceremony to help celebrate both the new VRC and the new layout of the inner campus. The VRC staff will collaborate with leadership throughout campus to begin developing a plan for the ribbon cutting ceremony as well a commemorative item to remember a symbolic day for Cypress College. As updates are provided about the progression of the new VRC, the VRC coordinator will collaborate with the Armed Forces recruiting stations and Joint Forces Training Center, Los Alamitos to assist with the ribbon cutting ceremony. The VRC coordinator will also work with NOCCCD

administration to plan for dignitaries and district level guests who will participate in the ribbon cutting ceremony.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: The ground breaking ceremony provided lessons to develop a plan for the event. A similar planning phase will be developed. In addition, the Joint Forces Training Center and campus leadership will be included to create a more inclusive ceremony for the campus and community. The overall success of this goal will be determined by the VRC coordinator’s ability to coordinate with multiple departments and administrators within the campus, the district, and the joint forces training center.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
	“One-stop to Non-stop” service
	Completion (Transfer/Degree/Certificate)
	Retention and/or Persistence
	Student Engagement
	Student Access
	Student Support
	Student Learning
	Student Advocacy
	Accessibility/Universal Design
x	Other (please specify): VRC grand opening

Goal 4: Transition to the new VRC

Supports plan(s) or campus initiative(s): College Educational Master Plan, Technology Plan, and Student Equity and Achievement Plan.

Objective 1: Ensure the new VRC adheres to accessibility space and furniture needs of students within the new VRC.

Person(s) responsible: Juan Garcia

Timeframe: June 2019 - August 2020

Objective 2: Ensure space is utilized in an efficient manner and meets the needs of students within the new VRC.

Person(s) responsible: Juan Garcia

Timeframe: January 2020 – December 2020

Objective 3: Evaluate activities and programs to determine if additional staff are needed to support functions within the VRC.

Person(s) responsible: Juan Garcia

Timeframe: Continuous

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: During the past four years the Dean of Student Support Services, VRC coordinator, administrators, student-veterans, and architects developed building schematics to address the space,

technology, and furniture needs to ensure the new VRC is properly supported with a long-term plan. However, the new VRC will require technology that will need to be maintained and upgraded. In addition, the new facility will require additional support services and staff to improve success and retention within the military-connected student population as well as perform and/or oversee tasks related to VA requirements, procedures, and every day functions within the VRC.

Currently, the Veterans Resource Center program is on its second year of allocated funding from the Chancellor’s Office with no concrete knowledge of future allocations. To offset costs of the additional support services, the VRC coordinator will develop MOUs with community partners and will evaluate the needs of the VRC program to ensure VA requirements, procedures, and students’ needs are being met. If the needs warrant additional staff the VRC coordinator will develop a plan and request staffing through the proper process. In addition, the new VRC will require state and/or district allocation to ensure it can properly maintain support services, staff, and technology through the tenure of the VRC. In case state- and district- level allocations are not designated in future funding for the VRC, SEAP funds will need to be accessed to fill the funding gap. Lastly, the VRC will continue to address the needs of military-connected students through grants, donations, fundraisers, and a possible VRC endowment that is currently being discussed.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: What will define success in this goal will be determined by the overall satisfaction of military-connected students with the services provided by the VRC. The current SSQR survey results indicate that counseling services were the most frequently-utilized service and the majority are satisfied with the current services provided by the VRC. The new VRC has the potential to increase military-connected students due to the award-winning programs within the campus and the attractiveness of the new VRC. Once the VRC opens a survey will be developed to ask students about the aspects of the new VRC to ensure the needs of the students are being met. In addition, data about the student population will be tracked to determine if an increasing body warrants additional support. In general, the new VRC has the potential to create needs that are difficult to be determined at this time, however understanding the needs of the student veterans will continue to be at the forefront of the program evaluation of the VRC.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

x	Inclusion/Equity/Diversity
x	“One-stop to Non-stop” service
x	Completion (Transfer/Degree/Certificate)
x	Retention and/or Persistence
x	Student Engagement
x	Student Access
x	Student Support
x	Student Learning
x	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Part 7. Student Services Program Review Committee Comments

Reviewer Comments:

Appendix A: Student Services Program Review Survey Results

Veteran Resource Center

A survey was sent to veterans who attend Cypress College and 84 students completed the survey. The results are summarized below.

1a. Have you used the services provided by the Veteran Resource Center (VRC) at Cypress College within the past year?

	Students
Yes	87
No	35
Total	122

1b. If no, please share why you have not used these services:

Frequent Comments:

- Don't have time (7x)
- Mostly attend Fullerton (6x)
- Haven't needed to (5x)

Other Comments (verbatim):

- When I tried to use their support a couple of years back, the students at the front desk were rude when they didn't have an answer for a form I was asking about. They weren't knowledgeable enough to answer what I thought were basic questions and they had undesirable behaviors towards me because of it. Juan Garcia was helpful but he was rarely available. It just wasn't a welcoming environment which I thought it would be. Sucks because I have service connected issues and I thought maybe I could connect with somebody else with similar problems.
- I was not aware of the benefits that I was able to use.
- I don't know if I can used
- I didn't think to use services there since I'm taking minimal classes for a certificate I'm obtaining.
- I can't access my husband's account to apply for my school fees to be paid.
- I didn't think the services were available to me.
- I am a veteran but I was told I do not qualify for the veteran services.
- I haven't seen the center yet.

2. Please rate the following aspects of the Veteran Resource Center (VRC) based on your experiences.

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
Hours of operation	55.2% 48	37.9% 33	5.7% 5	0.0% 0	1.1% 1	100.0% 87
Timeliness of response	66.7% 58	28.7% 25	3.4% 3	0.0% 0	1.1% 1	100.0% 87
Clarity of procedures	62.1% 54	26.4% 23	9.2% 8	0.0% 0	3.4% 3	100.0% 87
Quality of materials	57.5% 50	27.6% 24	10.3% 9	0.0% 0	4.6% 4	100.0% 87
Staff courtesy	80.5% 70	16.1% 14	3.4% 3	0.0% 0	0.0% 0	100.0% 87
Staff helpfulness	81.6% 71	12.6% 11	5.7% 5	0.0% 0	0.0% 0	100.0% 87
Staff knowledge	66.7% 58	26.4% 23	4.6% 4	2.3% 2	0.0% 0	100.0% 87
Overall quality of service	70.1% 61	24.1% 21	5.7% 5	0.0% 0	0.0% 0	100.0% 87

3. What services provided by the Veteran Resource Center (VRC) have been most helpful to you?

Frequent Comments:

- Counseling (25x)
- Priority registration (10x)
- Help understanding GI bill (5x)
- Computer and printing services (5x)

Other Comments (verbatim):

- They took the initiative to get the ball rolling and when something went wrong they went into their personal time to get it done. The veterans have been more than helpful. Juan and Christy make it happen! They're a great team and have created a culture of excellence.
- The open environment and staff help overall has been great.
- The extent knowledge and professionalism from the counselors and workers in the VRC
- The help I received creating my degree plan
- Their support and knowledge of the process has been most helpful
- The staff helpfulness
- Planning for successful completion of each semesters schedule classes.
- They provided timely submission of required forms to VA to pay for classes and other benefits.
- Having the VRC in campus gave me the feeling of inclusion, camaraderie, and most of all get the help and tutoring when having challenges on difficult classes.
- Not only having a place to go and be around people that understand what I might be going through, but to have a place that cares too; that is a huge thing for me.
- Ms. Christy Davis, Robert Graham and Juan are all extremely helpful and amazing at their job. The idea of college gave me so much anxiety and it continues to do so, but all three of these amazing people have made my time at cypress easy and stress free.
- Connections with other fellow veterans, and any questions about benefits are always answered
- Career Path planning and resources for classes to take.

- Developing veteran connections.
- Learning about the available resources for veterans.
- Applying for post 9/11 benefits
- Anytime I have any questions I have them answered and the information given is very helpful.
- An understanding of the procedures of benefits.
- They were most helpful during the time I was lost my way to transition out of military clearly.
- The staff are all friendly and resourceful.

4. What else can the Veteran Resource Center (VRC) do to help you be successful?

Frequent Comments:

- Bigger space (10x)
- Nothing, everything is great (9x)
- Tutors (5x)

Other Comments (verbatim):

- Would love to have a bigger facility that can accommodate more workspace with outlets for computers.
- Money to print more pages
- Maybe a pool table to relax while taking study breaks, and gym access for emotional and health success.
- This semester, the VRC was able to secure funding to provide book awards for veterans. That would be something helpful for veterans in the following semesters.
- The only complaint that I have is that I'm in class until 8:10 pm on Friday and they close at 12. But honestly that's a minuscule issue.
- Provide computers and an environment in which the veterans can be themselves.
- Offer free online training or tutoring to help with students that have a busy schedule.
- More job opportunity workshops
- I think they should know more about Tuition Assistance.
- I think the school administration can invest more into the VRC with obtaining emergency scholarships and food for veterans to utilize. Also they can provide the VRC with Gen ED Intro books (little library) that veterans can check out while in the VRC.
- I think an occasional visits by a psychologist would help, especially those students that don't have enough free time to go to VA clinic or to Long Beach VA center.
- I hope we have some more community event, it doesn't have to be money related,
- Vets are good at working as team. I just wish we could have some kind of volunteering or helping someone who need as team.
- Hours of operation can improve
- Continue to have events such as the 5k this year.
- Ability to print out colored papers would be nice.
- Offer a quiet place to study and unwind.