2008 Program Review for Veterans Affairs

Area 1 – Curriculum

<u>Standards 1.1 to 1.15</u>: Not Applicable.

Area 2 – Student Support and Development

<u>Standard 2.1</u>: Not Applicable.

<u>Standard 2.2</u>: The Veterans Affairs program at AVC is consistent with the general student population when it comes to admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures. The one addition to these policies that Veterans Affairs (VA) requires is that all veteran students must have an education plan by the start of their second semester, and veteran students are required to enroll in approved education plan courses in order to continue their GI Bill benefits.

> Institutional Learning Outcomes 2, 4
> Strategic Goals 1, 4
> Guiding Principles 1, 6, 7, 11, 14

<u>Standard 2.3</u>: The program coordinator assigned to Veterans Affairs provides information that encompasses many areas of the college registration process, veteran's certification steps, certificate and degree program selection, guidance towards college counseling, and an overall acclimation to Antelope Valley College (AVC). Specific areas covered in the primary interview with a new student are how to enroll in classes online and how to apply for veteran's benefits online. Other areas also covered pertain to the need to make an appointment with a counselor to choose a degree/certificate program and create an education plan. While conversing with the prospective student, the Veterans Affairs program coordinator also shares information about the campus and other programs/departments available to the student.

Every student certified by the Veterans Affairs program office has been apprised about the reading, English and math assessment process, specific VA document requirements (i.e. DD214, copy of Eligibility Letter, transcript requests, and copy of application), how to make an appointment with Counseling to get an education plan, and basic steps in signing up for additional financial aid.

In addition, depending on student needs, some of the programs and resources that the veteran students learn about from the program coordinator include the Learning Center, the library, early alert, honors, Disabled Student Services,

STAR, EOPS/CARE, CalWORKS, Job Placement and medical services offered on campus by Care A Van. Off campus programs like the Liberty Program offered by the Salvation Army are also outlined for veteran students.

> Institutional Learning Outcomes 2, 4
> Strategic Goals 1, 4
> Guiding Principles 1, 6, 7, 11, 14

Standard 2.4: The AVC Veterans Affairs program conducts surveys periodically to determine current successes/challenges and future goals. Also, workshops and Q & A sessions will be offered to veteran students in order to provide specific information that pertains to the entire veteran student population in a setting designed to provide an arena for veteran students to mingle with individuals of similar backgrounds.

> Institutional Learning Outcomes 4
> Strategic Goals 1, 6, 7
> Guiding Principles 7, 11, 14

Standard 2.5: Veteran students are offered the same admissions, assessment instruments and placement services as other perspective and admitted students. We currently have hard copy English and Spanish versions of the admissions application and we offer an online admissions application through CCCApply. In addition, students with ESL needs are permitted to follow the ESL course sequence. The college is currently evaluating the purchase of an online Spanish version of the admissions application, and as decisions are made, all prospective students will have access to the service improvement.

> Institutional Learning Outcomes 4
> Strategic Goals 1, 6, 7
> Guiding Principles 7, 11, 14

Standard 2.6: The AVC Veterans Affairs program is required to certify the class schedule of veteran students each term when VA funding is requested. This means that there is regular face-to-face contact and/or communication with active students that are being certified in the Veterans Affairs program. Veteran students meet with the program coordinator in order to perform the appropriate steps to ensure the VA requirements for certification are achieved. In order to facilitate the ease at which veteran students recertify their benefits, they have the option to email their current, new, and/or updated class schedule to the program coordinator, or they can fill out a hard copy AVC Veteran's Student Certification form and deliver or fax it to the program coordinator for processing. Appropriate, comprehensive and reliable service to students that attend the Lancaster and Palmdale campuses is achieved through the use of face-to-face campus visits with the program coordinator, phone appointments and the option to mail the required certification documents. In addition, the college's web master is

attempting to develop the technical design to make it possible for students to complete the certification form online.

Institutional Learning Outcomes 4
Strategic Goals 1, 6, 7
Guiding Principles 7, 11, 14

Standard 2.7: With the increased awareness of specific needs that veterans may require after leaving today's military service, AVC has sent the program coordinator for Veterans Affairs, counselors, a dean and department heads to various seminars and meetings.   The training has afforded the college employees with the opportunity to gain a better understanding of the GI Bill, the certification process, techniques and methods used to improve services to the veteran students and most recently, learn about services and programs that are being piloted to more effectively service the uniqueness of war veteran students. For the most part, that course of action has worked. The Veterans Affairs program coordinator has received emails and communication from several programs (i.e. CalWORKs, Counseling Center, Financial Aid, DSS and the Nursing Department) on campus expressing ideas and interest in supporting current and impending veteran students. A Veterans Advisory Committee is being established, effective fall 2009, in order to help improve communication on campus and in the local community regarding all issues pertaining to veterans at AVC.

Institutional Learning Outcomes 1
Strategic Goals 1, 3
Guiding Principles 1, 6, 11, 14

Standard 2.8: In the very near future, the Veterans Affairs program's goal is to initiate a semi-annual welcome and informational forum that provides the current and new veteran students a place to mingle and learn about Antelope Valley College and what the local community has available for them. The forums will take place in the fall and spring semester each year.

Institutional Learning Outcomes 1, 2
Strategic Goals 1, 4, 6, 7, 8
Guiding Principles 14

Standard 2.9: Veteran Student records are maintained in a lockable filing cabinet accessible by the Dean of Enrollment Services and the program coordinator for VA.

There is also an online program known as VA-Once which provides a location for Antelope Valley College and other educational institutions to store and maintain veterans' education certification files electronically. VA-Once is updated and maintained anytime a veteran student registers for a class, makes a change in

course schedule, changes majors, updates personal information, and/or registers for a new term. In addition, the AVC Banner system offers an exclusive veterans tab in SGASTDN that the Veterans Coordinator and Admission and Records use to track veteran students' enrollment information. The VA preference is that current files and the proceeding three years be stored on site. Ultimately, the Veterans Affairs program office would like to initiate a scanned file system once the VA permits scanned files rather than hard copy files.

>Strategic Goals 4, 6
>Guiding Principles 14

Standard 2.10: The Veterans Affairs program intends to continue surveying/interviewing students on a regular basis, and the student feedback will be used to shape future surveys. The survey that was completed in fall 2008 showed the need for additional training with the online registration process, and the need for additional communication with veteran students to ensure the use of their priority registration dates.

>Institutional Learning Outcomes 4
>Strategic Goals 4, 7
>Guiding Principles 1, 11, 12, 14

Area 2 Summary: The Veterans Affairs program office is a place that provides a wide array of information and directions for current and incoming students. The veterans' coordinator shares information regarding specific veterans programs and how to apply and maintain a student in good standing with the VA. The veterans' coordinator certifies each veteran student prior to each semester when students plan to use the GI Bill (currently 255 students).

The Veterans Affairs program office helps to create a sense of community for veterans to feel a part of the overall AVC student atmosphere through communication with Job Placement, Student Development, Career/Transfer Center, Disabled Student Services, Graduation Evaluation, Financial Aid, and the bookstore. The Veterans Affairs program will ultimately form a committee that discusses and implements ideas to strengthen the bond between our veteran students and the overall population of students.

Building on the committee idea, there are plans to coordinate a semi-annual forum of some kind for fellow veteran students to mingle and learn about the resources that are available. In order to progress and grow the Veterans Affairs program office will continue periodic surveys on various veterans' related topics as they arise.

Area 2 Recommendations: Form a committee of faculty, staff, a few veteran students, and selected local veterans' community members designated to research and implement ideas that will strengthen the overall experience for AVC

veteran students. Create a semi-annual forum for veteran students which centers on their unique needs and connects them to the campus community.

Area 2 Educational Master Plan Change Recommendations: In the section of the Educational Master Plan titled Mission statement add these words: Form a committee of faculty, staff, students and selected local veterans' community individuals designated to research and implement ideas that will strengthen the overall experience for our veteran students, and create a semi-annual forum for veteran students which centers on their unique needs that will help to connect them further to the AVC campus community and resources outside the college.

Area 3 – Program and Student Learning Outcomes

Standard 3.1: The approved Veterans Affairs SLO entails students learning to locate their registration appointment online and register using myAVC. Having students learn to use technology and coordinate their registration is of particular concern for Veteran students and their dependents because their eligibility for benefits is directly linked to their course schedule. During the intersession and spring 2009 priority registration period, only 120 of the 255 possible veteran students who had a priority registration date actually used their time slot to register prior to the start of open registration. As classes close more quickly and class selection becomes more limited, veteran students must learn to take advantage of the priority registration dates to ensure they receive GI Bill benefits that complement their course and unit enrollment. The fall 2008 survey results actually showed that 77%, 52 out of 68, indicated they would likely or very likely enroll for classes on the first date of their priority registration date. Since more students in the survey indicated that they would register online than actually did in fall 2008, 77% said that they would register while only 47% actually did, we will continue to educate students about online registration using SARS call and myAVC technology.

> Institutional Learning Outcomes 4
> Strategic Goals 4, 7
> Guiding Principles 1, 11, 12, 14

Standard 3.2: The Veterans Affairs program office conducted a survey with regards to veteran students and their priority registration in fall 2008. What the survey found was 69% of the veteran students surveyed stated the best form of communication to ensure they are aware of their priority registration date is by email and 31% prefer a telephone reminder. That means that if the Veterans Affairs program uses the automated call system-SARS and also sends out an email reminder, we will use the preferred means of communication for the entire population of the veteran population.

Of the 68 responses to the survey, 54 stated they are familiar or very familiar with AVC's online registration process (79%). That is a significant number but there is still room for improvement, so further training about the online registration process would be beneficial to the veteran student population.

According to the survey, 57%, or 39 of 68, have attended AVC for 3 or more semesters; while 21% or 14 of 68 are first-timers at AVC. Based on these figures, there is a good mix of seasoned AVC veteran students and new students, which means there is still a need for ongoing and continuous training for students with regards to the online registration process.

In terms of the online registration process, 88% of the students surveyed stated they would be registering for classes using AVC's online services. That is an outstanding number which should help to reduce lines during the registration period, but there is still room for improvement in this category as well.

Of the students surveyed, 12% stated that they plan to register "in person", because they have not been fully trained on how to register online. Again, a commitment to ongoing education about the online registration process should reduce the number of students that choose to register in person.

> Institutional Learning Outcomes 4
> Strategic Goals 4, 7
> Guiding Principles 1, 11, 12, 14

Standard 3.3: Currently, the Veterans Affairs program has 23 Vocational Rehabilitation (Chapter 31) veteran students attending the fall 2008 semester. That is nine more than the 14 vocational rehabilitation veteran students enrolled in Spring 2008. Spring 2009 is projected to have as many as 30 vocational rehabilitation eligible veteran students. The Chapter 31 program is designed to provide a disabled veteran with an education that will help them get back into the work force through educational rehabilitation. The Chapter 31 program is unique from every other veteran education program because the VA actually assigns each vocational rehabilitation veteran student a VA employed counselor to monitor their progress in school.

The program coordinator works closely with the VA-designated counselors to ensure all education related costs are submitted directly to the VA and that the voc rehab veteran students stay on track with the education plan provided by the VA counselor.

> Institutional Learning Outcomes 4
> Strategic Goals 4, 7
> Guiding Principles 1, 11, 12, 14

Area 3 Summary: The Veterans Affairs program has an approved SLO and a survey was conducted pertaining to the SLO.

The survey showed that only 47% of the current veteran students with a priority registration date actually took advantage of that date and registered in a timely manner for intersession and/or spring 2009 semesters.

Another key element which came from the survey expressed the importance of current and continuous training regarding the online registration process and how to better inform the students about their assigned priority registration date.

Area 3 Recommendations: To help inform and educate veteran students on how to utilize the online registration tools, the program coordinator should conduct seminars about the registration process for new veteran students and returning veteran students.

Area 3 Educational Master Plan Change Recommendations: No changes from this area in the Master Plan.

Area 4 – Personnel and Support Services

Standard 4.1: Not Applicable.

Standard 4.2: Not Applicable.

Standard 4.3: Currently, there is one full-time staff member maintaining the Veterans Affairs program. In fall 2007 and 2008 the average number of veterans that received GI Bill certification was 258. For intersession 2008 the number of certified veteran students was 80 and in intersession 2009 it was 113. For spring 2007 and 2008 the number of certified veterans was 260 and there were 160 certified veteran students for summer 2008. Perhaps as veterans return from overseas duty, there will be a need for another staff person, but at the moment, one full-time certifying official is sufficient to run the program.

According to the Antelope Valley College Educational Master Plan in the Recommendations to Support Current Enrollment-Personnel section there is a request for an additional full-time coordinator and a clerical support person. The new positions will allow time for veterans outreach activities, recruitment and retention provided the anticipated growth of 10% per academic year is achieved.

> Institutional Learning Outcomes 5, 6
> Strategic Goals 1, 8
> Guiding Principles 14

Standard 4.4: Currently, there is no support staff for the Veterans Affairs program, but it is recommended that there be, at the very least, a part-time clerical support staff member to assist in filing, reporting and scheduling appointments. In addition, the part-time clerical person can provide the important initial contact about the veterans program to all students.

The VA has a student work program where the VA will pay minimum wage for a veteran student to work in a location that directly impacts other veterans. This avenue has been used in the past by the Veterans Affairs program but with limited success according to the prior veterans' coordinator.

> Institutional Learning Outcomes 6
> Strategic Goals 8
> Guiding Principles 14

Standard 4.5: There are periodic workshops and conferences offered by the VA that are available to any veterans certifying official. And, as professional development opportunities become available, great effort will be taken to ensure that the program coordinator has access to the VA training.

The current program coordinator for the Veterans Affairs program has participated in a conference located in San Diego in October of 2008, and the program coordinator will continue to attend designated conferences when and where appropriate for the continued success of the AVC Veterans Affairs program.

> Institutional Learning Outcomes 2
> Strategic Goals 4, 7, 8, 9
> Guiding Principles 12, 14

Standard 4.6: Not Applicable.

Standard 4.7: Evaluations are conducted in accordance with campus and union policies.

> Institutional Learning Outcomes 2, 5
> Strategic Goals 4, 7, 8
> Guiding Principles 14

Standard 4.8: Evaluations are conducted in accordance with campus and union policies. Any recommendations or issues are addressed and handled in such a way to ensure that development and improvements are gained for the betterment of the students and staff.

> Institutional Learning Outcomes 2, 5
> Strategic Goals 4, 7, 8

Guiding Principles 1, 14

Area 4 Summary: Currently, one full-time coordinator maintains the Veterans Affairs program and veteran students are receiving adequate attention, but it is reactive. The program coordinator uses reports to adjust certification records and services are provided after a need has already been identified. Veterans would benefit from a proactive approach which communicates with veteran students in anticipation of changes and requests. A proactive approach will also allow time to recruit the next generation of veteran students and regularly review reports to make sure all changes have been made. Currently a proactive approach cannot be achieved given the personnel situation.

Area 4 Recommendations: If the goal is to develop a proactive Veterans Affairs program for the college, it would be desirable to gain a part-time support staff worker. In the near future, as the veterans' population increases, the support staff hours should increase to full-time and add a second full-time coordinator to complete the Veterans Affairs program team.

Area 4 Educational Master Plan Change Recommendations: The Educational Master Plan recommends the addition of a part-time support staff person. However, if the number of veterans increases substantially, the part-time support staff should be switched to a full time position, and a second full-time coordinator position should also be added. The second full-time coordinator would be a designated back-up certifying official and the primary community veteran outreach employee of the college.

Area 5 – Facilities, Equipment and Technology

Standard 5.1: Currently, the Veterans Affairs program office is located in the Student Services Building behind the Counseling Center's reception counter in a small cubicle. For file storage the Veterans Affairs program office has one filing cabinet and is borrowing one filing cabinet from the Counseling Center for a total of two.

The current location is not conducive to the needs of the Veterans Affairs program coordinator, nor the veteran students being assisted. This location is not private enough to appropriately discuss/advise veteran students. This location is not large enough to contain all of the veteran student files or materials used by the Veteran Affairs program office. The space utilization has already been maximized and there is no further room to grow without drawing from the Counseling Center's location.

The current location does not provide an adjacent position for any type of veteran's student worker, or assistant when the need arises. The current location also prohibits the program coordinator from being able to control creating and

checking-in of veteran students for the program's own appointments; the Counseling Center actually schedules the Veterans Coordinator's walk-up appointments, which at times is not conducive or appropriate.

Strategic Goals 4, 6, 8
Guiding Principles 14

Standard 5.2: The equipment and technology within the Veterans Affairs program office are appropriate and effective for advising and other services provided by the program. The Veterans Affairs program office does, however, need an exclusive fax line and facsimile machine.

Institutional Learning Outcomes 4
Strategic Goals 4, 7, 8
Guiding Principles 7, 14

Standard 5.3: The Veterans Affairs program needs a location conducive to controlling the program's own appointment schedules and to deliver accurate information to walk-up students at the initial point of contact, which is not possible given the current arrangement.

The biggest issue with controlling appointments pertains more with using the allotment of appointment times in an efficient manner. Currently, there are appointments being made for issues that could have been handled in five minutes at the initial point of contact, and the appointment that was scheduled could have been used for someone who really needed the time.

First-time users of the GI Bill normally use an appointment time that turns into an information session and a file or class certification is not processed. This happens when veteran students don't provide the right paperwork (i.e. DD214, Eligibility Letter, and Benefits Application) at the time of the appointment. If the appropriate information was provided at the first contact, more often than not, the veteran student would come back for an appointment with the correct paperwork and the appointment would be much more productive.

Strategic Goals 4, 6, 7, 8
Guiding Principles 11, 14

Standard 5.4: The safety of the facilities and equipment are reasonable and adequate for the Veterans Affairs program.

Strategic Goals 3, 7, 8
Guiding Principles 14

Area 5 Summary: The current location is not conducive to the needs of the Veterans Affairs program. Privacy is a major issue. Office space is too little.

There is insufficient space to house all of the Veterans Affairs program files and materials. And, the current arrangement prevents the Veterans Affairs program from scheduling and controlling its own appointment schedule and information distribution for walk-up students. Just recently, a more private space away from Counseling has almost been completed, and once the move takes place many of the location issues will be resolved.

Area 5 Recommendations: Establish a Veterans Resource Center dedicated to veteran students at AVC and the local veterans community at large. The location would include a waiting/sitting area with a bank of 2 or 3 computers that the veteran students can use to apply for VA benefits, register for classes, and research veterans' related issues. The sitting area would also have a desk designated for a full-time support staff member. There also needs to be space for a few magazine racks and/or book shelves. The remaining location would contain two offices which would be used as storage space and work/interview rooms for ongoing appointments with veteran students, and ideally a conference room designed for 8 to 10 individuals.

Area 5 Educational Master Plan Change Recommendations: Changes to the Education Master Plan in the facilities area are to include the Veterans Resource Center that contains a waiting/sitting area with a bank of 2 or 3 computers used by veteran students to apply for their VA benefits, register for classes, and read their AVC emails. The sitting area will also have a desk, table and chairs, and a magazine rack and/or bookshelves. The remaining Veterans Resource Center location will have two offices and a conference room.

Area 6 – Fiscal Support

Standard 6.1: The VA Administration provides Antelope Valley College $7.00 per veteran student that is certified by the Veterans program office. For the 2007-08 school year there were approximately 350 total new veterans certified within the school year, which equates to $2,450 for the entire academic year.

Currently, the Veterans Affairs program coordinator is not aware that any of these funds were used for any purchases or administrative costs derived from the Veterans program.

> Institutional Learning Outcomes 6
> Strategic Goals 3, 5, 6
> Guiding Principles 11, 12, 14

Standard 6.2: The above mentioned amount shown in Standard 6.1 is not an amount which allows for the Veterans Affairs program to be self sufficient, but it can offset some costs that would otherwise come from the General Budget.

Institutional Learning Outcomes 6
Strategic Goals 3, 5, 6
Guiding Principles 11, 14

Standard 6.3: The figure mentioned in Standard 6.1 is not enough to adequately develop any new programs or events within the Veterans Affairs program. Other resources from within the General Budget, or collaborative efforts with other programs (i.e. Disabled Student Services, CalWorks, EOPS) would have to be tapped or distributed differently in order to accomplish many of the recommendations in Areas 4, 5 and 7.

Institutional Learning Outcomes 6
Strategic Goals 3, 5, 6, 8
Guiding Principles 14

Area 6 Summary: The funding from the VA is not sufficient to maintain the AVC Veterans Affairs program independently, and because the funding is being folded into the General Budget, the Veterans Program will not be able to roll the money from previous years to offset the initial cost of new programs.

Area 6 Recommendations: Any VA funding and other endowments dedicated exclusively for veterans issues should be set aside and a separate budget should be maintained by the program office.

Area 6 Educational Master Plan Change Recommendations: Not applicable.

Area 7 – Community Outreach and Program Awareness

Standard 7.1: The Veterans Affairs program office for Antelope Valley College maintains a direct link with the local, state and federal organizations designated to provide assistance to veterans. A new federal Veterans Center will be opening in the near future in Lancaster and the director of the new VA Center has requested that the AVC Veterans Affairs program coordinator assist in providing educational counseling for the new center. In addition, the new Lancaster VA Center will have a designated Vocational Rehabilitation counselor due in part to the proactive community outreach performed by the AVC Veterans Affairs program coordinator.

This office has also developed links with the local Red Cross, Salvation Army Liberty Program and local area businesses designated to assist with hiring disabled veterans and recently separated veterans from active duty. The VA uses AVC as one of its primary Vocational Rehabilitation resources within Antelope Valley and encourages anyone in this area affiliated to the program to attend AVC for their undergraduate vocational, academic, rehabilitation, or transfer studies.

Institutional Learning Outcomes 4, 5, 6
Strategic Goals 2, 3
Guiding Principles 11, 14

Standard 7.2: The Veterans Affairs program office works closely with Admissions, Student Development, Outreach and the Counseling Center to ensure that the appropriate flyers, posters and brochures are distributed and accessible to students, faculty and the community. The Veterans Affairs program office posts and distributes relevant material pertaining to an event, an activity, or information to faculty and students.

The Veterans Affairs program office on the AVC campus is used as a distribution and information center by many veterans' related organizations in the community. Each flyer, poster, or brochure is reviewed and distributed throughout the campus.

Institutional Learning Outcomes 4, 5, 6
Strategic Goals 2, 3, 6
Guiding Principles 1, 11, 14

Standard 7.3: The Veterans Affairs program office for AVC is a current member of the Veterans Program Administrators of California (VPAC) and the National Association of Veterans' Program Administrators (NAVPA). Both organizations meet throughout the year and discuss current practices and standards to ensure uniformity and accuracy in assisting veterans in their education and oftentimes beyond.

Institutional Learning Outcomes 4, 5
Strategic Goals 2, 3, 6
Guiding Principles 11, 12, 14

Area 7 Summary: Currently, the Veterans Affairs program office has good communication lines with local, state, federal and private organizations designated in assisting veterans. The Veterans Affairs program office will continue to nurture and grow relationships and communication lines to ensure that any and all active Antelope Valley College veterans are being represented and aware of resources available for the betterment of themselves and their dependents.

Area 7 Recommendations: At this point, in order to attain a proactive community approach to the Veterans Affairs program at AVC, the program needs a location on campus that is dedicated to veteran students, active duty military and their dependents. A "Veterans Resource Center" designed for closer interaction between the above mentioned student population, the community veteran help

organizations and the AVC staff, faculty, and administrators would enhance the program's effectiveness.

Within this "Resource Center", there could be 2 or 3 computers available for veterans to apply for their VA benefits, search for veterans' related information and communicate with local, state and federal veterans departments. Subscriptions to veterans' related publications and psychological journals would be available for perusal while in the center, or for check out. There should be a small library of books relating to veterans' needs (i.e. self-help, resume writing, job search, etc.). The "Resource Center" would comprise of 2 offices, a conference room and a lobby space large enough to maintain a small waiting area and a space to house the bank of computers and some book/magazine racks.

This future center would be maintained by a staff of 3 full time employees as the veteran student headcount increases. One staff member would be the Veterans Affairs program and Veterans Resource Center Director, as well as a certifying official for AVC. The director's primary role would be community outreach and veterans recruitment to AVC. The director would work both, on and off campus depending on objectives for the day or week. The second staff member would be the primary certifying official, a counselor and a specialist on VA education benefits. The third position would be a full-time support position dedicated to first point of contact needs (i.e. answering incoming calls, providing application packets, scheduling appointments, etc.).

Area 7 Educational Master Plan Change Recommendations: No changes from this section.

Area 8 – State and Federal Compliance

Standard 8.1: The Veterans Affairs Administration (VA) and the State Approving Agency (SAA) requires that all veteran students have an Education Plan developed by a school counselor and that the Education Plan is the guiding document for the Program Coordinator to certify the veteran student's semester course schedule. This means that the Antelope Valley College Veterans Affairs program has built-in educational support methods that must be followed and provided for all veteran students requesting VA funding.

The VA and the SAA require that all veteran students have a separate file with prescribed documentation, which is to be retained up to three (3) years after the student transfers, graduates or otherwise stops attending Antelope Valley College. The requirements are strictly regulated and the Veterans Affairs program adheres to the guidelines dutifully.

The Veterans Affairs program office for AVC adheres to all state and federal guidelines as set forth by the Department of Veterans Affairs (VA) and the State Approving Agency (SAA). Every year the SAA audits the Veterans Affairs program at AVC and, in our most recent audit, the SAA found no discrepancies or issues pertaining to educational standards, policies, or documentation. Every three (3) years the VA audits the Veterans Affairs office at AVC for fiscal responsibility and has found no issues on record over the past 10 years according to the existing files.

> Institutional Learning Outcomes 2, 4
> Strategic Goals 1, 3, 6, 7, 8
> Guiding Principles 1, 12, 14

Standard 8.2: The Veterans Affairs program office complies/adheres to all college policies and procedures set forth by AVC and its Master Education Plan on Guiding Principles and Institutional Learning Outcomes.

> Institutional Learning Outcomes 2, 4, 5
> Strategic Goals 1, 2, 3, 6, 7, 8
> Guiding Principles 1, 12, 14

Area 8 Summary: The Antelope Valley College Veterans Affairs office complies with all state and federal guidelines and will continue to maintain an impeccable rating in the future.

Area 8 Recommendations: In order to maintain the high standards set forth by the VA and SAA, the Veterans Affairs program should have a designated counselor to ensure the Education Plan requirement for all veteran students is met without any omissions.

Area 8 Educational Master Plan Change Recommendations: In the personnel section of the Educational Master Plan there should be added a need for a designated counselor to ensure the Education Plan requirement for all veteran students by the VA is met.