Program/Unit Name: Veterans Resource Center (VRC)

Brief Description
The Veterans Resource Center (VRC) is a campus resource that provides specialized services for veterans and the military-connected population. The student population includes Veterans, Active Duty Servicemembers, Reservists, Guardsmen, and Dependents. The services are focused primarily on providing guidance and processing for the Department of Veterans Affairs (VA) education benefits and other military funding sources, which are: CH. 33 Post 911/Forever GI Bill, CH. 31 Vocational Rehabilitation, CH. 30, Montgomery GI Bill, CH. 35 Dependents Education Assistance. Additionally, other funding sources who require servicing include the Active Duty Servicemembers using Tuition Assistance (TA) and Spouse Dependents using My Career Advancement Account funds (MYCAA). The VRC is able to provide documentation to support enrollment certification or verification of classes, share campus resources, and refer students to other community support.

The mission of the VRC is:

“To guide students in navigating the VA and other military-connected sources to access VA benefits or other military funds to accommodate the completion of a degree.”

Although there has been a decline in the overall student enrollment, the college has steadily maintained about 10% of the student population identified as veterans and military-connected students. The VRC also provides campus space for our military-connected community to gather together and have discussions about classes and instructional support. Within this space, the VRC provides individual kiosks and open tables for studying, as well as PC laptops for use in the center. There is also a Lending Library (once grant purchased and now accepting donations by fellow peers) to borrow textbooks for class use. There is also an additional area for coffee, fridge, and microwave use. In addition to the comforts of the environment, there are support personnel housed within the VRC to service students.

The primary personnel employed by Leeward CC and currently the person managing the coordination of activities and events, as well as the opening, closing, and triage of the center, is the Military & Veterans Counselor. The Military & Veterans Counselor voluntarily handles this responsibility in addition to the primary duties of counseling students. The counselor belongs to the Counseling Unit and is deployed to the VRC to support program services specifically for the military-connected population.

Within the VRC are also housed the VSOC Counselor (Vet Success on Campus Program) and the VITAL Psychologist (Veterans Integration to Academic Leadership Program), both employed by the Department of Veterans Affairs. They are shared resources with other UH system
colleges and spend half their time at Leeward CC, the other half at UH Manoa, servicing our veterans population.

Lastly, the VRC also provides services by *Peer Facilitators* (student employees) who are using VA education benefits and are current or prior students of Leeward CC or other UH system colleges. They participate in the VA Work Study Program, employed and paid by the Department of Veterans Affairs, to assist in servicing the needs of the VRC. Primarily, their main responsibility is to triage incoming questions and provide prospective/incoming student on-boarding support. In addition to this, they offer peer-to-peer support providing guidance about UH System tools, such as STAR GPS Registration, STAR Balance (former tool - My Success) and Laulima.

**The intended “measurable” Service Assessment Outcomes:**

- Identify steps for VA education benefits to meet enrollment certification, including education verification for other military funds, such as Tuition Assistance & MYCAA Scholarship for dependents, for education.
- Execute all enrollment steps through on-boarding to successful registration of classes at Leeward CC and other UH system colleges.
- Participate in retaining current and returning students towards student success for graduation.
- Provide guidance of preliminary information for campus resources and Veterans & military-connected community resources (e.g. VSOC Program and VITAL Mental Health Program).

**Analysis of Program/Unit Data**

To provide a reflection of the data collection sources, the information is compiled from multiple tools and offices on-campus. Following the data explanation, you will find the summarized analysis of the data for AY 2019-2020. The data sources are as follows:

1. Automated Recording System (Google Form sign-in), VRC intake in-person
2. STAR Academic Logic Report and OPPA Data Requests
3. Counseling Unit - Counseling Survey

As the only source that provides measurable data in the center, the data derived from the Automated Recording System (Google Form sign-in) within the VRC provides some insight of the services. Unfortunately during these unprecedented times, the 2019-2020 data has been impacted by the COVID Pandemic. The data collection excludes 4 months of data (no data collected for April 2020, May 2020, June 2020, & July 2020) due to health safety measures set in place and having to handle all services through a remote modality. Of the collected data, it demonstrates:

- In 2019-2020, the VRC has serviced 1,845 students through in-person services. By population breakdown in reflecting the students serviced:
  - 73% are veterans and active duty personnel (includes Reservists & Guardsmen)
  - 24% are dependents
  - 3% are other students (in support for the Counseling Unit)
● Of the students requiring in-person service for walk-in and individual counseling services, the Military & Veterans Counselor counsels 46% of the visiting students requesting in-person service. (The other half of the Counselor’s appointments were handled remotely by email, phone, or Zoom web conferencing.)
● The number of veteran students visiting the VRC using the additional services (e.g. lending library borrowing, printing, studying, PC laptop use, hanging out, etc…) is about 54% of the visiting students.
● In 2019-2020, Fifty prospective students requesting in-person on-boarding guidance were provided. As Pre-NSO data collected, 157 prospective students were serviced in-person, email, phone, & Zoom web conference. This reflects 16% of students serviced from the center & counselor.
● In reference to the community partnership with VA, the number of students receiving in-person or telehealth mental health counseling provided by the VITAL Psychologist were 24 students. For this year, the VSOC Counselor has not provided service, as the current VSOC personnel has been on extended medical leave and has recently retired, therefore, no students have been serviced at this time.
● The average number of students using the VRC services on a monthly basis 168 students per month. This demonstrates an average of 40 students each business week.

Measurable data from within the campus, as compiled by the Leeward CC OPPA office and UH System Academic Logic tool, reflects the enrollment of the veterans population as:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spr 2019</th>
<th>Fall 2019</th>
<th>Spr 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1031</td>
<td>947</td>
<td>972</td>
<td>950</td>
</tr>
</tbody>
</table>

[Note: The count is a combination of Leeward CC students, both home school at Leeward CC and other non-home schools and enrolled in at least 1 Leeward CC class from multiple data sources.]

● With multiple-sources of data identified, 12% of the overall college identifies as Veterans & military-connected students (Active Duty Servicemembers, Reservists, Guardsmen, and Dependents).
● In comparison from 2018-2019 vs. 2019-2020, the largest performing degree programs being pursued at the VRC and the military-connected population are:
  ○ “AA-Liberal Arts” (37%)
  ○ “AS-Natural Science” (9%)
  ○ “AS-Info Computer Science” (7%)
  ○ “AS-Teaching/Education” (5%)
● Identified degree goals for each degree reflects:
  ○ Associates in Arts degree demonstrates an average decrease of 2-3% change
  ○ Associates in Science degree demonstrates an average 4% decrease of change
The highest average age of students using VA benefits & TA funds is 30-44 years old at 27% of students. The next age group using education benefits is 25-29 years old at 23%.

To compare the retention rates from 2018-2019 vs. 2019-2020, there is a 2% increase of students remaining from Fall to Spring semesters (60% to 62%). When comparing Fall to Fall semester retention rates, there is a minimal decrease of 2% (37% to 35%).

Lastly, the final measurable data found within the campus, as derived from the Counseling Unit survey system in representation for the counseling services by the Military & Veterans Counselor, demonstrates another year of successful overall above average satisfaction rate of 99%. The Counselor also reflects having contact with 783 students (unduplicated count) in servicing the population. This number demonstrates a high amount of caseload which is over and above the 350:1 average ratio expected for the Counseling faculty.

In summary of the data collected, the overall Veterans population remains steady between 10-12% of the overall population. The percentage includes services for primary home school students (as in Leeward CC degree seeking) & other students (non-degree seeking at Leeward CC, likely pursuing about 1-3 classes) within the UH System colleges. The fluctuating 2% of students may be indicative of:
1) transferring Leeward CC students headed to another college, includes UH System 4-year universities or other community college;
2) loss of non-degree seeking short-term students from other UH System colleges; or
3) students exiting the islands due to military move, also called PCS (Permanent Station of Change).

Although there has been no exit or post-survey for the students, it does not clearly indicate true numbers for reasons of the exit. The indications above are from the counseling discussions and not recorded in a specific data field at this time.

The majority of students are VA education benefit users and Tuition Assistance funded which reflects 73% of the population. The VRC handles counseling, appropriate verification of the enrollment certification, and required degree plan, which are written documentation, for every student. At almost ¼ of the population, the VRC will service dependents in providing guidance on and required documentation for use of Transferred Post 911 GI Bill, Dependents Education Assistance and MYCAA Spouse Dependent Scholarship funds. This number reflects a 4% increase in servicing the dependent students (children & spouses on military orders on island).

The necessary documentation, as required by VA and the Federal procedures for funding, are tasks and responsibilities needed for the entire population and directly related to the funding source. For both the veterans, active duty servicemembers, and dependents this demonstrates a demand in servicing this population.

The most pursued degree program is the Associates in Arts Liberal Arts degree. This may be due to the length of Post 911 GI Bill benefits (typically 36 months issued covers time in classes, not including semester breaks) which can lead to a 4-year Bachelor’s degree. Therefore, students will remain in school and will transfer to the university, or consider remaining at Leeward CC and switch degree programs (e.g. Associates in Science degree) to exhaust the benefits. As for the identified degree goals, a variation of 2-4% decrease of change in goals, this shows no clear indication of what this may reveal. It may be that students prefer to change
from AS to the AA. More data needs to be collected in the next few years to determine reasoning for this outcome.

The largest age group the VRC services is 30-44 years old. It is assumed that the likely reason for the large non-traditional representation is due to the natural progression after separation of military service. In addition to the exit, the majority of these students will use the GI Bill. There may be a 10-year or 15-year delimiting date, in which the benefits may only be used within a timeline immediately after separation and has a termination date. This may explain the bulk of the age group and may reflect change in the future. Keeping in mind that the younger generation who separated after 2013, now has an option called “Forever Post GI Bill” and has no delimiting date. In the near future, students may not have a need to immediately use the benefits, which may show changes in the non-traditional age group using VA benefits.

The number of prospective students counseled in the VRC was 157 students, of which 50 interested students were serviced in-person. This number reflects who the Counselor connected with, but does not include the phone calls or emails serviced by the Peer Facilitators. In review of the requested list of applied military-connected students, the VRC has been able to begin the initial point-of-contact for the incoming student. The data shows of the 191 new military-connected students, 157 students interacted directly with the VRC, which is 82% of prospective initial contact. This supports the recruitment efforts and on-boarding steps to increase incoming students. In addition to this positive outcome, there still needs to be a better process in counting prospective student interactions.

As for retention of students looking at semester-by-semester and then to graduation completion, the OPPA personnel was able to find data that demonstrates only a 2% variation of change. It is found that the veterans population is retained in our college semester-to-semester at a minimum of 1 year. After about 1-2 years, the student population demonstrates a 2% decrease, which may reflect transfer of college or exiting due to moving off-island.

Overall review of the data shows a stable retention of the veterans and military-connected population at anywhere from 10-12% of the overall student body. There seems to only reflect a 2% variation of change as the years progress. The prospective student's initial interaction with the VRC staff & faculty leading to enrollment demonstrates a high result at 82% enrollment. These 2 factors reflect demand and need for continued VRC services.

Analysis of Major Functions/Services

Demand: Is there a demand for your program and its services?

In the second year of annual review through multiple sources of data, it clearly reflects a demand for the VRC to provide continued services on campus. With a 10-12% of the student body, at over 900+ students needing services for the veterans population, this is a sizable number of students encompassing those that need services within the Leeward CC community. As the UH Community College holding the largest number of military-connected students and the premier Veterans center in the system, it is our responsibility to continue services.

Again, the data clearly demonstrates the need for academic counseling services and also for specific VA education benefit guidance. It is worthwhile to have the Military & Veterans
Counselor housed in the center, as the counselor provides walk-ins & individual counseling appointments specifically for the veterans population. During the months prior to the start of the semester, the data show a high-peak time of intake & service provided by the VRC. On a daily basis and in need of VA benefit services, the VRC is consistently visited in-person and used by 40 students a week. More than this, the number of prospective students who come to the center for information to start the application process and consider enrollment into the college shows an 85% initial engagement of registration which leads to enrollment. This supports overall college recruitment on-boarding and enrollment numbers, as well as being the point-of-reference for student support for the population.

Reflecting on the 30-44 year old age group serviced at the VRC, this generation still needs the high-touch service that the center provides. In keeping in mind continued service for this population, the non-traditional age group may be the primary student requiring assistance.

Efficiency: Are your resources being used effectively?

Our assembled personnel in the VRC, demonstrates the “one stop” resource that has the specialized expertise provided in the center and is a best practice for veterans academic success. In support of the SLO focused primarily in helping students access VA benefits, the Military & Veterans Counselor demonstrates an unduplicated number at 783 students having provided service. This overwhelmingly supports the need for VA benefits guidance and the processing of verification for the enrollment certification required by VA. More than this, the prospective students given in-person and virtual contact shows a 82% direct contact of interest, to application, guidance of on-boarding steps, and leads to enrollment. This assists the navigation of on-boarding and supports the enrollment into the college.

Although the VSOC has not been available this year, due to an extended medical leave, the VA has promised continued support for the VSOC Program. The replacement for the VSOC position will be present at the end of November 2020. We will need to promote this program and work on more ways to better utilize the VSOC Program.

With the VITAL Program as the mental health expert on-campus, having this easily available resource on campus assists with retention support services for our students. In the first year at the college, the newly joined psychologist on-hand (Dr. Kwon) has been able to regularly provide services for 24 veteran students. Also being a central point for our veterans and military-connected students, this alleviates the struggle for immediate mental health help.

The VRC continues to provide continuity of the best practice in offering a space on campus for veterans to commune and provide an environment to share VA questions, peer support about courses & instructors, and produce comradery. More than this, the peer-to-peer support provides an immediate connection for the student. Having student employees manage the daily center needs is an effective and accountable way to support their own peers.

Effectiveness: Is your program adequately satisfying that demand?
In reviewing the services for the Military & Veterans Counselor, there is still an overwhelming amount of students being serviced. This may be an indication of a couple factors that show it may be a reflection of the:

- non-traditional age group in need of high-touch services,
- need for structured on-boarding guidance from the veteran perspective (providing a checklist for the application to enrollment process),
- acclimating from the face-to-face to the virtual experience,
- retention guidance for specific VA benefits policies regarding grades - Withdrawal “W”/Incomplete“I”/No Credit“NC”
- no clarity on exiting reasons - due to transfer, leaving island, unsatisfactory academics

As for the other programs in the VRC, in reference to the VSOC & VITAL Programs, we may provide service as needed and referred, but there is no assembled programming to increase continued enrollment and sustain retention. Another consideration is to have programmed implementation of when a student may need prescribed services by the VRC faculty and VA staff. This is something to work on and refine in the upcoming years.

Strengths and Weakness based on Analysis

Strengths - Although this has been a challenging year due to the pandemic, a continued and consistent strength of the VRC is the service provided by the Military & Veterans Counselor. It becomes the primary reason students visit the VRC and seek virtual guidance. Students seem to have been able to acclimate to the counseling virtual environment.

Other observable strengths to mention are peer-to-peer assistance, particularly by the Peer Facilitators who are student employees. Having student employees assist incoming students helps provide high-touch on the application and registration process for both the VA and Leeward CC procedures. Having the additional peers, helps in managing the high volume of client intake and the prospective student assistance. This also supports the large non-traditional age group needing assistance adapting to college.

In addition to providing support, the VRC also uses a Prospective Student Checklist that helps guide the incoming student through the complicated on-boarding process. At 82% prospective student enrollment, this may also be a reflection of the combination force by the Counselor and Peer Facilitators working to on-board interested students.

With 37% of students pursuing the AA-Liberal Arts and the other interested degree programs being the Natural Sciences, Computer Science, and Teaching, this demonstrates very trending degree interests. In seeing that the two transferable degree programs (Liberal Arts & Natural Science) are the highest, this may reflect the need for transferable degree programs. This may be again, indicative of the VA benefits length to fund up to a Bachelor’s degree and transferability from program to program.

Lastly, to re-emphasize the support of the best practices for both specific campus environments and tailored expertise, the VRC is able to successfully be the focal-centralized place for specialized VA education guidance and processing.
Weaknesses -

The weakness identified for this year has been greatly impacted by the COVID Pandemic. It is shifted and vastly changed the immediate focuses from the prior year. So, in looking at the weaknesses, there are 3 weaknesses that require attention and prescriptive programming. The 3 weaknesses are: 1) Additional programming to support in-person high touch initial contact, 2) Retention support when experiencing unsatisfactory academic performance, and 3) structured implementation assisting faculty/staff about VA benefit implications. Looking at these areas and implementing programming will help enhance the support for the veterans and military-connected population.

For the first weakness, due to the conversion from face-to-face to virtual modality, there has been no NSO participation to offer repetitive high-touch contact for incoming students. This contact helps to support the initial prospective student contact made when a student is introduced to the VRC and applying into the college. The NSO is usually another contact point to help ease the student through the on-boarding process to meet enrollment requirements. As shown in the action plan reflecting participation in NSO Online, and a component specific to the Veterans population, is something to entertain to support recruitment and enrollment of students.

A second weakness is considering a structured implementation of follow up and support systems for the students not meeting satisfactory academic performance will help retention of the veterans population. Although, it does not show exactly the reasons for the exiting of the students, it will be beneficial to support low performing students. Students that may need support are students below 2.0, or just above the 2.0 GPA, for example 2.2 GPA or lower. Other students that may need monitoring and follow up are first-time college students who received all “F” (or combination or “D” or “F”) grades, “W”/“NC” grades, and possibly “I” grade reported students. This should be reviewed and considered for retention purposes. For an action plan in the next couple of years with the assistance of the VSOC & VITAL Program, implementing a structured program to support low performing academic students may be an idea to help retain students.

As for the last weakness, currently faculty/staff will refer or contact the VRC and Counselor for guidance on how VA benefits may negatively impact the grading or considering to find the best solution for the military-connected student. To support our faculty/staff, looking into providing tailored workshops or sessions to inform our colleagues on making calculated decisions when knowing the impact of each grade, consider timing of situation, and then working towards the best solutions in fairness for both the student and instructor results. This is the other action plan being considered to help build retention and maintain enrollment in our college.

Additionally, as a non-immediate issue, as the pandemic has forced alternative virtual services at this time (such as telehealth or web appointment services), the lack of privacy space/room for the Military & Veterans Counselor, VSOC Counselor, and the VITAL Psychologist may be an issue when reverting to in-person services in the future. Currently, the Military & Veterans Counselor and the VSOC Counselor housed in the VRC are divided within partitions (funded by Dept. of VA) that help to provide satisfactory privacy during counseling sessions. However being housed in a large space with partitions not completely enclosed, nor totally secured, this brings
forward confidentiality concerns. To fulfill HIPAA & FERPA regulations, it demonstrates the importance of needing a more enclosed private space for the personnel in the VRC.

As for the VITAL Psychologist, with help from the Interim Dean of Student Services, she is deployed to the Portable area and is occupying a private office for mental health counseling with our veterans. This seems to be a temporary situation until we can solidify an office that will permanently belong to the VITAL Psychologist. Since all services are being handled virtually, it is not an immediate weakness, but has potential to be in the future for face-to-face services.

Lastly, events and activities to promote community and veterans presence for the college, as well as overseeing daily tasks of the VRC are handled by the Military & Veterans Counselor. This minimizes the faculty responsibilities of the counselor. The VRC is lacking additional support personnel to handle VRC coordination and overseeing office management. However, this is a low priority at this time due to the negative financial situation as a repercussion of the pandemic.

**Action Plan**

The VRC will work on the areas below to achieve quality service and efficiency. The prioritized implementation of actions at this time and to be in-progress for the next couple of years are:

1) **New Student Orientation (NSO) for Veterans** - Implement a Veterans part of the Online NSO to provide a successful enrollment process for the veterans population and ease in the onboarding of prospective/incoming students using VA benefits or other military funds. Additional enrollment support can also be focused on prospective students through marketing enhancement of the Military & Veterans webpages and implementation of other virtual/remote initial contact.

2) **High-Touch Incoming Guidance** - To increase enrollment, as connected to the NSO and on-boarding steps, the VRC staff and Counselor will request a list of applicants with military connection to provide guidance and ease through the steps. This will help in retaining students after acceptance and lead students to the registration of classes.

3) **Develop a Retention Process for Unsatisfactory Academic Standing (UAP) Students using VA benefits** - Within the next couple of years, implement a process in partnership with the VSOC & VITAL Program to create a follow up and support process for UAP students, specifically using VA benefits. This process will help in retaining veterans and will increase successful degree completion.

4) **Focused Workshops for Faculty/Staff about VA Benefit implications** - Within the next couple of years, offer workshops during Convocation and throughout the semester to share positive & negative implications (e.g. grading issues of “W”, “I”, or/“NC”) for a student using VA education benefits. This process will help in retaining students in the military-connected population.

The secondary actions to be implemented, pending discussion of immediacy, are:

5) **Consider an Advisory Board** - Having a combined personnel from multiple departments to guide and advise the VRC faculty & VA staff on future implementation and programming may help to produce a more productive campus resource. This is a working idea that is not in immediate priority at this time. It is something to bring forward
once the settling of the pandemic implications, as this will bring additional work for colleagues and community members.

6) **Provide Confidentiality and Privacy during Counseling** - The Military & Veterans Counselor continues to work with the Interim Dean of Student Services (or other suggested personnel on-campus) to assist with providing privacy walls/materials or relocating to an area that will provide confidentiality for counseling, as well as be in compliance with HIPAA and FERPA. With satisfactory campus space at this time, the focus of this action will step up retention of students and best practices for a proper environment when counseling our students. Due to COVID pandemic limited purchasing or spacing relocation, this will be proposed again and reviewed when necessary.

7) **Create VRC Survey** - The survey will target New, Current, and Returning students, including faculty & staff. Additional results of the survey may also provide a better gauge and additional data collection of how the VRC impacts the Leeward CC community. The additional data will support enrollment & retention for the Veterans population. The services that would need evaluating are:

- customer service & greeting of incoming clients;
- knowledge & information shared about VA education benefits and other military funds;
- evaluate overall environment, PC laptop & desktop equipment, and the Lending Library; and
- partnered service evaluations for the VSOC & VITAL Programs.

This action plan was proposed last academic year, but has not come to fruition due to the COVID Pandemic. This will be proposed again as a project in-progress.

**Resource Implications**

In reflecting on the analyses of the services provided by the VRC, the resource implications and the negative impact due to the pandemic has forced the VRC to consider using the faculty/staff in a more efficient and productive manner towards structured programming for the Veterans and military-connected population. Since the COVID Pandemic has impacted the request for additional resources, we need to consider more creative strategies in helping to increase enrollment and retention of the population.

A future recommendation to support the VRC and is considered to be items for future consideration, following post-pandemic recovery, and may help in support of the large population are:

**Cross-training of Another Counselor** - To assist with providing specialized service in using VA and other military funding benefits, it may be helpful to cross-train another counselor in the Counseling Unit. Such instances in which this may be beneficial is when the Military & Veterans Counselor may no longer be available due to a change in personnel, lack of funding, change of responsibilities, or other minimal circumstance (e.g. sick/vacation leave). This additional training of duty is highly needed to provide appropriate coverage of services to the veteran and military-connected population.

**Veterans Resource Center Office Manager** - Although this will not be an option at this time due to the negative COVID Pandemic impacts, this recommendation has since changed to a
future wishlist possibility. Currently the Military & Veterans Counselor (also known on campus as “VA Counselor”) is managing this job as well as faculty counseling duties. This position is highly needed to provide office coordination and to allow the Military & Veterans Counselor to focus on the specialized primary counseling, advising, and faculty member duties. In seeking a position, a clerical office type or an APT Band A/B position who may be able to provide coverage. In regards to responsibilities, having an Office Manager will provide:

- Manage and supervise Peer Facilitators (student employees), as well as being the Site Supervisor responsible for the VA Work Study Program. The responsibilities entail: Application, hiring, and contract management of the hired student employees; Submission and approval to Human Resources/Chancellor; Manage submission of timesheets for students; and Train students and oversee employee issues.
- Assist with coordinating projects, activities, and events for the veterans population.
- Manage a VRC Survey for evaluation purposes.
- Manage the VRC computer/technology equipment (PC laptops, desktops, & printers) and submit work order requests to the Help Desk.
- Oversee Lending Library textbook and equipment inventory, request and return use of textbooks and equipment.
- Oversee the VRC environment, including equipment and materials in the VRC, such as chairs, tables, kiosks, shelving, etc…
- Provide any additional support to the Military & Veterans Counselor, VSOC Counselor, & VITAL Psychologist.
- Handle clerical duties, such as: incoming phone calls, triaging incoming clients, request work orders, and upkeep copies of necessary documents for VA & Leeward CC purposes (VSEI form, VA Program Change Form, etc...).

**Identify placement of VRC on Organizational Chart of Leeward CC** - One item of order that is within low priority at this time especially due to the pandemic priorities, is to identify placement of the VRC within the college’s Organizational Chart. Since the conception of the VRC, it was assumed that the center belonged to the Student Services Division under the guidance of the former Deans. However with the recent Interim Dean, it is not clear where they fall within the Organizational Chart of Leeward CC. There is no clarity on who truly oversees the VRC. It would seem appropriate to belong within the realm of the Student Services Division as discussed with the Interim Dean; however, this is yet to be clarified by higher administration. Due to the COVID Pandemic, this task is of low priority and will be revisited at a more appropriate time. Currently, we receive guidance from the Interim Dean of Student Services, Kami Kato, who voluntarily intakes the center services to fall within her purview. Additionally, we also have the Student Services Coordinator, Lexer Chou, who provides direct needs support.