



Council for the  
Advancement of  
Standards in Higher Education

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Higher Education

**Veterans and Military-  
Connected Programs and  
Services**

**Final Report**

Presented By:  
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12/16/22

**CAS Program Review and Self-Assessment  
Final Report**

## **Executive Summary of Review Process**

On November 5, 2020 the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5<sup>th</sup> meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for (Department Name) consisted of (blank) members. Members were recommended by the Student Development office.

<b>Team Member Name</b>	<b>Team Member Title</b>
<b>Nazy Galoyan</b>	<b>Dean, Enrollment Services</b>
<b>Lan Truong</b>	<b>Veterans Counselor</b>
<b>Roland Amit</b>	<b>Sr. Supervisor, Enrollment Services</b>
<b>Bertha Sanchez</b>	<b>Veterans Resource Specialist &amp; Certifying Official</b>
<b>Shari Pasquali</b>	<b>Veterans Resource Specialist &amp; Certifying Official</b>

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee team organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

### **CAS Raters Definitions**

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

### **Summary of Initial Findings**

#### ***Conclusions:***

From 2008 – 2019, one classified staff served the student veteran population at De Anza College. In Spring 2019, the second classified staff and one part-time counselor were hired. In Fall 2019, Veteran Services moved to its dedicated space in SEM 3. The first full-time dedicated Veteran Counselor was hired on 3/1/2020. The office and the newly formed team were still being set up when COVID-19 pandemic forced the campus to close on 3/17/20. Since then, Veteran Services has been staffed by three full-time positions serving 250-300 veterans, spouse/dependents of veterans, and military service members and families. Services were provided virtually in the first year, with a gradual return to campus in the past year. This quarter (Fall 2022) is the first time that Veteran Services re-opened its doors to all student veterans to use the space for studying. Service delivery is currently a hybrid model of virtual and in-person. The program has provided quality benefits services and case management counseling to students.

#### ***Meaningful limitations to completion of the program review:***

Since the Veteran Services team and dedicated location just started right before the COVID-19 pandemic, the program didn't have the opportunity to truly start a program. Rather, the staff of three have been focusing on providing virtual and hybrid day-to-day services to students in an ever-changing landscape with federal legislative on VA benefits.

Limited staff and time were the biggest obstacles in completing this report and for the program to fully function. Manning the front desk at the office is challenging without administrative support. Although the program has recruited student veterans, they have not been interested in working on campus. This quarter, the office has only one student worker to man the front desk, albeit for only 4 hours per week. At the end of Fall 2022, one VA Resource Specialist is retiring. This will leave the program with two staff members for Winter 2023. The limited staffing will be a great challenge to Veteran Services. The long-term goal is to convert the vacant position to a program coordinator position. The shorter-term goal is to hire a temporary replacement for the vacant resource specialist position as soon as possible.

Due to the retirement of the Resource Specialist, the program has focused on cross training within the program and with VRC at Foothill College. For Fall 2022, the staff did not have the time to meet and complete the CAS and OKR worksheets. Therefore, the OKR worksheets will not be submitted, and the CAS Report is not fully completed. With such limited staffing, it is not feasible to fully engage as a team and complete CAS.

### **Summaries**

The following pages represent the Review Committee's collective responses and serves as the initial report.

#### **Overall Section Average Scores**

**Section 1: Mission (2)**

**Section 2: Program and Services (1)**

**Section 3: Student Learning, Development, and Success (1)**

**Section 4: Assessment (0)**

**Section 5: Access, Equity, Diversity, and Inclusion (2)**

**Section 6: Leadership, Management, and Supervision (2)**

**Section 7: Human Resources (1)**

**Section 8: Collaboration and Communication (2)**

**Section 9: Ethics, Law and Policy (2)**

**Section 10: Financial Resources (0)**

**Section 11: Technology (2)**

**Section 12: Facilities and Infrastructure (2)**

## **Section 1: Mission**

### **CAS Section 1 Purpose Summary**

*The primary mission of Veterans and Military-Connected Programs and Services (VMCPS) must be to provide, facilitate, or coordinate programs and services for military-connected students. VMCPS must identify student veterans and military service members and establish a community that connects and supports this population. VMCPS must raise awareness and be the guiding source of access, opportunity, and advancement for the military-connected community.*

### **Section 1 Committee Summary – Average rating 1**

The two most significant commitments that the college has demonstrated towards student veterans and military service members have been granting a dedicated office/study space in SEM 3 and the hiring of staff to solely dedicate to this student population. With a staff of two Resource Specialists & Certifying Officials and a dedicated Veterans Counselor, students now have a hub that serves as a one stop shop to comprehensively support their academic endeavors.

### **Achievements**

Veteran Services staff have deftly pivoted to providing all services online and has become more accessible to students who reside outside of the area, particularly military service members deployed overseas. With the help from Marketing, the Veterans website has been updated to include comprehensive information for prospective, new and continuing students. The bi-weekly drop in Zoom with VA Resource Specialists serves as a helpdesk and point of entry for students. Zoom has made counseling easily accessible to all student groups. Both specialists and counselors work together so that students' counseling and benefits needs are addressed promptly. The average number of students served per quarter is between 250-300. Our number has remained the about same even through the challenges of campus closure due to COVID-19. The program has successfully garnered donations from the Cupertino Rotary Club to fund a Veterans Mural, Veterans patio, and scholarships. The FHDA Foundation has also been advocating and raising awareness of student

veterans by soliciting donations to fund scholarships, book vouchers, and food pantry for the office. Financial Aid office has been working closely with the program to grant transfer application fees and emergency funds. Psychological Services has successfully collaborated in providing a veterans psychological counselor. Counselors in both programs work closely in the referral process and ensure a warm handoff for students. Disability Support Services also support veterans needing accommodations by working with the Veterans counselor.

The program would like to advocate changing its name from “Veteran Services” to “Veteran Resource Center.” VRC is a well-recognized name across community colleges and 4-year universities. By aligning the De Anza program with the well-established name recognition, it will lessen confusion for veterans and military service members.

### **Opportunities for Growth**

Due to COVID-19 pandemic, the community of veterans on campus had completely ended. The Veteran Student Association was inactive and just recently resurrected with club officers in place. Veteran Services opened its doors to students to study in our space just started Fall 2022. With so few students on campus taking classes, it has been a great challenge to form a community. With the recent change in VA benefits of requiring students to attend class in-person, more opportunities are created to establish a community for veterans. Because identifying veterans is based on student’s self-identification, the lack of staffing has been a significant challenge in outreaching to this population.

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 2: Program and Services**

### **CAS Section 2 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) must be guided by a set of written goals and objectives that are directly related to the stated mission. The VMCPS goals must be aligned with institutional priorities and expectations of the functional area. VMCPS must regularly develop, review, evaluate, and revise its goals. VMCPS must communicate goals and progress toward achievement to appropriate constituents.*

### **Section 2 Committee Summary – Average rating (1)**

The mission: The De Anza Veteran Services Office is dedicated to providing student-veterans and their dependents with services that support the attainment of their academic and career goals.

The program's goals are to provide a clear intake process; easily accessible counseling appointments to discuss educational goal/major and create a personalized educational plan; and timely certification of VA benefits. Relationship building is integral in working with the veteran student population, particularly providing support in a holistic manner. Career, personal and academic counseling are equally important as many students deal with the transition to civilian life, restarting their education after a long absence, and feeling the pressure to complete a degree before their VA benefits end. Mental health is a pervasive obstacle for many students. The team has built a case management approach to delivery services with the goal of supporting students to succeed in their academic and career goals.

Students have expressed how happy they are to have a dedicated Veteran Services, especially not having to see multiple counselors who may not understand the complexities of their benefits and lives. They feel that the De Anza Veteran Services is a home for them. Even when they take a break from attendance, they feel comfortable in coming back and there is continuity of service and relationship with the staff.

Due to the new Veteran Services team, the program has not created written goals and objectives directly related to its stated mission. However, because VA benefits are subjected to federal/state/VA regulations, the program is strictly adhering to these policies and standards. The program has been effective in informing

students of education benefits, and legislative changes that affect these benefits in each group of benefits as they all have different requirements.

### **Achievements**

Able to comply with VA requirements for certifying students using benefits.

### **Opportunities for Growth**

When staffing is in place, the program will need to develop assessment plans to continually develop, review, evaluate, and revise its goals.

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 3: Student Learning, Development, and Success**

### **CAS Section 3 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) must contribute to students' formal education, which includes both curricular and co-curricular experiences. VMCPS must contribute to students' progression and timely completion of educational goals. VMCPS must help students and designated clients prepare for their careers and meaningful contributions to society. VMCPS must work with the institution to identify relevant and desirable student success outcomes. VMCPS must identify relevant and desirable student learning and development outcomes. VMCPS must implement strategies and tactics to achieve these outcomes.*

### **Section 3 Committee Summary – Average rating (1)**

All veterans, active service members, and dependents using benefits are required to meet with the Veterans counselor for an approved educational plan that encompasses career counseling, financial/benefits discussion, major selection, and education goal. Each plan is geared towards achieving the student's goal in an efficient and timely manner.

### **Achievements**

A dedicated full-time Veterans counselor has been integral to the efficiencies of students taking courses to meet their goals. In the past, veteran students and service members saw multiple counselors who may or may not understand the specific intricacies of the various VA benefits. The Veterans counselor works very closely with the Veterans resource specialists to ensure student's success. As such, the specialists require students to see the counselor if classes registered do not match with the current ed plan or if an ed plan needs to be updated. Many students have complex transcripts as well as multiple responsibilities juggling work, school and personal lives. Having one counselor and a resource specialist who understand them and their situation goes a long way in helping the students succeed in their classes.

### **Opportunities for Growth**

Will need to gather data from Institutional Research regarding student's success and retention rates to create a benchmark to create outcomes.

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 4: Assessment**

### **CAS Section 4 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. VMCPS must collect and use data on military-connected students, and college outcomes to include retention, persistence, success, and graduation. VMCPS must design assessment plans that incorporate an ongoing cycle of assessment activities. VMCPS must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.*

### **Section 4 Committee Summary – Average rating (0 )**

The team has not had the time nor staffing to devote to developing assessment plans.

### **Achievements**

Veterans counselor works closely with the Retention Team and provides interventions for students identified by being on Early Alert and on academic/progress probation. Veterans Resource Specialist tracks and notifies students who have not met satisfactory academic progress by sending them Warning Letters which outline the conditions required by the VA to maintain and avoid the suspension of their VA benefits. The Veterans counselor then works closely with these students to provide counseling and support and make referrals to appropriate services on campus and outside agencies.

### **Opportunities for Growth**

With staffing in place, the program will need to develop assessment plans.

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 5: Access, Equity, Diversity, and Inclusion**

### **CAS Section 5 Purpose Summary**

*Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Veterans and Military-Connected Programs and Services (VMCPS) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment. VMCPS must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.*

### **Section 5 Committee Summary – Average rating (2)**

The Veteran Services staff are diligent about providing a nonjudgmental, welcoming, and professional environment to the unique and diverse student veterans and active service members. Respect and Trust are key in working with the students. Staff members provide equitable services to all students.

### **Achievements**

Many veterans have strong viewpoints regarding politics, COVID-19 vaccinations, and masking. The team provides a safe space for students to express their beliefs, issues, and concerns. Providing information regarding policies around VA benefits and COVID-19 restrictions is done with respect and allowance for students to express themselves and for them to make a decision.

## **Opportunities for Growth**

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 6: Leadership, Management, and Supervision**

### **CAS Section 6 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for VMCPS must provide management and supervision as well as lead strategic planning and program advancement.*

### **Section 6 Committee Summary – Average rating (2)**

### **Achievements**

- VRC Mural Project 2022
  - Faculty member, Julie Hughes worked in consultation with Veteran students for the designs and the Mural's title.
  - Committee representative(s) and Faculty members presented the three designs to the Cupertino Rotary for their input and the Art on Campus committee decided on the final design.
  - De Anza Art and Veteran students collaborated with leadership from Art and Veteran Services Faculty/Staff and input from Cupertino Rotary
- Veterans Graduation Webpage 2022/2023 Graduates & Transfers
  - A new page design to highlight the Veteran population and their achieved goals. Each student has their own message to the campus community.
- Peer Advisors for Veteran Education (PAVE)
  - Application submitted to become a PAVE Partner Campus
  - PAVE is a peer support program that connects incoming student veterans on college campuses with student veterans who are trained as Peer Advisors who can help them navigate college life, address challenges they may face, refer them to appropriate resources on and off-campus, and provide ongoing support. PAVE is currently on 46 campuses nationwide. The PAVE National Team provides technical assistance to each school, sharing best practices from the field, and facilitating communication among partner campuses
  - PAVE selected De Anza College to be their new partner campus (out 100 applications, we were among three schools nationwide who were selected). More grants from the community and foundations – the program becomes increasingly sustainable
- Student Veterans of America, De Anza Chapter 2 Reactivation
  - De Anza VRC reached out to the currently enrolled Veteran population asking for students' interest in reactivating/continuing a Student Veterans of America De Anza Chapter 2.
  - Response from students incredible with a showing of strong Veteran leadership that has taken on the task of reactivating the De Anza Student Veteran Association beginning with the summer 2022 term
  - In the process of working with SVA and De Anza on next steps.
- VRC workshops for students and faculty and staff



- California Community Colleges Chancellor's Office
- Veteran Resource Center Survey
- Computer Loan Program - 20 Laptops Available for Loan -
- Laptops received late 2021 - Application in the works.
- \$250.00 Emergency Grant Funds - Foundation
- Students contact Certifying Officials with hardship
- UC/CSU Application Refund Program
- Student schedules transfer meeting with Veteran counselor
- Transfer application fee is paid by student fall 2021
- Student provides receipt of application fee, up to 4 applications
- Reimbursement process in the works, students currently being processed for refunds.
- Santa Clara County Veteran Services
- Hosting a Veterans Day Celebration Outreach Event
- Sent out to De Anza Veteran community
- Winter 2022 & Spring 2022 Virtual Meeting with Veteran students, Drop-in session 3 counselors available for 2-hour block of time

## **Opportunities for Growth**

There is still so much we can do to support our veteran students. We are working closely with Cupertino Rotary Club to raise funds for more projects and workshops for students. Also, we work with faculty, staff, and administrators to help us with more campus and community involvement, scholarship opportunities, and internships for our veteran students.

## **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Will be done later with the whole team!

## **Section 7: Human Resources**

### **CAS Section 7 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) must identify the level of staffing necessary to achieve its mission and goals. VMCPS must be highly visible to student veterans and military-connected students with at least one professional staff member to serve as an institutional single point of contact to coordinate services, provide advice, and advocate for students with issues related to their military experiences and student status. VMCPS must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers). VMCPS must have access to technical and support personnel to accomplish its mission. VMCPS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.*

### **Section 7 Committee Summary – Average rating (1)**

Veteran Services needs a Program Coordinator in addition to a VA Resource Specialist and counselor. While the latter two positions handle the day to day needs of the students, the program coordinator is needed to coordinate services within the program, across campus and with the VA. Since students are not back on campus 100%, it has been a challenge to find student veterans who are interested in working at Veteran Services. Having a small group of student workers as a outreach team would help with creating a community and outreach to fellow student veterans. With the retirement of one resource specialist at the end of Fall 2022, and no replacement in sight, staffing will become a greater concern.

## **Achievements**

Because VA benefits are highly regulatory and ever changing, the resource specialists attend trainings e.g. WAVES & Veterans Office Trainings for certifying officials. There are many different platforms for each type of benefit. VA Certifying Officials are required to complete 6 units of training annually. They also cross train with VRC counterparts at FH on a monthly basis. Counselor and resource specialists also attend the Region 4 Bay Area Central Valley Veterans Programs Consortium meetings.

## **Opportunities for Growth**

Hire a full-time permanent position to replace the retirement of one resource specialist or change the position to a program coordinator and fill the position as soon as possible. The program cannot fully function with one counselor and one staff member while serving a population of 250-300 students.

## **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 8: Collaboration and Communication**

### **CAS Section 8 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program. VMCPS personnel must establish a working relationship with the institutional veterans' benefits certifying official, if this position is separate from VMCPS. VMCPS must coordinate with undergraduate and graduate admissions offices to address the needs of student veterans, military members, and military dependents. VMCPS must advocate for the inclusion of questions on admission applications regarding anticipated military-connected status at the time of enrollment (e.g., active duty, veteran, member of the Guard or reserve, or military dependent).*

### **Section 8 Committee Summary – Average rating (2)**

Students have expressed how grateful they are for a dedicated Veteran Services, especially not having to see multiple counselors who may not understand the complexities of their benefits and lives. They feel that the De Anza Veteran Services is a home for them. Even when they take a break from attendance, they feel comfortable in coming back and there is continuity of service and relationship with the staff.

## **Achievements**

Veteran Services have created partnerships with services across the campus and outside agencies to better serve veterans and military members:

- Evaluations: veterans receive priority in course evaluations and DD214 military credit
- Cashier's Office: benefits approval and invoicing, debt letters, non-payment
- Admissions & Records: military withdrawals, VACA residency
- Bookstore: vouchers for books & supplies
- Foundation: data for grant proposals, Veterans Account for reimbursements, events, student emergency funds
- Disability Support Services: accept the VA service-connected disability paperwork proof of disability. Counselors in both programs work closely on identified students.
- Financial Aid: dedicated Fin Aid representative to serve fin aid needs for veteran students
- Marketing: Annual Veterans Graduation web page

Outside Organizations:

- Rotary Club: funding for Veterans Mural, dedicated outdoor patio, scholarships, increase awareness of

the needs of veterans

- Good Will of Silicon Valley: Fall 2022, conversation started with collaboration to offer services: employment, legal services, housing, veteran and family services, case management
- Santa Clara County Office of Veterans Services: resource referral for VA educational benefits

## **Opportunities for Growth**

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 9: Ethics, Law and Policy**

### **CAS Section 9 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. VMCPS must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.*

### **Section 9 Committee Summary – Average rating (2)**

All staff and VA work study students complete FERPA and Network Security training. Staff follow district and college policies regarding confidentiality and consult with Human Resources as needed.

### **Achievements**

Resource Specialists adhere to the “School Certifying Official Handbook” for the VA. Staff practice ethical practices in creating ed plans that meet the standards and requirements for certifying of benefits.

## **Opportunities for Growth**

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 10: Financial Resources**

### **CAS Section 10 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) must have the funding that is necessary to accomplish its mission and goals. VMCPS must determine with administrative leadership what funding is necessary.*

## **Section 10 Committee Summary – Average rating (0)**

### **Achievements**

- The college provides appropriate staffing and covers most of the salary and benefits costs (including part-time and full-time employees). We have a full-time counselor dedicated to the VRC and we have two full-time classified staff who work with certifications and all other veteran student support.
- The program distributes books vouchers. Over the last two years—2020–2021 and 2021–2022—at De Anza we have covered most of the textbook expenses for the students who needed help. Foundation distributed \$7,910 and DASB funded \$8,950.
- We also have established emergency grant funding awarded to veterans! \$155,587 Emergency grants were awarded from financial aid.

### **Opportunities for Growth**

Unfortunately, we always must work with limitations. The biggest challenge is when students drop out of certified classes, they must return GI Bill money and the amount is huge, sometimes severing thousands of dollars. We can help with some funds, but not always we can distribute the cost of living to these students. That is why very often veteran students do not drop from classes where they are not doing well. They fail a class and negatively affect their academic records instead of dropping the class and returning the funds to Feds.

Another challenge is staffing. Even though we have two great staff who are official certifiers, we really need a program coordinator to monitor, coordinate and maintain the center.

And lastly, Financial Aid emergency funds are temporary, and the funds will not be available as much in the future. However, we would love to keep helping our veteran students and continue financially supporting them. We would like to grow in this area!

### **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Will be submitted later!

## **Section 11: Technology**

### **CAS Section 11 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) must have current technology to support the achievement of its mission and goals. VMCPS must incorporate accessibility features into technology-based programs and services. VMCPS must ensure that personnel and constituents have access to training and support for technology use. VMCPS must back up data on a cycle established in partnership with the institution's information technology department. VMCPS must implement a replacement plan and cycle for all technology with attention to sustainability.*

### **Section 11 Committee Summary – Average rating (2)**

Program staff have utilized technology to make services more accessible for students. ETS and Marketing have been two main collaborators. Computers and laptops are assigned for staff to work at home and in the office. Computers are available for students to use in their study space. Laptops are also available for students to borrow for the entire quarter.

## **Achievements**

In March 2020, Veterans Counselor worked closely with ETS to create and implement an online scheduling system (SARS) for students to have direct access to make counseling appointments. Previously, appointments were only for the staff. Initially, it was for counseling appointments and over time, Resource Specialists, were added to SARS for students to make online appointments. All forms are available for students to access.

## **Opportunities for Growth**

Currently, students can only print for a fee, and the program must provide free printing.

## **Action Steps**

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

## **Section 12: Facilities and Infrastructure**

### **CAS Section 12 Purpose Summary**

*Veterans and Military-Connected Programs and Services (VMCPS) facilities must be located in suitable spaces designed to support the functional area's mission and goals. VMCPS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. VMCPS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. VMCPS must incorporate universal design principles. VMCPS facilities must be designed and constructed to be energy-efficient and sustainable.*

### **Section 12 Committee Summary – Average rating (2)**

In Fall 2019, Veteran Services was granted SEM 3 as the dedicated space on campus. The office space encompasses offices for the staff, a small room for a food pantry, an open space for students to congregate and study with access to five computers, a restroom, and a conference room. Unfortunately, the space has not been fully moved in and set up when the COVID-19 campus closure took place. There remains setting up to complete with the office finally reopened for students to use.

## **Achievements**

This quarter, staff worked with Foundation to use donated funds to purchase food and drinks for the food pantry. It has been a slow process and the goal is to completely set up the office space by Winter 2023 quarter. With the generous donations from the Cupertino Rotary, the Veterans Mural has just been completed and the outside area has several tables and chairs for students to use.

## **Opportunities for Growth**

The program would like to advocate changing its name from "Veteran Services" to "Veteran Resource Center." VRC is a well-recognized name across community colleges and 4-year universities. By aligning the De Anza program with the well-established name recognition, it will lessen confusion for veterans and military service members.

## Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

**\*\*WE WILL CREATE A BLANK TEMPLATE FOR RECOMMENDATIONS\*\***

### **CAS Recommendations – By Theme**

*Below is a list of recommendations from the FL2015 Fraternity and Sorority Advising Programs (FSAP) CAS Review, categorized by theme and including contemplated timeline and parties responsible for completion.*

#### **Assessment Recommendations**

41. All discussion sections for each Assessment Summary should demonstrate resulting changes from assessment efforts. This will ensure that the feedback provided has been more thoroughly analyzed **(Summer 2016; Jeremy Allen)**.
42. Assessments throughout the year will be centered on specific initiatives within the fraternity/sorority community, such as involvement in recruitment, orientation, Greek Council leadership experiences, Greek U, and/or the spring AFLV leadership conference. An end-of-year summary could also provide data on student development and experiences throughout the academic year **(2016-2017 academic year; Jeremy Allen + Greek Council representatives)**.
43. Alumni affinity to fraternity/sorority organizations demonstrates significant connections that are developed as a result of fraternity/sorority life. To this end, alumni data can be reviewed and its findings discussed. End-of-year assessment instruments provided to the fraternity/sorority alumni community could provide feedback related to this criterion measure **(2016-2017 academic year; Jeremy Allen)**.

#### **Collaborative Recommendations**

14. Include a calendar of events online (work with Marketing Communications to pull directly from T-Space) **(Summer 2016; Jeremy Allen, Reann Esparza (GC) & Jeanna Balreira)**.
17. Develop Subject Matter Expert (SME) list of contact information for resources across campus in relation to educating students on how and when to refer those in need of additional assistance to qualified staff members **(Summer 2016; Jeremy Allen)**.
32. Meet with Alumni Relations and University Communications to discuss including current events, alumni accomplishments, etc. in the Trinity Magazine and through various other official University outlets **(Summer 2016; Jeremy Allen, Jeanna Balreira, Michelle Bartonico & Sharon Jones Schweitzer)**.
33. Begin reaching out to other campus USOs and RSOs to establish partnerships with Greek Council **(SGA and TDC collaborations began Spring 2016; ongoing; Rebecca Prager & Jake Spitz)**.

35. Student Accessibility Services (SAS) and FSAP will work together to identify needs in the space **(ongoing; Jeremy Allen & Jamie Thompson)**.
39. An annual check-in with TUPD and SAS will confirm an absence of concerns and/or presence of secure, safe, and accessible space. This will ensure that adequate facilities, technology and equipment are available **(yearly; Jeremy Allen & Jamie Thompson)**.
40. The continued collaboration with SAS will ensure the space provided is listed on the campus map and accessible to those with accessibility needs **(ongoing; Jeremy Allen & Jamie Thompson)**.

#### **Communication Recommendations**

23. Consider embedding a "fair treatment" statement for PNMs in the Greek Council governing documents **(Fall 2016; Jeremy Allen)**.
25. Publish Ethical Statement on web page **(Fall 2016; Jeremy Allen & Reann Esparza)**.

27. Create systems and procedures to disseminate timely and accurate information to relevant members of the community. Develop a call tree and/or Group Me text list for emergency situations (include organizational presidents and Greek Council). Review emergency situations each semester at a Greek Council general meeting **(2016-2017 academic year; Jeremy Allen & students)**.

### **Diversity-Focused Recommendations**

2. Promote further diversity in the community. This may include:
- The creation of a “Diversity Panel” or “Diversity Chair” within Greek Council **(Spring 2018; Jeremy Allen & Greek Council)**.
  - Modifying the Standards framework to include attendance at diversity/cultural events **(Completed Spring 2016; Jeremy Allen & Sara Vivatson (GC))**.
  - Collecting information to analyze the community population demographics relative to the greater Trinity student body **(2016-2017 academic year; Jeremy Allen & Reann Esparza)**.
  - Planning purposeful programming, possibly through collaboration with Trinity Diversity Connection or other relevant student organizations **(began Spring 2016; ongoing; Jeremy Allen, Rebecca Prager & Jake Spitz)**.
  - Examining LGBT-inclusive and/or identifying an appropriate community-wide statement for inclusion **(2016-2017 academic year; Jeremy Allen & Reann Esparza)**.
28. As organizations develop strategic plans each year, include a required component for diversity, equity, and access **(2016-2017 academic year; Jeremy Allen)**.
29. Embed diversity, equity, and access into the Standards Framework to incentivize organizations to further strive to emphasize this value **(began Spring 2016; expand yearly; Jeremy Allen & Sara Vivatson)**.
30. Utilize Greek Council communications chair to build communication that promotes respect about commonalities/differences among people within their historical and cultural contexts (e.g. profiles of undergraduate students shared via social media) **(2016-2017 academic year; Jeremy Allen & Reann Esparza)**.
31. Consider specific recruitment messages to FIGUS, McNair, and international students in the fall semester each year to ensure the opportunity is reaching a variety of student populations **(Fall 2016; ongoing; Jeremy Allen, Yvette Pena & Ben Blanke)**.

### **Leadership Development Recommendations**

- Develop a mission statement within the framework of the Student Involvement office. Consider developing a charge/mission statement for alumni advisors. Review Greek Council mission statement to determine if it sufficiently includes student learning opportunities **(Summer 2017; Jamie Thompson)**.
- Enhance or build upon a program that promotes student learning and development outcomes that help prepare students for meaningful and productive lives. Specific ideas include a fraternity/sorority-specific “Game of Life” program, Lunch N’ Learn leadership development series, professional and career development programs with Career Services, and others **(Leadership n’ Lunch began Spring 2016; ongoing; Jeremy Allen & Greek Council in collaboration with other TU offices/groups)**.
- Brainstorm more recognition opportunities for organizations and individuals. Ideas might include scholar of the month, Greek Man/Woman of the Year, a community-wide awards banquet, other awards to showcase. Further analyze graduation rates, honors received, grade trends, etc. and promote these statistics (work with Institutional Research) to highlight individual student success and persistence **(recognition banquet: Spring 2017; ongoing; Jeremy Allen & Greek Council sub-committee)**.



5. Consider the college male experience and programs that might fit naturally with programming for fraternities (i.e. The Men Project) **(The Men Project is ongoing; Jeremy Allen & Jamie Thompson)**.
6. Examine how content learned during the AFA fall conference and the AFLV spring conference might become infused back into the community. Ideas include hosting round table discussions, allowing for presentations at Greek Council meetings, attending other local/regional conferences, co-hosting a student leadership conference with area colleges, and more **(AFLV shared via Greek Council Spring 2016; expand for 2016-2017; Jeremy Allen & Greek Council)**.
7. Create more opportunities to share information that might help members understand their responsibilities to the group and to the community: interactive notes and programming related to the Greek Council and President retreats made available to all general members, organizations share all meeting minutes with Coordinator for F/S Life and/or alumni advisors, and executive members check-in with Greek Council counterparts **(minutes shared with alumni and Greek Council check-ins began Spring 2016; sharing retreat information in Fall 2016; Jeremy Allen, Greek Council & organization presidents)**.
8. Develop a Greek Council organizational flow chart that indicates partnerships/relationships with chapter positions **(Summer 2016; Jeremy Allen)**.
9. Include brief Greek Council position descriptions in brochure that goes to all FY students **(Summer 2016; Jeremy Allen)**.
10. Amend Greek Council governing document to explicitly state that it supports the autonomous governance of each organization **(2016-2017 academic year; Jeremy Allen, Greek Council & organization presidents)**.
11. Embed annual goal setting for Greek Council and presidents at training in January each year **(2016-2017 academic year; Jeremy Allen & Greek Council)**.
12. Use student feedback to design content for Leadership n' Lunch series (this can address "changing needs of students") **(2016-2017 academic year; Jeremy Allen & Greek Council with student input)**.
13. Review the AUP/event notification process in order to reflect changing campus policies regarding off-campus events, creating an environment that is proactively educating students while reflecting nationwide best practices **(Summer 2016; Jeremy Allen & Jake Spitz)**.
15. Create a contract for Greek Council student leaders to better illustrate expectations for supervision and performance, to select/train Greek Council members, and to provide a clear job description and opportunities for continuing development **(Spring 2017; Jeremy Allen & Greek Council)**.
18. Create a separate break-out session during Student Organization Training for fraternity and sorority officers to better provide specific training on institutional policies pertaining to functions/activities in which they engage (i.e., alcohol awareness training) **(2016-2017 academic year; Jeremy Allen & Greek Council sub-committee)**.

### **Student Involvement-Centric Recommendations**

16. Review staff handbook for promotion policy/statement **(Summer 2016; Jamie Thompson)**.
19. Add FERPA to New Employee training checklist to ensure staff members are handling sensitive GPA information correctly. Confirm with the Registrar appropriate record retention regarding GPA records **(Summer 2016; Jamie Thompson)**.
21. Add Ethical Statement to Greek Council Calendar Policy and modify the document to include Trinity University and Division of Student Life **(Summer 2017; Jeremy Allen)**.

24. Include Ethical Statement in SI New Employee Orientation (**Summer 2016; Jamie Thompson**).
26. Student Involvement has recently developed an internal, ad-hoc compliance team that is reviewing compliance processes and confirmation of compliance in many areas (e.g. collecting letters of compliance from departments such as ITS, FSC, the library, etc.) to ensure compliance with laws, regulations, and policies that relate to respective responsibilities (**Summer 2016; Jamie Thompson**).

### **Technological & Logistical Recommendations**

20. Ask for access list for our shared drive and request notice of compliance on an annual basis from ITS to ensure consistency with policies related to use of technology to store/access student records and institutional data (**yearly, Spring; Jeremy Allen**).
22. Add foot note on web pages with data (e.g. GPA) to indicate source (Registrar's Office) (**Summer 2016; Jeremy Allen & Reann Esparza**).
34. Review Student Activity Fee funding allocations by assessing appropriateness of expense categories and reasonableness of amounts requested. Annually review protocols to ensure policies and procedures for tracking expenditures are aligned with University and Student Involvement best practices (**yearly; Jeremy Allen & Greek Council Treasurer**).
36. The FSAP can use technology to facilitate learning and development (intended outcomes) more completely and efficiently. This can include the development of simple learning outcomes that are assessed periodically via technology. The Student Organization Training risk management quiz via T-Learn is a sufficient example of this. Additional scenarios in which this can apply will also be considered. Formal evaluation through an Assessment Summary will be conducted to inform FSAP about measures of success related to identified learning outcomes (**2017-2018 academic year; Jeremy Allen & Jamie Thompson**).
37. FERPA policies will be reviewed with the assistance of the Registrar's Office in regards to retaining GPA records (**Summer 2016; Jeremy Allen & Jamie Thompson**).
38. In an attempt to prevent and limit cyber bullying, programs (online and other) and other resources including support services will be considered. A proposed referral system (Counseling Services, Residential Life, etc.) can be developed (**Summer 2016; Jeremy Allen with collaboration**).

### **CAS Recommendations – A Timeline**

*Below represents a good-faith estimation for the implementation of recommendations from the FL2015 Fraternity and Sorority Advising Programs (FSAP) CAS Review, sorted chronologically, along with parties responsible for implementation.*

#### **Completed, or Partially-Completed**

2. Promote further diversity in the community. This may include:
  - ii. Modifying the Standards framework to include attendance at diversity/cultural events **(Completed Spring 2016; Jeremy Allen & Sara Vivatson (GC))**.
  - iv. Planning purposeful programming, possibly through collaboration with Trinity Diversity Connection or other relevant student organizations **(began Spring 2016; ongoing; Jeremy Allen, Rebecca Prager & Jake Spitz)**.
3. Enhance or build upon a program that promotes student learning and development outcomes that help prepare students for meaningful and productive lives. Specific ideas include a fraternity/sorority-specific "Game of Life" program, Lunch N' Learn leadership development series, professional and career development programs with Career Services, and others **(Leadership n' Lunch began Spring 2016; ongoing; Jeremy Allen & Greek Council in collaboration with other TU offices/groups)**.
6. Examine how content learned during the AFA fall conference and the AFLV spring conference might become infused back into the community. Ideas include hosting round table discussions, allowing for presentations at Greek Council meetings, attending other local/regional conferences, co-hosting a student leadership conference with area colleges, and more **(AFLV shared via Greek Council Spring 2016; expand for 2016-2017; Jeremy Allen & Greek Council)**.
7. Create more opportunities to share information that might help members understand their responsibilities to the group and to the community: interactive notes and programming related to the Greek Council and President retreats made available to all general members, organizations share all meeting minutes with Coordinator for F/S Life and/or alumni advisors, and executive members check-in with Greek Council counterparts **(minutes shared with alumni and Greek Council check-ins began Spring 2016; sharing retreat information in Fall 2016; Jeremy Allen, Greek Council & organization presidents)**.
29. Embed diversity, equity, and access into the Standards Framework to incentivize organizations to further strive to emphasize this value **(began Spring 2016; expand yearly; Jeremy Allen & Sara Vivatson)**.
33. Begin reaching out to other campus USOs and RSOs to establish partnerships with Greek Council **(SGA and TDC collaborations began Spring 2016; ongoing; Rebecca Prager & Jake Spitz)**.

#### **Summer 2016**

8. Develop a Greek Council organizational flow chart that indicates partnerships/relationships with chapter positions **(Summer 2016; Jeremy Allen)**.
9. Include brief Greek Council position descriptions in brochure that goes to all FY students **(Summer 2016; Jeremy Allen)**.
13. Review the AUP/event notification process in order to reflect changing campus policies regarding off-campus events, creating an environment that is proactively educating students while reflecting nationwide best practices **(Summer 2016; Jeremy Allen & Jake Spitz)**.
14. Include a calendar of events online (work with Marketing Communications to pull directly from T-Space) **(Summer 2016; Jeremy Allen, Reann Esparza (GC) & Jeanna Balreira)**.

16. Review staff handbook for promotion policy/statement (**Summer 2016; Jamie Thompson**).
17. Develop Subject Matter Expert (SME) list of contact information for resources across campus in relation to educating students on how and when to refer those in need of additional assistance to qualified staff members (**Summer 2016; Jeremy Allen**).
19. Add FERPA to New Employee training checklist to ensure staff members are handling sensitive GPA information correctly. Confirm with the Registrar appropriate record retention regarding GPA records (**Summer 2016; Jamie Thompson**).
22. Add foot note on web pages with data (e.g. GPA) to indicate source (Registrar's Office) (**Summer 2016; Jeremy Allen & Reann Esparza**).
24. Include Ethical Statement in SI New Employee Orientation (**Summer 2016; Jamie Thompson**).
26. Student Involvement has recently developed an internal, ad-hoc compliance team that is reviewing compliance processes and confirmation of compliance in many areas (e.g. collecting letters of compliance from departments such as ITS, FSC, the library, etc.) to ensure compliance with laws, regulations, and policies that relate to respective responsibilities (**Summer 2016; Jamie Thompson**).
32. Meet with Alumni Relations and University Communications to discuss including current events, alumni accomplishments, etc. in the Trinity Magazine and through various other official University outlets (**Summer 2016; Jeremy Allen, Jeanna Balreira, Michelle Bartonico & Sharon Jones Schweitzer**).
37. FERPA policies will be reviewed with the assistance of the Registrar's Office in regards to retaining GPA records (**Summer 2016; Jeremy Allen & Jamie Thompson**).
38. In an attempt to prevent and limit cyber bullying, programs (online and other) and other resources including support services will be considered. A proposed referral system (Counseling Services, Residential Life, etc.) can be developed (**Summer 2016; Jeremy Allen with collaboration**).
41. All discussion sections for each Assessment Summary should demonstrate resulting changes from assessment efforts. This will ensure that the feedback provided has been more thoroughly analyzed (**Summer 2016; Jeremy Allen**).

### **Fall 2016**

23. Consider embedding a "fair treatment" statement for PNMs in the Greek Council governing documents (**Fall 2016; Jeremy Allen**).
25. Publish Ethical Statement on web page (**Fall 2016; Jeremy Allen & Reann Esparza**).
31. Consider specific recruitment messages to FIGUS, McNair, and international students in the fall semester each year to ensure the opportunity is reaching a variety of student populations (**Fall 2016; ongoing; Jeremy Allen, Yvette Pena & Ben Blanke**).

### **2016-2017 Academic Year**

2. Promote further diversity in the community. This may include:
  - iii. Collecting information to analyze the community population demographics relative to the greater Trinity student body (**2016-2017 academic year; Jeremy Allen & Reann Esparza**).
  - v. Examining LGBT-inclusive and/or identifying an appropriate community-wide statement for inclusion (**2016-2017 academic year; Jeremy Allen & Reann Esparza**).

4. Brainstorm more recognition opportunities for organizations and individuals. Ideas might include scholar of the month, Greek Man/Woman of the Year, a community-wide awards banquet, other awards to showcase. Further analyze graduation rates, honors received, grade trends, etc. and promote these statistics (work with Institutional Research) to highlight individual student success and persistence **(recognition banquet: Spring 2017; ongoing; Jeremy Allen & Greek Council sub-committee).**
10. Amend Greek Council governing document to explicitly state that it supports the autonomous governance of each organization **(2016-2017 academic year; Jeremy Allen, Greek Council & organization presidents).**
11. Embed annual goal setting for Greek Council and presidents at training in January each year **(2016-2017 academic year; Jeremy Allen & Greek Council).**
12. Use student feedback to design content for Leadership n' Lunch series (this can address "changing needs of students") **(2016-2017 academic year; Jeremy Allen & Greek Council with student input).**
15. Create a contract for Greek Council student leaders to better illustrate expectations for supervision and performance, to select/train Greek Council members, and to provide a clear job description and opportunities for continuing development **(Spring 2017; Jeremy Allen & Greek Council).**
18. Create a separate break-out session during Student Organization Training for fraternity and sorority officers to better provide specific training on institutional policies pertaining to functions/activities in which they engage (i.e., alcohol awareness training) **(2016-2017 academic year; Jeremy Allen & Greek Council sub-committee).**
27. Create systems and procedures to disseminate timely and accurate information to relevant members of the community. Develop a call tree and/or Group Me text list for emergency situations (include organizational presidents and Greek Council). Review emergency situations each semester at a Greek Council general meeting **(2016-2017 academic year; Jeremy Allen & students).**
28. As organizations develop strategic plans each year, include a required component for diversity, equity, and access **(2016-2017 academic year; Jeremy Allen).**
30. Utilize Greek Council communications chair to build communication that promotes respect about commonalities/differences among people within their historical and cultural contexts (e.g. profiles of undergraduate students shared via social media) **(2016-2017 academic year; Jeremy Allen & Reann Esparza).**
42. Assessments throughout the year will be centered on specific initiatives within the fraternity/sorority community, such as involvement in recruitment, orientation, Greek Council leadership experiences, Greek U, and/or the spring AFLV leadership conference. An end-of-year summary could also provide data on student development and experiences throughout the academic year **(2016-2017 academic year; Jeremy Allen & Greek Council representatives).**
43. Alumni affinity to fraternity/sorority organizations demonstrates significant connections that are developed as a result of fraternity/sorority life. To this end, alumni data can be reviewed and its findings discussed. End-of-year assessment instruments provided to the fraternity/sorority alumni community could provide feedback related to this criterion measure **(2016-2017 academic year; Jeremy Allen).**

### Summer 2017

1. Develop a mission statement within the framework of the Student Involvement office. Consider developing a charge/mission statement for alumni advisors. Review Greek Council mission statement to determine if it sufficiently includes student learning opportunities **(Summer 2017; Jamie Thompson).**

21. Add Ethical Statement to Greek Council Calendar Policy and modify the document to include Trinity University and Division of Student Life **(Summer 2017; Jeremy Allen)**.

### **2017-2018 Academic Year**

2. Promote further diversity in the community. This may include:
  - i. The creation of a "Diversity Panel" or "Diversity Chair" within Greek Council **(Spring 2018; Jeremy Allen & Greek Council)**.
36. The FSAP can use technology to facilitate learning and development (intended outcomes) more completely and efficiently. This can include the development of simple learning outcomes that are assessed periodically via technology. The Student Organization Training risk management quiz via T-Learn is a sufficient example of this. Additional scenarios in which this can apply will also be considered. Formal evaluation through an Assessment Summary will be conducted to inform FSAP about measures of success related to identified learning outcomes **(2017-2018 academic year; Jeremy Allen & Jamie Thompson)**.

### **Yearly/Ongoing**

5. Consider the college male experience and programs that might fit naturally with programming for fraternities (i.e. The Men Project) **(The Men Project is ongoing; Jeremy Allen & Jamie Thompson)**.
20. Ask for access list for our shared drive and request notice of compliance on an annual basis from ITS to ensure consistency with policies related to use of technology to store/access student records and institutional data **(yearly, Spring; Jeremy Allen)**.
34. Review Student Activity Fee funding allocations by assessing appropriateness of expense categories and reasonableness of amounts requested. Annually review protocols to ensure policies and procedures for tracking expenditures are aligned with University and Student Involvement best practices **(yearly; Jeremy Allen & Greek Council Treasurer)**.
35. Student Accessibility Services (SAS) and FSAP will work together to identify needs in the space **(ongoing; Jeremy Allen & Jamie Thompson)**.
39. An annual check-in with TUPD and SAS will confirm an absence of concerns and/or presence of secure, safe, and accessible space. This will ensure that adequate facilities, technology and equipment are available **(yearly; Jeremy Allen & Jamie Thompson)**.
40. The continued collaboration with SAS will ensure the space provided is listed on the campus map and accessible to those with accessibility needs **(ongoing; Jeremy Allen & Jamie Thompson)**.