

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

**Left - Column 1:** Indicates the **requested information** for the 2013-14 Comprehensive Program Review (CPR).

**Center - Column 2:** Records the **program responses** to the requested information in Column 1.

**Right - Column 3:** Contains the **instructions/suggestions** for responding to the requested information in Column 1.

**General Instructions:** The CPR is not intended to be a document written by one person. **Involve** the entire program in the process as much as possible. **Complete** all 15 Parts of the CPR. (There is a Part 16 to provide a Divisional Perspective but only for those Student Services divisions that have multiple programs.) Parts 1 through 14 must include information that answers the applicable questions. Part 15 is a summary of the entire CPR. Input (copy/paste or type) the program response information into the Center Column 2. Be mindful that the members of the SSPBT will be reading every draft CPR so please be brief and to the point. **Save** this word doc with the following file name: sspbt2014CPR\_**programname**. Once the draft CPR is completed, e-mail the file as an attachment to <[haynesjim@fhda.edu](mailto:haynesjim@fhda.edu)>. Members of the SSPBT will review the draft CPR and feedback will be provided before the final CPR is submitted and posted to the SSPBT web site. **Maintain** a soft copy of the CPR for the program's files and to deposit the file into the program's TracDat repository of documents. Please contact: Jim Haynes <[haynesjim@fhda.edu](mailto:haynesjim@fhda.edu)> if there are any questions.

**Getting Started:** First - read the instructions for **Part 15** that is intended to be a brief yet thorough overarching summary of Parts 1 through 14. Review the program's 2008-09 Comprehensive Program Review (CPR) and the 2009-10, 2010-11, 2011-12, and 2012-13 Annual Program Review Updates (APRU) posted on the SSPBT website: <http://deanza.edu/gov/SSPBT>. Review your TracDat account including the documents repository. Both the APRU and TracDat information can be used to cite documents or cut/paste information into the CPR. For those programs with curriculum, the 2012-13 course productivity, student success, and equity data is available at: <http://deanza.edu/ir/program-review.12-13.html> .

**Timelines:** All draft CPR documents are to be submitted to the SSPBT no later than **Thursday, May 1, 2014**. The members of the Student Services Planning & Budgeting Team will read every CPR. The SSPBT will provide feedback on the draft CPR and return it for any editing needs or suggestions. The finalized CPR must be submitted to the SSPBT no later than **Friday May 30, 2014**. The final CPR will then be publically posted to the SSPBT web site.

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

**Trainings:** The SSPBT will set up trainings and workshops to help CPR writers through the process. Look for times and locations.

Column 1	Column 2	Column 3
<b>Information Requested for the 2013-14 SSPBT - CPR</b>	<b>Input the program responses</b>	<b>Instructions:</b> Word wrap is turned on so the text box will expand with the input entered into Column 2. Please provide brief, to-the-point responses. Note: Reference documents may also be attached, i.e. TracDat reports, APRUs, Data Sheets, etc. Make sure to note the exact file name and location of any referenced digital documents or websites.
<b>PART 1 -</b>	<b>Program Information</b>	
1a) Program Name:	<b>Veterans</b>	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Shari Pasquali/Kathleen Moberg	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	We currently serve close to 500 Veterans. With the Armed Forces reducing its personnel strength, we predict that this number will only increase.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	Veterans and their Dependents, Spouses and Active Duty Service Members.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
<b>PART 2 -</b>	<b>MISSION and Accreditation Standard II.B.1</b>	
2a) What is the program Mission Statement?	The De Anza Veterans Program mission is to provide Veterans and their dependents, spouses, and active duty service members integrated services to support their academic goals and liaise with the Veterans Administration to ensure proper certification and funding.	Cut/paste or type in the program's most current Mission Statement.

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>2b)</b> In what ways and to what extent does the program assure the quality of its services to students?</p>	<p>The Veteran’s Resource Specialist meets with each incoming Veteran student individually and reviews the 8-point checklist necessary prior to certification. This is the beginning stage of the certification process and requires one-on-one intake evaluation between The Veteran’s Resource Specialist and the Veteran to ensure all proper documentation is collected and filed with both De Anza College and Veterans’ Affairs. Between summer 2011 and spring 2013, De Anza served 2,628 individual Veterans in the following categories including Veterans Receiving Benefits (1,859 Veterans), Veterans Fee Waiver (372 Dependents, Spouses), Veterans Priority Registration, Veterans Tuition Assistance, Veteran Guest Student and VRAP Students. VRAP (Veterans Retraining Assistance Program) was a special program designed to assist Veterans that had exhausted all other VA benefits; were unemployed at the time of application and were between the ages of 35 -60. The VRAP Program ran from July 1, 2012 - March 30, 2014 as part of the VOW to Hire Heroes Act of 2011.</p>	<p>Please address part 1 of <b>Accreditation Standard II.B.1</b> -The institution assures the <u>quality</u> of student support services....</p>
<p><b>2c)</b> In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p>While the Veterans program is not directly involved in the academic success of our Veterans in that we do not offer instruction, we are a leading source of information for Veterans transitioning to civilian life in a college environment and connect Veterans to on- and off-campus resources. Lack of resources can have a direct impact on student success. The Veteran’s Resource Specialist works closely with the Veteran Counselors who prepare comprehensive education plans to help Veterans stay on track towards successfully completing an AA or transferring to a 4-year institution. A new process implemented during the one-on-one intake evaluation ensures Veteran students receive an orientation designed specifically for Veterans, which includes drafting an abbreviated education plan.</p>	<p>Please address part 2 of <b>Accreditation Standard II.B.1</b> -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <u>achievement of the mission</u> of the institution.</p> <p>The college Mission Statement can be found at:  <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>
<p><b>PART 3 -</b></p>	<p><b>Accreditation Standard II.B.3</b></p>	<p><b>Accreditation Standard II.B.3</b> - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>3a)</b> In what ways and to what extent does the program assure equitable access for all students?</p>	<p>The Veterans program is not accessible to non-Veteran students at De Anza, as it is specifically designed to assist and guide Veterans in obtaining their VA Educational Benefits and pursuit of higher education. However, for the students (Veterans) that qualify to use this program, The Veteran's Resource Specialist has created multiple platforms to help spread vital information. The most efficient tool the Veterans program uses is the Veterans portal on the De Anza website. Here, Veterans can address their most frequently asked questions to the Veterans office. While the website advises a 36 hour turn around rate, the questions are usually answered within 24 hours. Along with an easy to use interface, the contact information of The Veteran's Resource Specialist is also available on the Veterans portal. The Veteran's Resource Specialist is also working towards creating a more effective Veteran's Club. If this vision comes to fruition, this will be another outlet used to relay information to Veteran's campus-wide.</p>	<p><b>Accreditation Standard II.B.3.a</b> - The institution assures <u>equitable</u> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>
<p><b>3b)</b> In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>While The Veteran's Resource Specialist provides one-on-one intake evaluation, the majority of the personal responsibility lies with the Veteran. Key documents, such as DD-214, Certificate of Eligibility and Transcripts are not accessible to the Veteran's Office, making it the Veterans duty to present originals of these documents in order to begin the VA Certification process.</p>	<p><b>Accreditation Standard II.B.3.b</b> - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p><b>3c)</b> In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?</p>	<p>While the Veterans Program does not officially provide counseling, The Veteran's Resource Specialist works closely with veteran counselors to ensure Veteran students are on the correct education path. Before certifying a Veteran for each quarter, The Veteran's Resource Specialist ensures that each individual schedule matches that of the Veterans Education Plan. This is done for two reasons: one, so the Veteran is taking the appropriate classes towards his/her degree plan and two, so that VA policy is not violated by taking classes that are not required.</p>	<p><b>Accreditation Standard II.B.3.c</b> - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>
<p><b>3d)</b> In what ways and to what extent does the program design and maintain practices and services that support and enhance student</p>	<p>While our Program is not accessible to the non-Veteran student population at De Anza, it is a diverse program within itself. Our Veterans range in age, sex, ethnicity, religion, gender, and sexual orientation. Within that diverse demographic we encourage all our Veterans campus-wide to utilize our student services, to include, Disability Support Programs and Services (DSP&amp;S), Financial Aid,</p>	<p><b>Accreditation Standard II.B.3.d</b> - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

understanding and appreciation of diversity?	Counseling, Health Services, and the Educational Diagnostic Center (EDC).	
<b>3e)</b> In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	While we do not conduct academic testing or evaluations, part of the 8-point checklist is that the Veteran has completed the necessary testing to place in the correct courses. The program also ensures that all prior credit has been awarded and that the Veteran is now ready to have a Comprehensive Education Plan completed with a Veteran Counselor. Students who are having difficulty in classes or other challenges to college success are referred to the Educational Diagnostic Center for assessment, and DSPS. These departments' testing practices are monitored by the state/department.	<b>Accreditation Standard II.B.3.e</b> - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
<b>3f)</b> In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	The Veteran Resource Specialist requires that all files pertaining to Veterans be maintained in a secured and controlled environment. This is crucial, as most of these documents must be kept on file for a minimum of 3 years upon completion of the last certification. All records are destroyed with the exception of legal documents (DD-214, Transcripts etc). These documents are scanned and stored permanently in our internal database. In addition, the program requires anyone handling such files to complete FERPA (Family Educational Rights and Privacy Act) training.	<b>Accreditation Standard II.B.3.f</b> - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
<b>PART 4 -</b>	<b>Staffing</b>	
<b>4a)</b> Have there been any significant <b>staffing</b> changes since the last CPR in 2008-09?	There has been one significant staffing change since 2008. The Veteran's Program Coordinator position was upgraded from level 41 Veteran's Program Coordinator to level 46 and reclassified as Veteran's Resource Specialists due to the complexity of multiple on-going changes and reporting requirements to the Veterans Administration.	Please explain any significant changes in <b>Classified, Faculty, and Administration positions</b> that have occurred over the past five years.
<b>4b)</b> Are there any significant <b>staffing</b> changes that will be needed over the next five years?	Currently, there is one person serving over 450 veterans, dependents, spouses and active duty student needs. This starts with obtaining and maintaining VA Educational benefits each quarter. We are looking to increase our FTES by one person within the next five years. This would ensure meeting mandates and higher incidences of student need more efficiently and more	Please identify any anticipated changes in <b>Classified, Faculty, and Administration positions</b> that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated <b>Student Success Support and Program (3SP)</b> connections)

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>quickly. With VA benefits constantly evolving and limited staff, it makes it difficult to create a standard process for certification. In addition, veterans frequently have significant life challenges that require Veterans' staff to connect them to other community and campus resources, and spend both planned and unplanned time with them to determine need and support the student's circumstances. The number of Veterans on campus is expected to increase dramatically as more military personnel serving in Iraq and Afghanistan complete their service.</p>	
<p><b>PART 5 -</b></p>	<p><b>Facilities</b></p>	
<p><b>5a)</b> Have there been any significant <b>facility</b> changes since the last CPR in 2008-09?</p>	<p>A space was designated for Veterans in Learning Center West in the basement in 2010. Until recently, the space also housed a Veterans Work Force Specialist from EDD, an Outreach Readjustment Specialist from the Peninsula and San Jose Vet Centers, which were available one day a week. This was unsupervised space and the Library staff were reluctant to support continued use of this space after the remodel in 2014 is complete.</p>	<p>Please explain any significant changes in program <b>facilities</b> that have occurred over the past five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>5b)</b> Are there any significant <b>facility</b> changes that will be needed over the next five years?</p>	<p>Research shows that veterans thrive in a college setting when they have dedicated space for both academic, social, and resource purposes. Ideally in the next five years we would like a "one stop shop" complete with computers, printers and where informational speakers and workshops can be held. It will also be a place where Veteran Academic Counselors and Vocational Rehabilitation Counselors can meet with Veteran students. The hope is by creating an extension of the Veteran's office, more Veterans will be encouraged to take advantage of the many Veteran services offered at De Anza.</p> <p>In addition, private office space is needed for the Veterans Resource Specialist and student staff serving veterans as often they need to discuss confidential/sensitive issues. Having a controlled/private environment is important. With Veterans returning from combat deployments and facing a tough time transitioning to civilian life, needing to have "close-door" conversations is becoming more frequent. Currently the Veteran's office is located in the same office as Admissions and Records,</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	often times utilizing the same window as the faculty. At peak times, there can be up to 10 Veteran students waiting to speak to the school certifying official. There truly is no privacy, and with returning Veterans facing difficult adjustments, it becomes crucial to conduct private one-on-one conversations while respecting their privacy.	
<b>PART 6 -</b>	<b>Equipment</b>	
<b>6a)</b> Have there been any significant <b>equipment</b> changes since the last CPR in 2008-09?	Since 2008, two computers have been donated to the Veteran's Program. The addition of these two computers to the Veterans Resource Center has made the transition easier for Veterans without a computer, utilizing this resource allows the Veterans to keep up with homework assignments until a computer was acquired. We have also learned that the high tech center located at De Anza has dedicated several computers ready with the most current software to donate to the Veterans Program for the resource center, however, without a dedicated space, they cannot be installed and as a result they become unavailable to the Veterans on campus. Having a dedicated resource center with the computer resources from the High Tech center would significantly increase efficiency and our ability to assist Veterans more effectively.	Please explain any significant changes in program <b>equipment</b> that have occurred over the past five years. (Instructional and non-instructional)
<b>6b)</b> Are there any significant <b>equipment</b> changes that will be needed over the next five years?	The next five years will prove crucial to the equipment needs of the Veteran's program. The VA wants to go paperless, which means scanning all of the documents directly to them. Currently our office is not equipped with a scanner that will allow transmission; this will prove to be problematic when the VA stops accepting paper documents. Along with a scanner, the confidentiality of our documents would be further protected, if we had an additional printer for the computer used for certifications. Additionally, with our growing population of Veterans, we are running out of secure filing cabinets. We estimate that at least two more filing cabinets will be needed to accommodate our influx of Veterans.	Please identify any anticipated program <b>equipment</b> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated <b>3SP</b> connections)

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 7 -	Operational Costs	
<p><b>7a)</b> Have there been any significant <b><u>operational cost</u></b> changes since the last CPR in 2008-09?</p>	<p>The VA provides annual stipends based on the number of veterans served in a calendar year and is referenced as the annual reporting fee. This payment is intended to support the work of the Veterans Office and the Certifying Official at each school. These funds are used for the annual WAVES conference which requires out of state travel. The stipend is paid in lieu of any other compensation or reimbursement for reports or certifications that the school is required to submit to VA by law or regulation. De Anza receives \$12.00 for each student receiving VA benefits under Chapter 30, Montgomery GI Bill; Chapter 31, Vocational Rehabilitation; Chapter 32, Veterans Educational Assistance Program; Chapter 33, Post- 9/11 GI Bill; Chapter 35, Dependent's Educational Assistance; Chapter 1606, Selected Reserves and Chapter 1607 (REAP) Reservists Educational Assistance Program. This stipend is always paid in March, but frequently the district has swept these funds and this revenue becomes unavailable.</p>	<p>Please explain any significant changes in program <b><u>operational funding</u></b> that have occurred over the past five years. (B budgets)</p>
<p><b>7b)</b> Are there any significant <b><u>operational cost</u></b> changes that will be needed over the next five years?</p>	<p>The funding above has been reallocated to a grant-type account that allows the money to roll from year to year. Currently the program relies on both Foundation and DASB funds to support book vouchers, food cards, and other emergency needs; however, there is a need to provide more direct service.</p>	<p>Please identify any anticipated changes to <b><u>operational cost</u></b> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
PART 8 -	Organizational Alignment	
<p><b>8a)</b> Have there been any significant <b><u>organizational alignment</u></b> changes since the last CPR in 2008-09?</p>	<p>No organizational alignment has occurred except the reclassification of the Veterans' specialist, which recognized the complexity, detail and volume inherent in this work.</p>	<p>Please explain any significant <b><u>organizational alignment</u></b> changes that have occurred over the past five years.</p>



De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>8b)</b> Are there any significant <b>organizational alignment</b> changes that will be needed over the next five years?</p>	<p>Yes, additional staff and space should be allocated. The troops in Afghanistan are continuing to draw down. As these Servicemembers come home, they will use the GI Bill benefits they have earned, many of them starting at the community college.</p>	<p>Please identify any anticipated changes to <b>organizational alignments</b> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p><b>PART 9 -</b></p>	<p><b>Regulations/Laws/Policies</b></p>	
<p><b>9a)</b> Have there been any significant changes in <b>regulations/laws/policies</b> since the last CPR in 2008-09?</p>	<p>In August of 2009, the Veterans Administration introduced the Post-9/11 GI Bill, a variant of the Montgomery GI Bill. Along with this implementation, the level of responsibility of the School Certifying Officials (SCO) was also increased. This decision was made in conjunction with the increase in changes brought forth by the new VA Education Benefit. New reporting requirements along with changes in record keeping, and additional compliance audit requirements are just a few of the additional responsibilities held by the School Certifying Official. This benefit is extremely complex and is constantly evolving. The VONAPP application is one of the new steps created to streamline the eligibility process. School Certifying Officials are now in charge of assisting with the online application process, this includes reviewing applications for completeness and accuracy, resolving issues or concerns of students as needed or directing them to the appropriate personnel. The additional compliance requires that school officials maintain current knowledge of rules, regulations and procedures of VA Educational benefits.</p> <p><b>In summary:</b> Post 9/11 came into effect August 1, 2009 and with that came many changes to VA education benefits. Housing Allowances, Book Stipends and “Kickers” were introduced to help Veterans pursue a college degree. Several revisions were made by legislation during January, March, August and October of 2011. These include but are not limited to the character of discharge and it was expanded to include national guard members on active duty service. The entire process changed constantly with all the</p>	<p>Please explain any significant changes in <b>regulations/laws/policies</b> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>revisions that were being done. Our program had to adjust based on the ever-changing amendments, which included eligibility, award and entitlement calculations.</p> <p>For a complete assessment of the regulations/laws/policies changed during this time, please refer to P.L.111-377.</p> <p>VA education benefits are constantly changing. Most cases are typically done on an individual basis. Regulations and policies, both at a Federal and State level evolve constantly. To the point that our Veteran’s Resource Specialist/School Certifying Officials makes a strong effort to keep both Veterans and staff informed with the most current changes.</p>	
<p><b>9b)</b> Are there any significant changes in <b>regulations/laws/policies</b> that will affect the program over the next five years?</p>	<p>As stated before, the regulations put forth by the VA could change at any moment within the next five years. The only step we can take is to be as prepared as possible. By satisfying our equipment and staffing needs we will be better able to tackle any challenges that lay ahead.</p>	<p>Please identify any anticipated changes in <b>regulations/laws/policies</b> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 10 -</b></p>	<p><b>Professional Development</b></p>	
<p><b>10a)</b> Have there been any significant <b>professional development</b> activities for the program (or others) since the last CPR in</p>	<p>De Anza College is a current member of the Western Association of Veteran’s Education Specialists (WAVES). Training is held every July in conjunction with the Veteran’s Administration. The conference is a useful tool in that it teaches according to the state in which the school is located. This is crucial, as state and federal laws differ greatly. By attending these annual conferences, our VA office has the opportunity to train and network among other VA certifying officials and post-secondary institutions. Sessions include training on certifying procedures as well as session presenters from the VA central office in Muskogee and the State of California.</p> <p>The Veteran’s Resource Specialist also attends annual training</p>	<p>Please explain any significant <b>professional development</b> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>conducted by the VA Regional office, San Diego. Each year, they come to Northern California and hold a conference specially designed to inform and train certifying officials on new procedures or any changes that may have taken place to a procedure.</p> <p>In addition to attending these two conferences, The Veterans Resource Specialist attends conferences and workshops throughout the year that proves to be invaluable for the knowledge required to assist Veterans with their education benefits.</p> <p>The Veteran's Resource specialist is also De Anza's Institutional Representative for the Servicemembers Opportunity Colleges Consortium (SOC). De Anza is a member of SOC Consortium as a non-LOI school. A non-LOI school does not have a Memorandum of Understanding with the Army Continuing Education System (ACES), and therefore, Veteran students are required to pay tuition out of pocket and be reimbursed after the certifying official has posted grades in (GoArmyEd) for courses that fit within their designated degree program from the college. GoArmyEd is the portal through which tuition assistance is approved and invoiced. Attending the SOC Consortium conferences has taught our office that not all college credits that the military accepts are transferable to a non-LOI school including non-regionally accredited Institutions. The knowledge acquired during these forums is important in helping our Veterans take advantage fully of their educational benefits.</p> <p>At a local level, we conduct regional quarterly meetings with other VA certifying school officials. This network of VA professionals is an integral part of maintaining a successful VA program.</p>	
<p><b>10b)</b> Are there any significant <b>professional development</b> needs for the program (or others) over the next five years?</p>	<p>While the conferences we attend for professional development are good, we need them to be great, and in order to do that, we require funding. Throughout the state of California and the Western Region, VA related workshops and seminars are being conducted. Our Veterans office would love an opportunity to expand our network of training resources. In the next five years, we hope to become members of more organizations and attend</p>	<p>Please identify any anticipated <b>professional development</b> needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated <b>3SP</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	more seminars, whose primary objective is Veteran services. By allocating the funds for these goals we stand to make both our Veteran program and our Veteran student body stronger.	
<b>PART 11 -</b>	<b>Curriculum, Student Success, and Equity</b>	The 2012-13 course data is located at: <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a> .
<b>11a)</b> Have there been any significant <b>curriculum</b> since the last CPR in 2008-09?	N/A	Please explain any significant <b>curriculum</b> changes in that have occurred over the past five years.
<b>11b)</b> Are there any significant <b>curriculum</b> issues in that will affect the program over the next five years?	N/A	Please identify any anticipated <b>curriculum</b> issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)
<b>11c)</b> What is the aggregate student success rate in the instructional portions of the program?  Has the <b>60%</b> requirement been met or exceeded?	N/A	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a>  If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
<b>11d)</b> What are the student success rates between groupings of students?  Is there a success rate gap that exceeds <b>5%</b> between any of these groupings?	The Veterans Office served 1,255 veteran students in the 2011 – 2012 Academic year. The average success rate of all veterans in 2011 – 2012 was 72%. Veterans who used some form of VA education benefit such as GI Bill or Tuition Assistance ranged from 77% to 78% success rates.  The Veterans office served 1,373 veteran students in the 2012-2013 academic year. The average success rate of all veterans in 2012 – 2013 showed a significant increase to 78%.	The college equity goal is to have no more that a 5% student success gap between any groupings of students.  Please explain any gaps exceeding <b>5%</b> and what plans are in place, or are being made, to address closing this gap

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 12 -	Other	
<p><b>12a)</b> Have there been any <b>other</b> significant program changes since the last CPR in 2008-09?</p>	<p>The Veterans Resource Specialist is currently managing the Veterans portal on the De Anza website. This portal allows The Veterans Resource Specialist to post updates, information and upcoming events that would benefit Veterans campus-wide. Along with maintaining a full service program, The Veterans Resource Specialist also instituted and began utilizing The VA work-study benefit. By introducing this additional “man-power”, the program has been able to keep up with the constant demand and changes constantly being made to the Veterans program. We hope to keep using this benefit, as it helps Veterans interact with other Veterans and get them on the path to success at De Anza.</p> <p>Another significant program change that has taken place since 2008 was De Anza college signing a Memorandum of Understanding with the Veterans Affairs Office. This allowed The Veterans Resource Specialist to be listed as the POC for the GoArmyEd website, to approve and process tuition assistance invoices and post grades.</p>	<p>Please explain any <b>other</b> significant program changes that have occurred over the past five years.</p>
<p><b>12b)</b> Are there any <b>other</b> significant issues that will affect the program over the next five years?</p>	<p>The next five years will be more effective if we can allocate the space for our Veteran’s resource center. As mentioned previously, we have a space in the Learning Center West that will no longer be available to Veteran students beginning with the summer 2014 quarter due to construction and there has been no discussion of any new space being dedicated to Veterans. With each training and conferences we attend, the research indicates the need for a dedicated space is key to the success of the Veteran population. The De Anza Veterans Office serves close to 500 Veterans, Dependants, Spouses and Active Duty Service Members per quarter. A bigger space is necessary. Troops are drawing down in Afghanistan and Iraq and we expect our numbers to grow.</p>	<p>Please identify any <b>other</b> anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>PART 13 -</b></p>	<p><b>Student Success and Support Programs (3SP)</b></p>	
<p><b>13a)</b> How will the new 3SP <u>orientation</u> requirements affect the program over the next five years?</p>	<p>Veterans Orientation was introduced in March 2014 as a part of the Veterans Program Checklist. New Veterans attending De Anza for the first time are required to attend and must do so no later than the start of their 3<sup>rd</sup> quarter. The orientation includes meeting with Veterans Counselor to discuss basic “getting started” information. How to formulate a one-quarter Education Plan (abbreviated). At this time, the Veteran will be given an appointment at their earliest convenience to lock in and finalize their abbreviated/comprehensive education plan. After that process is complete, Veterans will be responsible for following up on referrals (if applicable) to financial aid, career workshop, transcript evaluation and tutoring services. This process is critical in ensuring that Veterans are following 3SP.</p>	<p>Summarize any <b>orientation</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13b)</b> How will the new 3SP <u>assessment</u> requirements affect the program over the next five years?</p>	<p>Assessment has always been an important part of intake for new Veterans enrolling at De Anza. It is critical that testing is done in order to place the Veteran in the appropriate courses. De Anza also does not accept very much military credit, CLEP exam results, or use multiple measures broadly, which all impact student’s transfer credit and progress through their programs.</p>	<p>Summarize any <b>assessment</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13c)</b> How will the new 3SP <u>student education planning</u> requirements affect the program over the next five years?</p>	<p>Student education planning has always played an important role in the academic lives of Veteran students. Having a abbreviated/comprehensive Veteran Education plan is the only way to ensure that VA educational benefits are paying for the correct courses. This step was further simplified by the creation of the electronic education plan, which made it easier to access on DegreeWorks. Student progress is also better monitored with DW.</p>	<p>Summarize any <b>student education planning</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>PART 14 -</b></p>	<p><b>Student Services Learning Outcomes and</b></p>	<p><b>Accreditation Standard II.B.4</b> - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<b>Accreditation Standard II.B.4</b>	improvement.
<p><b>14a)</b> What are the current/active program <b>outcome statements</b>?</p>	<p>Veteran students will be able to adhere to deadlines and other certification requirements for receiving benefits.</p> <p>Students will be able to identify and access additional on-campus and Vet-related resources.</p> <p>To determine if the Vets' handbook and intake checklist result in higher numbers of certification without error.</p> <p>Degree Works Knowledge from Intake - This survey assesses how much new Vets students know about Degree Works.</p>	<p>Please list all of the <b>Student Services Learning Outcomes (SSLO) statements</b> for the program. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14b)</b> How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>Four SSLO/SLO statements have been assessed. The fifth statement is still under review for the results and is indicated as inactive.</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14c)</b> Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>Changes were made to the veterans website for better access. Intake was evaluated and changes made in the process. Workshops were held in collaboration with the counseling and evaluations department to educate students using DegreeWorks. In Spring 2014, we implemented a new process for veteran students at intake to include assigning veterans orientation to each new veteran student attending De Anza. The student will receive an abbreviated education plan for their first term of attendance, which will greatly reduce the number of veterans who do not receive benefits on time due to the processing time for certification. Changes were made to how the Veterans receive an education plan. They are referred to counseling once assessment and prior credit is completed by evaluations for a comprehensive education plan. This will significantly reduce any delays in the processing of education certifications to the VA.</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>14d)</b> What are the program outcome assessment plans for the next five years?</p>	<p>To continue to evaluate results, and as space and resources become available, identify and implement additional resources for veterans.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p><b>Part 15 -</b></p>	<p><b>CPR SUMMARY</b></p>	<p><b>Part 15</b> is intended to be a brief yet thorough overarching summary of <b>Parts 1 through 14</b>.</p>
<p><b>15)</b> Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>Since 2008, The Veteran’s Program at De Anza has flourished into a full service program dedicated to serving Veterans, spouses and dependents. With the implementation of the Post-9/11 GI Bill, many changes occurred over the course of a small period of time, but with the dedication of The Veteran’s Resource Specialist it was a seemingly painless transition. We anticipate that the VA will implement more changes in the next five years and in order to have a more effective program we need to expand our current space, allocate money for professional growth, and consider adding on an additional Veteran Program Coordinator to manage the workload.</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:          1) Where the program has come from since the last CPR (2008-09),          2) Where the program is now (2013-14), and          3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</p>
<p><b>Part 16 -</b></p>	<p><b>DIVISIONAL PERSPECTIVE</b></p>	<p><b>Applicable to Divisions that have multiple programs that are writing CPRs</b></p>
<p><b>16a)</b> Name of the Division and the names of the programs.</p>	<p>Admissions and Records Division          Admissions, Assessment, Evaluations, FERPA compliance, Graduation/Transfer, Prereq Review/Clearance, Registration, Records, Veterans’ Services, Student Technology Implementation and Security</p>	<p>Write the name of the division and the names of the programs that are submitting CPRs</p>
<p><b>16b)</b> Who wrote the Divisional Perspective?</p>	<p>Kathleen Moberg</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p><b>16c)</b> Summarize the CPRs written by the programs of the Division.</p>	<p>The Veterans’ Services department has seen an enormous increase in regulations, compliance, and technology changes in the last 5 years, at the same time the student veteran population at De Anza has increased from less than 50 students served to almost 500. The Veterans’ Specialist, along with the support of the dean and Sr. Coordinator, has been the sole certifier and De Anza intake/admissions person assigned to this group. She has had to expand her role to include collaboration with other</p>	<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.</p>



De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>departments to increase and coordinate services, participate in training and educational sessions throughout the state, and entertain VA and other community reps interested in working with De Anza and De Anza veterans. Her role and expertise, attention to the needs of veterans, and leadership with student staff has made it possible for De Anza to serve more and more vets; however, one person cannot be expected to handle this work load or the expected increase in veteran staff alone. Additional FTE should be budgeted for supporting this area.</p> <p>The Admissions Division oversees all facets of Admissions, Records, Transfer, Graduation, Veterans, Assessment, 320 and other regulatory compliance, and faculty support in the area of rosters, etc. The division underwent a 30% decrease in the last five years, during Banner implementation, and enormous regulatory and process changes from the state (repetition, repeatability, SSSP, ADTs,). As De Anza moves to meet these challenges, evaluation of Student Services and staffing is critical to determine rebuilding both to meet mandates and to ensure access, equity, and success are uniformly addressed and supported. Additional changes at the state level, including Common Assessment, will require division staff to participate in professional development, communicate change to the campus community, and participate in state-wide pilots. Insufficient staff will limit De Anza's ability to be on the cutting edge of change as well as be a voice to bring innovation and concerns to the broader system and community.</p>	
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