

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Veterans Resource Center (VRC)

2. Name of individual(s) completing the form

- Sarah Correo and Bertha Sanchez, *Veterans Resource Specialists & Certifying Officials, Veterans Resource Center*
- Lan Truong, *Counselor, Veterans Resource Center*
- Casie Wheat, *Interim Supervisor, Enrollment Services, Veterans & Basic Needs*

3. Briefly describe how your area has used the [feedback](#) from the [Comprehensive Program Review](#) and [Annual Program Review](#) update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Past Program Review Area	RAPP Feedback Summary	VRC Department Response
Feedback Utilized (Q1)	1) Request for update on mission statement 2) Request for information about employee positions (requested, filled, etc.)	1) The VRC solidified its mission statement as follows: <i>It is the mission of the De Anza College Veterans Resource Center (VRC) to create a welcoming community center that provides access to comprehensive student support resources and guidance to our veterans, veteran dependents, and military-affiliated students so that they are empowered to make informed decisions and can achieve their academic and career goals.</i> 2) See Question 4 of this Program Review for more details.
Changes or Updates (Q2)	Detail how student visits to center; and how the center plans to meet the goal of increasing student visits to the center	The VRC has always used SARS to track student visits to the center and appointments with counselors. Starting Fall 2025, following Vision Aligned Reporting (VAR) mandates, the SARS system will provide additional reason codes to track all reasons (study, counselor appointment, food pantry, tutoring, etc.) why a student might visit the center. From SARS/VAR data captured, the program can analyze services offered with student participation for the purposes of measuring student engagement.

		See Question 4 and 5 of this Program Review for more details.
Progress on Goals (Q3 & Q4)	Request for details on regulations not met due to lack of employee positions (faculty/staff)	See Question 4 –8 of this Program Review for more details.
Impact of Resources (Q5 & Q6)	Request for thoughtful reflection on use of resources and department outcomes	See Question 4 –8 of this Program Review for more details.
Learning Outcome Assessment	Provide details on how the department will meet the SLOs	Past VRC Program Reviews did not include SLOs; however, OKRs are listed in Question 5 and 6 of this Program Review.
Does the Annual Program Review Reflection need more attention?	Recommendation – Department to provide more details on program review	The VRC team hopes that this program review provides responses to RAPP’s feedback.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Student Data, Technology & Reporting Requirement Updates

As written in past program reviews, the VRC team’s work is compliance driven. Alongside maintaining the CCCC’s [VRC minimum standards](#) and meeting the Foothill-De Anza local requirements relating to student matriculation, success, and completion, our **VRC staff and counselors are professionals with unique knowledge and skills** who must

- Operate under strict, complex state and federal regulations that require the college to align the educational goals and classes for our student veteran or student veteran dependents with their [G.I. Bill](#) educational benefits, financial aid, and other funding supports (book vouchers, grants, etc.)
- Support our military affiliated student (reservists, active military, etc.) who may be stationed in California or internationally with their De Anza College enrollment.
- Facilitate service offerings (workshops, tutoring, site visits, etc.) in the VRC, and refer students to internal and external services, that help our student veterans transition from military to civilian life to student life (i.e. Student Success Center, Mental Health & Wellness, DSS, Veterans Affairs, the Vet Center, etc.)

- Facilitate community partnerships with organizations that support, invest in, and advance the services of the VRC (Rotary, American Legion, Santa Clara County Veterans Office, etc.)
- Create and sustain a welcoming environment for our population in the VRC

In addition, the **VRC supervisor** must

- Oversee staff and center operations
- Plan for, and account for, expenditures following categorical and grant regulations
- Identify and collaborate with internal and external partners to ensure sustainable funding for program services
- Maintain the integrity of student [data reporting](#) that are used for state funding allocations.

In 2026-27, the VRC's CCCC [student veteran funding metrics](#) will be based on Management Information Systems (MIS) reporting. Currently, VRC funding is not based on MIS reporting, but instead funding allocations are based on the number of student veterans and dependents that are using their Veterans Affairs (VA) educational benefits to attend De Anza. In addition to fiscal and productivity reporting, the VRC's processes for the certification of student educational benefits is audited annually by the VA; and the VRC must also complete the California Department of Veterans Affairs (CALVET) annual California State Approving Agency for Veterans Education (CSAAVE) site certification so military affiliated students can enroll in De Anza's degrees and certificate programs using their educational benefits.

In the VRC, student educational benefits are organized by external VA databases and internal spreadsheets. Manual data entry and tracking of documentation for some **250 military affiliated students** (i.e. veterans, dependents of veterans, reservists and active military) requires a large investment of staff time and their undivided attention to detail. Student documentation is received from a diverse array of sources including Veterans Affairs (VA), DD-214 (military service summary), JST submission (and KNES 53 (5-unit credit)), from the student via Adobe Sign e-form, email, in-person and more. In addition, staff must compete twice quarterly tracking of a student's VA approved educational goal; class selection mapped back to the student's VA approved program of study; student class progress; and grades earned. Staff also assign funds for book vouchers for new and current students, lunch vouchers, priority registration groups, progress probation, completion and graduation status, emergency grants as well as information for special cases to support students. In spring 2025, *VAWorks*, a third-party software, was identified as technology that had potential to assist staff to track student VA benefits paperwork and help to organize other program elements that support students. The *VAWorks* contract is pending funding approvals, and the team hopes to begin local customization of the software in 2026.

In 2024-25, the California Community College Chancellor's Office (CCCCO) identified all college Veterans Programs to participate in the inaugural launch of [Vision-Aligned Reporting \(VAR\)](#). As part of the VAR mandate, the VRC has begun to build the foundations of data reporting using our district software, SARs, to meet VAR requirements as recommended by FHDA District Institutional Research and Planning (IRP). Annual VAR reporting must align with MIS reporting requirements, so the VRC team must invest a significant amount of dedicated time toward evaluating and building compliant student veteran data reporting tools and practices as well as data analysis and integrity.

The VRC has and continues to be expected to play an important role in Credit for Prior Learning (CPL) mandates. Our veteran student population enters the college from the military with a Joint Services Transcript (JST) or an ACE transcript. Per title v regulations and De Anza policy, the VRC is required to review student JSTs and ACE transcripts for potential [college credit](#). Thus, this population has been identified by the state as a group that would most likely benefit from CPL initiatives. Additional future CPL work that falls on the VRC includes uploading JSTs and ACE transcripts to [Mapping Articulated Pathways \(MAP\)](#), coordinating with counselors to educate the student on possible CPL opportunities [reference: [CCCCO Initiative - Veterans Sprint](#)], and aligning with Admissions & Records practices to process CPL requests.

Additionally, the VRC will be responsible for meeting the CCCC's [Vision 2030](#) veteran student goals which align with De Anza's 2027-2030 [strategic planning goals](#) as listed below. The team looks to integrate these goals into our future program plans.

- Creating Equitable Access and Pathways (ties to Chancellor's Priorities 1, 2 and 4)
 - **1.6.A:** Increase new military veteran student headcount (+10%)
 - **1.9.B:** Decrease average total units for military veteran ADT completers (-7%)
 - **1.12:** Increase military veteran student headcount (+3%)

- Elevating Equitable Engagement and Success (ties to Chancellor's Priorities 1, 2 and 4)
 - **2.1.B:** Increase number of military veteran students earning an ADT (+30%)
 - **2.2.B:** Increase number of military veteran students earning a De Anza bachelor's degree (+30%)
 - **2.3.B:** Increase number of military veteran students earning a non-ADT degree (+20%)
 - **2.4.B:** Increase number of military veteran students earning a certificate of achievement (+30%)
 - **2.7.B:** Increase the number of military veteran students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations (+10%)
 - **2.8.B:** Increase the number of military veteran students transferring to a four-year institution (+10%)

Staffing Updates

Since the last annual program review update in fall 2024, the Enrollment Services Division received a new supervisor position—the enrollment services, basic needs, veterans and grants supervisor. The position was filled briefly but vacated in winter 2025; and in spring 2025, an interim supervisor was hired. Our two [veteran resource specialists](#) in partnership with our dedicated counselor and part-time counselor has been working above and beyond to ensure that students are served; services follow state and federal compliance; and the center operates effectively. However, the lack of a consistent supervisor has been challenging for the program resulting in a delay in our ability to plan, budget, and meet our reporting responsibilities. The permanent supervisor position will likely be in 2026.

The VRC’s current work-study program allows our center to have a welcoming and lively atmosphere. In 2025-26, the VRC team has plans to build a robust student ambassadors work-study program to ensure that our military affiliated students have representation on campus. Furthermore, we hope that this program will increase student engagement in VRC sponsored activities such as onboarding, tutoring, and more; as well as participation in events that showcase the VRC with community partners and donors.

While the VRC does have a supervisor assigned to the department, the supervisor position oversees the VRC and the Basic Needs Hub and must provide supervisory support to the entire enrollment services division. It is noted that not all enrollment services division departments (Admissions & Records, Assessment, Evaluations, Outreach & High School Relations, Basic Needs, Veterans) have dedicated supervisors; and for those that departments that have dedicated department supervisors, there are times when the supervisor may not be available or present on campus.

Facilities Updates

Because the team wants to increase both student presence and VRC sponsored student activities (tutoring, outreach and inreach events, etc.) in our center, we are working to evaluate and organize our spaces to meet student needs and services offerings. In 2025-26, we anticipate a need for new or alternative furniture and workspaces to accommodate new program services and features.

5. Provide a summary of the progress you have made on the [goals](#) (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
To matriculate, retain and help students establish and complete their	Planning for a student communications strategy; engage staff/faculty in technology	ETS, VRC, Enrollment Services	Foothill VRC	In Spring 2025, VAWorks, a software was identified that could help the VRC track student educational benefits progress, track student documentation, and message students on outstanding action items. It is anticipated that in the 2025-26 academic year, a contract will be	Once a contract with VAWorks is signed, the VRC team can begin working with the VAWorks software implementation team to customize VAWorks to meet De Anza’s VRC needs. This project will	N/A; It is anticipated that the VAWorks contract will be signed; and the VRC hopes to start work on the project in early 2026. VAWorks progress can be assessed in 2026-27.

educational goals: <i>Partner with FHDA ETS to develop tech goals and track outcomes</i>	initiatives (new platforms)			signed and the VRC can begin implementing the software.	be assessed by benchmarks achieved starting with: contract signing, initial implementation design and planning, implementation, testing; staff training; go live.	
To matriculate, retain and help students establish and complete their educational goals: <i>Enrollment & Retention</i>	To assist veteran with financial support and resources (financial aid, career advancement, workshops, etc.).	VRC, Financial Aid, other student success partners	MPS, Office of Equity, DSPS, Mental Health & Wellness	In spring 2025, the veteran student population was identified as largely ANNAPI, which opened the opportunity for the VRC to collaborate with the Office of Equity. Using ANNAPI grant funds, the VRC planned to offer STEM tutoring in 2025-26, as well as exploring the opportunity for ANNAPI focused veteran student inreach events relating to veteran supports, career and student success. The VRC will continue to seek out partnerships and opportunities to collaborate in 2025-26 to advance our goals of enrollment, retention and the offering of student success services in the center.	In 2025-26, the VRC STEM tutoring will be launched. The service can be assessed next year by the number of students served. In 2025-26, ANNAPI-VRC sponsored inreach events can be assessed by the number of students served. The VRC can also capture student feedback on events so to reflect upon student need and student engagement.	N/A; these 2025-26 activities can be assessed in 2026-27.

6. If your [goals](#) (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Planning & Budget Calendar	Develop an annual planning and budgeting calendar that documents all VA and State Reporting Deadlines; Audits; Veterans Resource Center services, activities, and expenditures.	VRC Team	IRP; Financial Aid; Cashiering Office; Admissions & Records; FHDA Foundation; FHDA Grant Office	Goal progress will be tracked by the completion of each program elements built into the calendar (i.e. deadlines of all required reporting; participant working time towards completing report section, etc.). The team plans to monitor goal progress at our weekly standing team meetings.	Goal achievement will be assessed when the department has a planning and budget calendar that, when followed, successfully maps the team's work (what, how, when, responsible party) for the entire academic year.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The VRC team echoes the need for higher-level [coordinator](#) positions for the following new, complex, and ongoing work

- Support the adaptation of, and maintenance of student data tracking mechanisms and participate in regulatory reporting (VAR, SARS, MIS)
- Support the adaptation of, and maintenance of, VRC department technologies (VAWorks, SARS, etc.)
- Support and track VRC expenditures for annual budget reporting and future planning
- Develop materials for, and hold trainings for student ambassadors to assist with VA certification of educational benefits
- Develop materials for student outreach and inreach communications
- Support and maintain the student ambassador program during student outreach and inreach events with our campus, community, and donors

Without higher-level program coordinators, the above work is delayed and falls on the supervisor to complete it when possible. Ultimately, the program and thus the students are negatively impacted when student data mechanisms are built incorrectly; department planning is shortsighted; and college, state, and federal reporting cannot be prioritized.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The lack of higher-level coordinator positions in the VRC has indirect impacts on our disproportionately impacted VRC student population by

- A delay in the launch of VRC student success services (tutoring, disability support services, orientation programming, and more)
- Limited ability to host events, or participate and engage with community partners and donors
- Limited participation during outreach and inreach events that celebration veterans, dependents and military affiliated student populations

Again, the VRC team is hard working, dedicated, and fully committed to their jobs and students; but the current staffing structure limits the team's potential to meet both student needs and college, state, federal and VA requirements.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

The VRC's [program reviews since 2023-24](#) do not include SSLOs. Instead, the program reviews include OKRs. OKR updates are included in Question 5 and 6 of this program review.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	n/a
Method of Assessment of Learning Outcome (please elaborate)	
Summary of Assessment Results	
Reflection on Results	

Strategies Implemented or Plan to be Implemented (aka: enhancements)	
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Please email this form to your dean/manager.

10. Dean Manager Comments:

The Veterans Resource Center (VRC) Annual Update is a thorough and sophisticated report that highlights the dual challenge of federal/state compliance and holistic student support. The team has successfully addressed previous RAPP feedback by solidifying a mission statement that emphasizes empowerment and informed decision-making for military-affiliated students. The report excels in its forward-looking integration of Vision 2030 goals, specifically targeting a 30% increase in ADT and certificate completion for veterans. By identifying the critical shift toward Vision-Aligned Reporting (VAR) and the adoption of VAWorks technology, the VRC demonstrates a clear commitment to data integrity and modernizing the student experience. Furthermore, the collaboration with the Office of Equity and ANNAPI grants to provide STEM tutoring is an excellent example of using intersectional data to improve student success.

11. Vice President/Associate Vice President Comments:

The Veteran's Resource Center (VRC) is a nurturing space that provides guidance, resources, and a sense of belonging to our current and former military students and their family members. This small, tight knit team has done so much with so little and still maintains high quality, comprehensive services to student veterans. Although the Supervisor position has been filled, there is still need for additional coordination staff to ensure the program is able meet its core mission and regulatory requirements. In preparation for the next program review cycle, the VRC must develop Student Learning Outcomes and Assessment processes.

Email the form to RAPP tri-chairs.