CAS Self-Assessment Guide

VETERANS AND MILITARY PROGRAMS AND SERVICES
2015

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VETERANS AND MILITARY PROGRAMS
CAS Contextual Statement

The purpose of Veterans and Military Programs and Services (VMPS) is to provide support for student veterans, military personnel, military family members, and family members receiving veterans' benefits through the GI Bill (and similar programs in Canada) that are affiliated with an institution of higher education. The need for such support is evidenced by the experiences of personnel impacted by their involvement in the Global War on Terrorism (GWOT), Operation Enduring Freedom (OEF), Operation Iraqi Freedom (OIF), and other service-related actions, who have been subject to sudden mobilization and demobilization. The VMPS standards and guidelines were developed to be as inclusive as possible without being prescriptive and are designed to provide the greatest latitude for VMPS providers to serve clientele.

Although VMPS is relatively new to higher education, colleges have had a relationship with military service since the founding of the United States. Thomas Jefferson indicated, "[we] must train and classify the whole of our male citizens, and make military instruction a regular part of collegiate education. We can never be safe till this is done" (University of Virginia, 2010). Jefferson believed education and military service to be key elements of a democratic society and signed legislation establishing the United States Military Academy in 1802. In the Rockfish Gap Report, Jefferson outlined plans for the University of Virginia and identified the need for military training in geometry and architecture (1818). In 1824, the Board of Visitors authorized the institution's faculty to hire a military instructor to drill and train the students (Bruce, 1917, p. 117). Other state-based colleges with military training programs included Virginia Military Institute (1839) and The Citadel in South Carolina (1842). Formalizing military training on college campuses was established with the Morrill Act of 1862, which brought about the development of the land-grant university systems and with it the placement of military training programs, the precursor to the modern Reserve Officer Training Programs or ROTC.

After World War I, Canada created the Department of Soldiers' Civil Re-establishment and provided subsistence allowances and educational grants (Mosch, 1975), and the United States provided educational benefits for disabled veterans as part of the Rehabilitation law of 1919 (Olson, 1974). Several states, including Arkansas, California, Colorado, Illinois, Minnesota, New York, North Dakota, Oregon, and Wisconsin offered free or reduced tuition and other education benefits to World War I veterans (Mosch, 1975).

In 1944 US President Franklin D. Roosevelt signed into law the Servicemen's Readjustment Act (1944). This legislation, known as the GI Bill, provided tuition assistance and subsistence to support educational pursuits for returning WWII veterans. Considered a grand experiment in education (Olson, 1973), the GI Bill is one of the most influential acts to impact education and society (Wolfe, 2001) and served as the catalyst for mass education in the United States. In 1946, James Bryant Conant, Harvard President, stated the GI Bill was "a heartening sign that the democratic process of social mobility is energetically at work, piercing the class barriers that, even in America, have tended to keep a college education the prerogative of the few" (Altschuler & Blumin, 2009, p. 95). The Veteran's Rehabilitation Act (VRA) or Canadian GI Bill was administered unevenly by provinces but had similar effects for Canadian veterans (Lemieux & Card, 1998). A key outcome of the GI Bill was the development of student advisement centers to support veterans (Altschuler & Blumin, 2009). GI bills have followed each conflict since World War II, including specific bills for the Korean and Vietnam Wars, and are now staples to military service.

In 1973 the US Army adopted the Total Force Concept (TFC), increasing the reliance on reserve components for both combat and combat support and making reservists and guardsmen more susceptible to recall. Also in 1973 the draft ended for US males and an all-volunteer military was established. The volunteer military created an increased focus on recruitment incentives such as Voluntary Education Programs (VEP), which offer tuition assistance,

counseling, classroom facilities, and other systems to support voluntary education; the Student Loan Repayment (SLR), which offers loan repayment for service to both active and reserve military service personnel; and the Simultaneous Membership Program (SMP), which allows guard and reserve enlisted personnel to join college and university Reserve Officer Training Corps (ROTC) programs.

Colleges and universities, eager to demonstrate their accessibility to military personnel and their families, sought alignment with Servicemembers Opportunity Colleges (SOC). SOC is affiliated with the American Association of State Colleges and Universities (AASCU) in partnership with the Department of Defense (DOD) and active and reserve components of the military services to increase and enhance postsecondary education opportunities for military service members. To be SOC eligible an institution must develop a system for reasonable transfer of credit, reduce academic residency requirements, provide credit for military training and experience, and give credit for nationally-recognized testing programs.

Recent wars in Iraq and Afghanistan have raised the visibility of veterans, military personnel, and their families on college campuses. The numbers of veterans from these conflicts (now the third longest in US history), the educational benefits of the Montgomery and Post 9-11 GI bills, and the use of VEP and SLR as recruitment incentives will continue to have major impacts on higher education.

Professional associations have been established to assist in the professional development of administrators providing services to veterans, military service members, and their families matriculating through higher education:

- The National Association of Veteran Program Administrators (NAVPA) serves individuals working in the growing field of veterans' educational support and has been instrumental in the development of the CAS Standards and Guidelines for Veterans and Military Programs and Services. NAVPA members are service providers and VCOs on US campuses seeking to promote professional competency and efficiency in veterans educational programs.
- The National Association of Veterans Upward Bound Project Personnel (NAVUBPP) is the professional association for personnel associated with these programs. Veterans Upward Bound projects are funded by the US Department of Education and serve eligible veterans across the nation.
- Founded in 2008, the Student Veterans Association (SVA) works to develop new student groups, coordinate between existing student groups, and advocate on behalf of student veterans at the local, state, and national levels. SVA consists of an executive staff and campus-based student veterans groups that coordinate programs, enhance networking, and assist in the transition to higher education. The SVA published a *Veterans Center Handbook*, available from the association's website, which identifies concerns, provides resources, and outlines steps for developing a center.
- The NASPA Veterans Knowledge Community identifies and advances best practices for veterans' programs.

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INTRODUCTION AND INSTRUCTIONS
CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:
   I.   Self-Assessment Guide Organization and Process
   II.   Rating Examples
   III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "General Standards," which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

Part 1.	Mission	Part 7.	Diversity, Equity, and Access
Part 2.	Program	Part 8.	Internal and External Relations
Part 3.	Organization and Leadership	Part 9.	Financial Resources
Part 4.	Human Resources	Part 10.	Technology
Part 5.	Ethics	Part 11.	Facilities and Equipment
Part 6.	Law, Policy, and Governance	Part 12.	Assessment

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

1. Plan the Process Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study	**5. Develop an Action Plan** Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)
2. Assemble and Educate the Self-Assessment Team Determine who should be on the team and how to educate the team about the self-study process	**6. Prepare a Report** Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary
3. Identify, Collect, and Review Evidence Define what constitutes evidence; then gather, collect,	**7. Close the Loop** Put action plans into practice; work to navigate politics and

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

A. Plan the self-study process
B. Assemble and educate self-study team(s)
C. Identify, collect, and review documentary evidence
D. Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process
Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team
The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs "must" and "shall" while guidelines use "should" and "may."

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the

measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence
Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:
- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence
When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

1) Rate Criterion Measures
   a) Team members individually rate criterion measures based on their understanding of the evidence.
   b) Team discusses and assigns collective ratings for criterion measures.

2) Provide Narrative Rationale
   a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
   b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
   c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

3) Answer Overview Questions (In the Instrument)
   a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
   b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the "Ethics" standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 5.1 Ethical Standards
- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

☐ 5.2 Statement of Ethical Standards
- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1) Resolve Rating Discrepancies (Work Form A)
   a) Identify criterion statements for which there is a substantial rating discrepancy.
   b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

2) Identify Areas of Program Strength (Work Form B)
   a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).

3) Identify Areas for Improvement (Work Form B)
   a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

4) Recommend Areas for Unit Action (Work Form C)
   a) Note items that need follow-up action for improvement and indicate what requires action.
   b) This is the last form to be completed by the review team.

5) Prepare the Action Plan (Work Form D)
   a) This step should be completed by the unit being reviewed.
   b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.

6) Write Program Action Plan (Work Form E)
   a) List each specific action identified in the self-study that would enhance and strengthen services.
   b) Determine the actions needed to improve for each practice.
   c) Identify responsible parties to complete the action steps.
   d) Set dates by which specific actions are to be completed.

7) Prepare Report
   a) Prepare a comprehensive action plan for implementing program changes.
   b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
   c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop
Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

VETERANS AND MILITARY PROGRAMS AND SERVICES
CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:
1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals
- The primary mission of Veterans and Military Programs and Services (VMPS) is to provide, facilitate, or coordinate programs and services for student veterans, military service members, and their family members.
- VMPS identifies student veterans and military service members and establishes a community that connects and supports this population.

Rationale:

1.2 Mission Implementation and Review
- VMPS develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.3 Mission Statement
- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:
1. How does the mission embrace student learning and development?
2. In what ways does VMPS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:
1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

2.1 Program Contribution to Student Learning and Development
- Veterans and Military Programs and Services (VMPS) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- VMPS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- VMPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

2.2 Assessment of Learning and Development
- VMPS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- VMPS uses evidence to create strategies for improvement of programs.

Rationale:

2.3 Program Design
- VMPS bases its work on intentional student learning and development outcomes.
- VMPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

2.4 Support for Unique Veteran and Military Student Needs

- VMPS assists student veterans, military service members, and their family members with transitions from military service to higher education, issues related to deployment of active duty students or call up for students affiliated with National Guard and Reserve Units, integration into institutions and campus life, reintegration following activation, and establishment of procedures to facilitate progress toward educational goals.
- VMPS provides support and advisement for student veteran organizations and veteran advisory groups on campus.
- VMPS provides, directly or in collaboration with other institutional units, education and training for faculty and staff on issues relevant to student veterans, military service members, and their family members.
- VMPS obtains, distributes, and provides referrals to current information on educational benefits for veterans.
- VMPS works with the veteran certifying official and makes available certifying paperwork for student veterans, military service members, and their family members for all applicable educational benefits.

Rationale:

2.5 Collaboration
- VMPS collaborates with others across the institution in ways that benefit students.
- VMPS collaborates with key departments to streamline campus administrative procedures for student veterans and military service members, particularly those preparing for or returning from deployments.

Rationale:

Overview Questions:
1. What are the most significant student learning and development outcomes of VMPS?
2. What difference does VMPS make for students who engage with it?
3. What is the demonstrated impact of VMPS on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:
1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

3.1 Organization Documents
- Veterans and Military Programs and Services (VMPS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

3.2 Role within Institution
- VMPS serves as a primary point of contact to serve student veterans, military service members, and their family members. In institutions with multiple service providers, the VMPS collaborates to ensure resources and support.

Rationale:

3.3 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

3.4 Strategic Planning
- VMPS leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- VMPS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- VMPS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- VMPS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- VMPS leaders include diverse perspectives to inform decision making.

Rationale:

3.5 Management
- VMPS leaders are knowledgeable about and responsive to the needs and experiences of student veterans, military service members, and their family members.
- VMPS advises decision-makers and advocates for institutional policies and procedures that address these issues.
- VMPS leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- VMPS leaders manage human resource processes including recruitment, selection, performance

planning, and succession planning.
- VMPS leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- VMPS leaders assess and take action to mitigate potential risks.

Rationale:

☐ 3.6 Supervision
- VMPS leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- VMPS leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- VMPS leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- VMPS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

☐ 3.7 Program Advancement
- VMPS leaders advocate for and actively promote the mission and goals of the programs and services.
- VMPS leaders inform stakeholders about issues affecting practice.
- VMPS leaders facilitate processes to reach consensus where wide support is needed.
- VMPS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:
1. Explain the extent to which VMPS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for VMPS leader(s) as they seek to fulfill the program mission.
3. How do VMPS leaders advance the organization?
4. How do VMPS leaders encourage collaboration across the institution?
5. How are VMPS leaders accountable for their performance?
6. How have VMPS leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:
1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios

6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 4.1 Adequate Staffing and Support
- Veterans and Military Programs and Services (VMPS) is highly visible to student veterans, military service members, and their family members with at least one 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.
- VMPS is staffed adequately to accomplish mission and goals.
- VMPS has access to technical and support personnel adequate to accomplish the mission.
- VMPS personnel possess the knowledge and skills to assist student veterans, military service members, and their family members with transition and orientation to campus and to address the needs of veterans with disabilities.

Rationale:

☐ 4.2 Recruitment, Supervision, and Professional Development
- VMPS establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- VMPS provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- VMPS considers work/life options available to personnel to promote recruitment and retention.

Rationale:

☐ 4.3 Employment Practices
- Administrators of VMPS maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:

☐ 4.4 Personnel Training
- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

☐ 4.5 Professional Personnel
- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.

Rationale:

☐ 4.6 Interns and Graduate Assistants
- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

☐ 4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on

assessed needs, and continuing development.

Rationale:

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of VMPS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe VMPS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards
- Veterans and Military Programs and Services (VMPS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- VMPS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards
- Statements of ethical standards specify that VMPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold

accountable other personnel who exhibit unethical behavior.

Rationale:

☐ 5.3 Ethical Obligations
- VMPS personnel employ ethical decision making in the performance of their duties.
- VMPS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- VMPS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- VMPS personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

Overview Questions:
1. What is VMPS's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of VMPS?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:
1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 6.1 Legal Obligations and Responsibilities
- Veterans and Military Programs and Services (VMPS) is aware of applicable laws affecting student veterans, military service members, and their family members, including educational benefits.
- VMPS is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- VMPS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- VMPS refers student veterans to the institution's veterans benefits certifying official for application and certification of benefits.
- VMPS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- VMPS informs personnel about professional liability insurance options and refers them to external

sources if the institution does not provide coverage.

Rationale:

☐ 6.2 Policies and Procedures
- VMPS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- VMPS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- VMPS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Rationale:

☐ 6.3 Harassment and Hostile Environments
- VMPS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

☐ 6.4 Copyright Compliance
- VMPS purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

☐ 6.5 Governance
- VMPS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:
1. What are the crucial legal, policy and, governance issues faced by VMPS, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:
1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit

7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

7.1 Inclusive Work Environments
- Veterans and Military Programs and Services (VMPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- VMPS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

7.2 Structural Aspects of Equity, Access, and Inclusion
- VMPS ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- VMPS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- VMPS coordinates with units providing disability related services to ensure access to relevant programs and services for veterans with disabilities.
- VMPS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

7.3 Ensuring Diversity, Equity, and Access
- VMPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- VMPS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- VMPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- VMPS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Rationale:

Overview Questions:

1. How does VMPS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does VMPS address imbalance in participation among selected populations of students?
3. How does VMPS address imbalance in staffing patterns among selected populations of program personnel?
4. How does VMPS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does VMPS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

8.1 Internal and External Populations
- Veterans and Military Programs and Services (VMPS) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- VMPS reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- VMPS reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

8.2 Relationships with Campus Programs and Services
- VMPS works with the office of admissions to coordinate and address the needs and issues of student veterans, military members, and their matriculated family members.
- VMPS advocates for flexible policies to deal with the deployment of military service members and works with the institutional registrar to ensure the effectiveness of withdrawal and course-completion procedures, including withdrawals, incomplete grades, and awarding of partial credit.
- VMPS works with academic services to facilitate advising, tutoring assistance, and supplemental instruction for student veterans, military service members, and their matriculated family members.
- VMPS advocates for awarding credit for previous military training and experience.
- VMPS advocates for clear and facilitative articulation agreements between home institutions and colleges and universities providing education to military members serving on active duty.

- VMPS works with the campus career services and other units to identify or develop specific programs and opportunities that support career planning and employment.
- VMPS assists student veterans, military service members, and their family members to find appropriate on- and off-campus psychological counseling and mental health care service providers and advocates for specialized training for campus providers dealing with mental health issues affecting this population.
- VMPS advocates for and works with the bursar to ensure deferment of tuition and fees for students when education benefits are delayed beyond normal payment due dates or for military withdrawals due to activation.
- VMPS staff establishes a working relationship with the institutional veterans benefits certifying official, if this position is separate from VMPS.
- VMPS works with the Veterans Affairs offices and serve as liaisons between the campus and the Veterans Affairs education office in providing services for student veterans.

Rationale:

8.2 Marketing
- Promotional and descriptive information is accurate and free of deception and misrepresentation.
- VMPS participates in institutional recruitment efforts, including establishment of marketing and outreach strategies to enroll student veterans, military service members, and their family members.

Rationale:

8.3 Procedures and Guidelines
- VMPS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must VMPS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does VMPS maintain effective relationships with program constituents?
3. How does VMPS assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:
1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding
- Veterans and Military Programs and Services (VMPS) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation
- VMPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- VMPS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Rationale:

9.3 Policies, Procedures, and Protocols
- VMPS administers funds in accordance with established institutional accounting procedures.
- VMPS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:
1. What is the funding strategy for VMPS, and why is this the most appropriate approach?
2. How does VMPS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does VMPS go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:
1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

10.1 Current and Adequate Technology

- Veterans and Military Programs and Services (VMPS) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

☐ 10.2 Use of Technology
- VMPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- VMPS uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

☐ 10.3 Data Protection and Upgrades
- VMPS backs up data on a regular basis.
- VMPS articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- VMPS implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

☐ 10.4 Student Technology Access
- VMPS has policies on student use of technology that are clear, easy to understand, and available to all students.
- VMPS provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

☐ 10.5 Program Web Presence
- VMPS maintains an Internet presence with information to ease the transition of student veterans, military service members, and their families into higher education.
- VMPS web pages provide timely and accurate information regarding programs and services offered by the institution and must connect the student to external resources for veterans.
- Communication accurately describes program requirements and pre-requisites, costs, payment and refund policies, partnerships with military or government agencies, and occupational opportunities for program graduates.

Rationale:

Overview Questions:
1. How is technology inventoried, maintained, and updated?

2. How is information security maintained?
3. How does VMPS ensure that relevant technology is available for all who are served by the program?
4. How does VMPS use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does VMPS utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:
1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities
- Veterans and Military Programs and Services (VMPS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

Rationale:

11.2 Work Space
- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

11.3 Equipment Acquisition and Facilities Use
- VMPS incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, VMPS takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:
1. How are facilities inventoried and maintained?

2. How does VMPS integrate sustainable practices?
3. How does VMPS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is VMPS intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:
1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

12.1 Assessment Plan and Practice
- Veterans and Military Programs and Services (VMPS) develops an ongoing cycle of assessment plans, processes, and activities.
- VMPS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- VMPS documents progress toward achievement of goals and outcomes.
- VMPS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- VMPS employs ethical practices in the assessment process.
- VMPS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results
- VMPS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- VMPS reports aggregated results to respondent groups and stakeholders.
- VMPS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:
1. What is the comprehensive assessment strategy for VMPS?
2. What are priorities of the assessment program, and how are those developed?
3. How does VMPS integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?

4. How are tangible, measurable learning and program outcomes determined to ensure VMPS achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does VMPS use assessment results to inform program improvement?
7. How does VMPS share assessment results with relevant constituencies?
8. How does VMPS support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;
VMPS content developed/revised in 2010

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

Work Form E – Action Plan

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

VETERANS AND MILITARY PROGRAMS AND SERVICES
CAS Standards and Guidelines

Part 1. MISSION

The primary mission of Veterans and Military Programs and Services (VMPS) must be to provide, facilitate, or coordinate programs and services for student veterans, military service members, and their family members. VMPS must identify student veterans and military service members and establish a community that connects and supports this population.

Family members include veterans' and service members' spouses/partners and children as well as survivors of veterans.

VMPS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

Veterans and Military Programs (VMPS) must assist student veterans, military service members, and their family members with
- transitions from military service to higher education
- issues related to deployment of active duty students or call up for students affiliated with National Guard and Reserve Units
- integration into institutions and campus life
- reintegration following activation
- establishment of procedures to facilitate progress toward educational goals

VMPS should include admissions support, orientation, financial aid, housing and logistics, advising and mentoring, and learning communities.

VMPS should develop systems to establish and maintain communications between the institution and deployed students.

VMPS must collaborate with key departments to streamline campus administrative procedures for student veterans and military service members, particularly those preparing for or returning from deployments.

VMPS must provide support and advisement for student veteran organizations and veteran advisory groups on campus.

The VMPS should establish an advisory group to assist in developing a campus responsiveness plan for returning veterans and their family members. Membership of veteran advisory groups may include

representatives from the offices of admissions, financial aid, registrar, counseling services, disability services, and health services.

VMPS should facilitate the development of a campus-wide community of student veterans, military service members, and their family members to provide opportunities to connect with their peers.

VMPS must provide, directly or in collaboration with other institutional units, education and training for faculty and staff on issues relevant to student veterans, military service members, and their family members.

VMPS should facilitate workshops and seminars for the campus community regarding the needs and issues facing student veterans, military service members, and their family members.

VMPS must obtain, distribute, and provide referrals to current information on educational benefits for veterans.

VMPS must work with the veteran certifying official and make available certifying paperwork for student veterans, military service members, and their family members for all applicable educational benefits.

To achieve their mission, VMPS must contribute to
- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, VMPS must
- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

VMPS must be
- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

VMPS must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Part 3. ORGANIZATION AND LEADERSHIP

Veterans and Military Programs and Services (VMPS) leaders must be knowledgeable about and responsive to the needs and experiences of student veterans, military service members, and their family members. VMPS must advise decision-makers and advocate for institutional policies and procedures that address these issues.

VMPS leaders should have a working knowledge of relevant governmental organizational structures and processes to advocate for student veterans, military service members, and their families.

To achieve program and student learning and development outcomes, VMPS must be purposefully structured for effectiveness. VMPS must have clearly stated and current
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for VMPS must provide strategic planning, management and supervision, and program advancement.

Strategic Planning
- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements

- assess and take action to mitigate potential risks

Program Advancement
- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

VMPS must serve as a primary point of contact to serve student veterans, military service members, and their family members. In institutions with multiple service providers, the VMPS must collaborate to ensure resources and support.

Institutions with small numbers of military members and veterans should maximize services by collaborating with other post-secondary institutions and community agencies.

Part 4. HUMAN RESOURCES

Veterans and Military Programs and Services (VMPS) must be highly visible to student veterans, military service members, and their family members with at least one 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.

VMPS must be staffed adequately by individuals qualified to accomplish mission and goals.

VMPS staff must possess the knowledge and skills to assist student veterans, military service members, and their family members with transition and orientation to campus and to address the needs of veterans with disabilities.

VMPS staff should have experience with issues related to student veterans, military service members, and their family members.

VMPS should identify and promote student employment opportunities and career transition opportunities to support student veterans, military service members, and their family members. When possible, VMPS should identify and hire students eligible for work-study programs for veterans.

VMPS must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, VMPS must
- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity

- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of VMPS must
- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of VMPS must have written performance goals, objectives, and **outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance.** The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

VMPS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

VMPS personnel, including student employees and volunteers, must have access to resources or receive specific training on
- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

VMPS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of VMPS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

VMPS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

VMPS 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.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must
- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Veterans and Military Programs and Services (VMPS) must
- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must
- specify that VMPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work

- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and responsibilities**
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

VMPS personnel must
- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

Part 6. LAW, POLICY, AND GOVERNANCE

Veterans and Military Programs and Services (VMPS) must be aware of applicable laws affecting student veterans, military service members, and their family members, including educational benefits. VMPS must **refer student veterans to the institution's vetera**ns benefits certifying official for application and certification of benefits.

VMPS should maintain awareness of changes to entitlement programs and statute-based tuition discounting such as tuition benefits and communicate these to student veterans, military service members, and their family members.

VMPS must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

VMPS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

VMPS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

VMPS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

VMPS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

VMPS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

VMPS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

VMPS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

VMPS must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Veterans and Military Programs and Services (VMPS) must coordinate with units providing disability related services to ensure access to relevant programs and services for veterans with disabilities.

VMPS should coordinate with units providing disability related services about the use of services by veterans and military service members assumed to have a disability but lacking documentation.

VMPS should work with students to obtain required disability documentation in accordance with the institution's documentation guidelines for students with disabilities.

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, VMPS must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

VMPS must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

VMPS must
- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities

- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

In this context, diverse groups include partners of disabled and deceased service members and single parents. VMPS should coordinate provision of services to diverse military service members with various organizations, centers, and other appropriate venues on campus that serve those populations.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Veterans and Military Programs and Services (VMPS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to
- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

VMPS must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

VMPS must work with the office of admissions to coordinate and address the needs and issues of student veterans, military members, and their matriculated family members.

VMPS should advocate for the inclusion of questions on the admission application regarding anticipated status at the time of enrollment – active duty, veteran, member of the Guard or reserve, or military dependent.

VMPS should advocate for consideration of military experience and training in admissions decisions.

VMPS must advocate for flexible policies to deal with the deployment of military service members and work with the institutional registrar to ensure the effectiveness of withdrawal and course-completion procedures, including withdrawals, incomplete grades, and awarding of partial credit.

VMPS must work with academic services to facilitate advising, tutoring assistance, and supplemental instruction for student veterans, military service members, and their matriculated family members.

VMPS must advocate for awarding credit for previous military training and experience.

Articulation agreements should use documents similar to the American Council of Education Guide to the Evaluation of Educational Experiences in the Armed Services.

VMPS should be aware of national testing programs such as College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and Excelsior College Examinations (ECE).

VMPS must advocate for clear and facilitative articulation agreements between home institutions and colleges and universities providing education to military members serving on active duty.

Articulation agreements should avoid both excessive loss of previously earned credit and duplication of coursework.

VMPS should advocate for policies that consider and recognize civilian courses taken and formal training obtained while in the military.

VMPS should coordinate with various institutional departments to facilitate the resolution of grades from students' final semesters and the potential posthumous awarding of degrees for students who die while in military service.

VMPS must work with the campus career services and other units to identify or develop specific programs and opportunities that support career planning and employment.

VMPS must work with campus units to encourage student veterans, military service members, and their family members in campus-wide social and cultural events, academic programs, orientation programs, and other activities designed to ease the transition to campus life.

VMPS should work with student affairs and other co-curricular units to tailor some programs to meet the specific needs of student veterans, military service members, and their family members.

VMPS must assist student veterans, military service members, and their family members to find appropriate on- and off-campus psychological counseling and mental health care service providers and advocate for specialized training for campus providers dealing with mental health issues affecting this population.

VMPS should advocate for institutional counseling resources to be knowledgeable of veterans' issues, e.g., Post-Traumatic Stress Disorder (PTSD), Combat Stress Reaction (CSR), and Traumatic Brain Injury (TBI), and post deployment transition challenges.

VMPS must advocate for and work with the bursar to ensure deferment of tuition and fees for students when education benefits are delayed beyond normal payment due dates or for military withdrawals due to activation.

VMPS may advocate for tuition discounting for student veterans, military service, members, and their matriculated family members.

VMPS should assist in addressing the financial aid needs and issues of student veterans, military service members, and their family matriculated members.

VMPS should collaborate with the institution's foundation and development offices to identify or establish scholarships for veterans and other financial support pools and establish procedures for their disbursement to qualified students.

When an institution has determined that it can provide the necessary services, VMPS must participate in institutional recruitment efforts, including establishment of marketing and outreach strategies to enroll student veterans, military service members, and their family members.

VMPS should work with institutional outreach services such as lifelong learning and distance education units to bring academic programs to mobilized and deployed military service members.

VMPS may advocate for reducing academic residency requirements by eliminating on-campus degree requirements, supporting 100 percent on-line degrees and eliminating final-year or semester-in-residence requirements for student veterans, military service members, and matriculated family members.

VMPS staff must establish a working relationship with the institutional veterans benefits certifying official, if this position is separate from VMPS.

VMPS must work with the Veterans Affairs offices and serve as liaisons between the campus and the Veterans Affairs education office in providing services for student veterans.

VMPS should coordinate opportunities for recruitment, academic advising, and admissions counseling with military bases and National Guard units in the area.

VMPS should communicate with programs and services at peer institutions to develop and implement additional best practices to serve veterans, military service members, and their families.

Part 9. FINANCIAL RESOURCES

Veterans and Military Programs and Services (VMPS) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, VMPS must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

VMPS must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

VMPS must administer funds in accordance with established institutional accounting procedures.

VMPS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Adequate funds should be provided for the following budget categories: staff and student salaries, general office functions, student assessment activities, data management and program evaluation processes, staff training and professional development activities, instructional materials and media, information technology, and office technology.

VMPS should explore state/provincial or federal funding sources or write grant proposals to support the service. In the event the VMPS receives a start-up grant, a financial plan should be developed to sustain the operation after the term of the grant.

External funding sources should not be expected to supplant institutional funding.

Part 10. TECHNOLOGY

Veterans and Military Programs and Services (VMPS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

VMPS must use technologies to
- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

VMPS must
- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, VMPS must
- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

VMPS must maintain an Internet presence with information to ease the transition of student veterans, military service members, and their families into higher education. VMPS web pages must provide timely and accurate information regarding programs and services offered by the institution and must connect the student to external resources for veterans.

Communication must be accurate in describing program requirements and pre-requisites, costs, payment and refund policies, partnerships with military or government agencies, and occupational opportunities for program graduates.

VMPS web information should include links to governmental veterans administration agencies and institutional web links with services for student veterans, military service members, and their families.

VMPS should advocate for technology that supports distance learning for mobilized or deployed students.

Part 11. FACILITIES AND EQUIPMENT

Veterans and Military Programs and Services' (VMPS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the **program's mission and goals.**

The VMPS center should be centrally located and in proximity to institutional student support services.

VMPS should establish a dedicated physical space where student veterans military service members and their family members can congregate, seek academic support services, and complete assigned coursework. The space should be safe, with easily identifiable and accessible exits, and located near the VMPS center and other student organization offices.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

VMPS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, VMPS must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Veterans and Military Programs and Services (VMPS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

VMPS must
- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

VMPS must employ ethical practices in the assessment process.

VMPS must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;
VMPS content developed/revised in 2010