Annual Review

Veteran's Enrollment & Transition Services 2012-13
Humboldt State University
1.A.

**Mission/Brief Description of Services**
State your department’s mission (statement that outlines the purpose and/or guiding principles of your department) and briefly describe the services/activities provided. Explain the program’s impact on student success and how the program supports the broader university’s mission.

**Judgment**
☑ Compliant  ■ Non-Compliant  ■ Not Applicable

**Narrative**

VETS Mission: Assist and nurture the integration of each individual student’s military experiences, leadership skills & diversity to enhance their academic experience and join our students life by promoting the understanding of social, economic and environmental issues. Each student will continue to contribute to society and ultimately their professional lives.

VETS Services/Activities provided:
- We facilitate "rolling" admissions for Veterans and evaluate admissions for exceptions.
- We adhere to a policy of flexibility in admissions for service members and members of the Armed forces as regulated by the Chancellors Office. VETS provides academic advising, financial budgeting and advising, career information, referrals and benefit counseling.
- Academic support is provided with VA and institutional tutoring, mid term evaluations through MapWorks, and peer support. We process all paperwork and forms for GI Bill benefits and transfer of benefits. We maintain VA electronic files via encryption or NOLI J. Our services include providing instruction and oversight for the Cal Vet Fee Waiver program for Dependents and collaboration with Student Financial Services on coding and refunds. We assist and initiate with payment reconciliations, overpayment and student/institutional debt.

- VETS creates, revises and updates our webpage, facebook, and twitter accounts and facilitates communication via an email group for our population. We post weekly updates to our off campus housing and career/employment board. The Veteran Living group and housing applications originate in VETS.

- We provide advising and logistics for Student Veterans Association. The student veterans and VETS are working on biweekly meetings for female veterans and developing a plan to provide needed services and recognition. Develop a campus wide community of student veterans, military service members and their family members to provide opportunities to connect with their peers. The President’s Office and VETS provide recognition at commencement, via a congratulatory letter and Graduation Stoles for Veterans.

- VETS closely collaborates with Financial Aid and Student Financial Services and works with all community VA agencies and organizations. We identify symptoms of specific mental health illnesses and begin communication that includes referrals to on and off campus resources. Veterans who are interested in pursuing a disability rating and medical treatment are advised and provided a referral to our County Veterans Service Officer. The Veterans Program Administrator provides instruction on Suicide Prevention and seminars on military culture and Veterans in the Class room.
Our transition program provides new and continuing students the opportunity to come together prior to the school year. We fund raise for the transition program by hosting a 5K/10K Veterans Run & Walk.

VETS supports veterans and dependents that come from all over the world by providing them the tools and financial resources to access education and contribute to the understanding of social, economic and environmental issues. The VETS population as an underrepresented population is as diverse as it comes with varying degrees of ethnic, political, and socioeconomic backgrounds. These men and women have already made sacrifices on the behalf of this country and the people in this community. They are driven, responsible and hard working individuals who routinely exhibit a higher retention, graduation rate and average gpa than the non-veteran population. We strive to support them in that effort and to "level the playing field" by providing education to staff, faculty and non veterans.

Sources

- Admissions
  - Readmission for Armed Forces
  - Readmissions for Servicemembers
- 8 Keys to Success
- HSU Mission, Vision and Values
- Principles of Excellence
- VETS Webpage
- WASC ACCREDITATION LETTER
1.B.

Description of Program Goals and Learning Outcomes for Year Under Review

Goals (broad, general statements about what the program intends to accomplish) must include corresponding objectives (statements that describe ways to achieve goals) and/or learning outcomes (statements that describe ways to achieve desired learning). Discuss how the goals and WASC themes of the university (see University Vision, Mission, and Values- found in the University's Strategic Plan-link in the URL sources below) are integrated into the program. If the program goals have changed since the last self-evaluation, explain how and why they have changed. Goals may have objectives, learning outcomes, or in some cases both goals and objectives.

Example:

GOAL (state the goal and describe how it supports department mission)
Objective (state the objective and how it supports the goal)
SLO (state the learning outcome, “As a result of ___, students should be able to ____,” and how it supports the goal)

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Student Learning Outcome: As a result of participation in VETS, students will be knowledgeable and maximize their benefits and financial resources as indicated by a high level of graduation and retention.
Student Learning Outcome: As a result of participation in VETS, students will be able to successfully integrate or transition into civilian and student life.
Student Learning Outcome: Given the existence of the VETS program, the college community through awareness activities will become more informed and supportive of the unique characteristics and experiences of the VETS population as indicated by higher retention and fewer complaints by students and recognition as an Under Represented population.

Goal 1: Educate prospective, incoming and continuing student veterans and dependents on financial resources and benefits
  Objective 1: Provide information about all VA education benefits, Tuition Assistance, Cal Vet Fee Waivers and Federal Financial aid
  Objective 2: Assist with application processes, certifications, verifications and payment processes
  Objective 3: Provide budget information such as standard Financial Aid budget for school attendance and review Shopping Sheet
  Objective 4: Develop webpages that allow for electronic request for certification to be submitted directly to VETS
  Objective 5: Develop scholarship and outside financial resource page

Goal 2: Focus academic plan on career and employment goals
  Objective 1: Provide Academic advising and career/employment advising
  Objective 2: Review DARS and degree applicability of courses
  Objective 3: Collaborate with Career Center to see how many veterans are using the center per semester
  Objective 4: Plan an event fair focused on federal jobs, hard science employers
Objective 5: Refer students to Career and Advising Center to help with education to career path
Objective 6: Bring the Heroes to Hire program on campus

Goal 3: Create a comfortable and positive environment to meet other veterans
Objective 1: Dedicate space via technology and physical space to Veteran alumni and current veterans
Objective 2: Provide a computer kiosk and study space for students to use at VETS
Objective 3: Student Veterans Association can use space in VETS office for meetings

Goal 4: Expand the Transition Program
Objective 1: Create an intense one week program to meet and live with other veterans
Objective 2: Develop a one week summer program for dependents

Goal 5: Educate staff and faculty about veteran and dependent populations
Objective 1: Present seminars on military culture and Veterans in the Classroom at Institute for Student Success and individual classrooms
Objective 2: Present program at state and federal functions

Goal 6: Recognition for our military and veteran students on campus
Objective 1: Advocate for greater recognition of the multicultural and social justice concerns of veterans by the institution and its personnel
Objective 2: Host events to recognize Veterans
Objective 3: Recognition and acknowledgment of our student veterans at commencement
Objective 4: Research feasibility of a memorial on campus for veteran alumni
1.C.

**Enrollment/Participant Data**
Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

### Fall 2013 Veterans Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Institutional Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>103</td>
</tr>
<tr>
<td>Black</td>
<td>9</td>
<td>13</td>
<td>22</td>
<td>291</td>
</tr>
<tr>
<td>Latino</td>
<td>23</td>
<td>13</td>
<td>36</td>
<td>1800</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>248</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Two or More</td>
<td>24</td>
<td>26</td>
<td>50</td>
<td>468</td>
</tr>
<tr>
<td>White</td>
<td>95</td>
<td>156</td>
<td>251</td>
<td>4272</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>817</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>172</td>
<td>243</td>
<td>415</td>
<td>8116</td>
</tr>
</tbody>
</table>
### TOTAL POPULATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>323</td>
<td>-313</td>
<td>3.10%</td>
</tr>
<tr>
<td>2010</td>
<td>313</td>
<td>353</td>
<td>12.80%</td>
</tr>
<tr>
<td>2011</td>
<td>353</td>
<td>380</td>
<td>7.60%</td>
</tr>
<tr>
<td>2012</td>
<td>380</td>
<td>417</td>
<td>9.70%</td>
</tr>
<tr>
<td>2013</td>
<td>417</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Judgment**

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

The population for VETS over the last 5 years has fluctuated on an average of 4% with increases over the last 4 years. This is consistent with the addition of the Post 9/11 Gi Bill which released in 2009. The VETS population is defined as Veterans, Active Duty Service members, Reservists, and dependents of Veterans. In 2009, our population was 323 with a drop to 313 for 2010 (-3.10%). In 2011, our population went up 12.8% to 353 and 7.60% and 380 for 2012. Our current population is 417, up 9.7% for 2013. It's important to note that some work with Institutional Research uncovered a large number of coding errors with the veterans data on the ERS Edits page and Student groups. About 50% of our population collects GI Bill and allows us to code accurately but the rest of our population chooses to self disclose. There is also some discrepancies with some men and women who have separated from the military and whether or not they consider themselves a "veteran". More than 1/2 of our Veterans and Dependents are 1st generation and there is a large diversity of ethnicity, political, and socioeconomic variables within our population. VETS enrollment by class stays between 4.5% and 5.6% of the total institutional class size. Humboldt State VETS does not have a formal Outreach program however in the last year we have begun working closer with the Admissions Counselors and recently updated our brochure. I would like to increase our population by 15% next year by collaborating with Admissions and the update of our website. I would like to increase our women veterans population and look at programming for Dependents.
1.D.

**Student Retention & Engagement**
Reports can include graduation rates, satisfaction surveys, etc. Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level). Compare retention and engagement with HSU retention and engagement data. In your discussion and interpretation, consider how the data supports or conflicts with university retention efforts.

### VETERAN RETENTION & GRADUATION RATES

<table>
<thead>
<tr>
<th>Retention</th>
<th>Lower Division Transfer</th>
<th>Upper Division Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Veterans</td>
<td>Institution</td>
</tr>
<tr>
<td>1 Year</td>
<td>66.1%</td>
<td>72.9%</td>
</tr>
<tr>
<td>2 Year</td>
<td>65.0%</td>
<td>58.8%</td>
</tr>
<tr>
<td>3 year</td>
<td>49.1%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation</th>
<th>Lower Division Transfer</th>
<th>Upper Division Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Veterans</td>
<td>Institution</td>
</tr>
<tr>
<td>4 Year</td>
<td>42.6%</td>
<td>36.7%</td>
</tr>
<tr>
<td>5 Year</td>
<td>57.4%</td>
<td>48.1%</td>
</tr>
<tr>
<td>6 Year</td>
<td>63.6%</td>
<td>52.6%</td>
</tr>
</tbody>
</table>

**Judgment**

- [x] Compliant  
- [ ] Non-Compliant  
- [ ] Not Applicable

**Narrative**

The Veterans 1 year, 2 year and 3 year retention rates are comparable with the Institutions'. The graduation rate for HSU Veterans as 5% of the total institutional population, is indicative of their experiences, maturity levels, and focus. Additionally, we review and approve courses for each student collecting GI Bill, in accordance with Title 38 for degree progress and satisfactory progress. The last 2 years we have paid for Mid Term Evals to monitor progress and barriers to success. This year we are beginning to use MapWorks to monitor satisfactory progress and risk factors.

Our engagement with our students is comparable with the other underrepresented student support programs on campus. Retention continues to be a factor for our upper division 3 year students. HSU VETS is working on a career module that will meet the guidance of the Principles of Excellence for career advising and highlight the resources on campus.
Additionally, working with University Advancement to showcase our alumni and their careers will also begin a network and provide the opportunities for our Veteran Alumni to give back to our program.
1.E.

**Student Learning Outcomes**

Analysis of the SLO’s from section 1B. Based on the SLO’s from section 1B., describe to what extent the learning outcomes were met. Analysis should also include: interpretation of outcome results, how the program evaluates its effectiveness in meeting the university’s institutional mission effectiveness of outcome measurement and what program changes have been made based on the result of the assessed outcomes.

Student Learning Outcome: As a result of participation in VETS, students will be knowledgeable and maximize their benefits and financial resources as indicated by a high level of graduation and retention.

Student Learning Outcome: As a result of participation in VETS, students will be able to successfully integrate or transition into civilian and student life.

Student Learning Outcome: Given the existence of the VETS program, the college community through awareness activities will become more informed and supportive of the unique characteristics and experiences of the VETS population as indicated by higher retention and fewer complaints by students and recognition as an Under Represented population.

We are above successful in educating our veterans and dependents on resources, benefits and academics, as well as, addressing all levels of need which is our #1 SLO leading to higher gpa's, retention and graduation rates.

VETS provides "tools" and coping mechanisms, and community to help our students transition. We meet this SLO at about 25% based on the limitations of funding and program capacities.

This last SLO is hard to measure as it involves all non student veterans, staff and faculty. However, if we measure the number of complaints from our population, then we are not meeting this SLO successfully.

**Judgment**

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

Reviewing the Goals and objectives set in 1B. it's noteworthy that this is our base year and many of the Objectives have been ongoing services that we are working to improve. With limited staffing and budget, we will use technology to assist with information dissemination, referrals and processes. In sum:

Goal 1: First three objectives are met and we are completely redoing our website which will include electronic forms submission.

Goal 2: We have had one meeting with Career Center Staff but all of these objectives are still in planning stages.

Goal 3: We have a dedicated space but there is considerable negative feedback (verbal) from students regarding physical location. I have researched the process and spoke to my supervisor about requesting a change in location but have found considerable barriers. One
of these barriers would be the research and data needed to support a move and the feasibility of the overall logistics of that space.

Goal 4: We continue to offer our Outdoor Program in collaboration with Center Activities but the program is risky as it depends on fundraising. We do not currently have a program for our larger Dependent's population.

Goal 5: We will present this year at the Institute for Student Success and have presented HSU VETS at the state level.

Goal 6: This goal is contingent on fundraising. We use our operating budget to purchase Stoles and printing with the students offsetting the cost.

The students that participate in the VETS program are well informed and have access to as many resources as we can provide. Additionally, their academic progress, graduation and persistence rates are indicative of the first two of our Student Learning Outcomes. Limited staffing restricts the timeliness and availability for staff and faculty trainings but we will continue to work with the Chancellor's office to bring recognition to the Veterans population and the many opportunities our programs provide.
2.A.

Staff Engagement in Institutional Efforts and Activities
Describe how the department engages all members in the discussion, review, assessment and revision of program SLOs and other services.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

VETS Staff member, Kim Hall, is a certified QPR instructor and will work with CAPS to offer trainings Spring 2014.
She has served and continues to serve on the Admissions and Reinstatement Committee for the last 6 years.
HSU VETS staff member also coordinates the following events, collaborates and serves with organizations and departments:

- Offering a breakout session for the Institute of Student Success this January.
- On going offering of classroom presentations on Veterans in the Classroom and Military culture
- Monthly meetings with Veterans agencies and organization leaders
- Collaborating with Admissions and Records on the upload of VA files on NOLIJ
- Monthly telephone meetings with the Chancellor's office
- Serving on Presidential Search Committee
- Annual Veterans Professional Development Conference
- Serve on the Board of Directors and as Vice President for the National Association of Veterans Program Administrators
- Served on First Lady's Task force for Military Credentialing with the Department of Veterans Affairs
- Chancellor's office Military and Veterans presentation for State Legislators
- Participates in all Student clubs and fairs, orientations, Previews and career fairs
- Presents at Coast Guard Transition Assistance Programs
3.A.

Investments
Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative
VETS has one permanent SSP III Staff at 1.0. - 12 months - female, Caucasian
We employ between 1 and 10 VA work-study students that work on an average of 10 hours a week. They’re paid by the Department of Veterans Affairs at minimum wage, non taxable.
3.B.

Efficiency
Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

1 Staff- 1.0
6-8 VA Work study Ave 12 hours/week

Judgment
☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Our Dependent Veteran population 313 continues to grow faster than our student Veterans population 174. The average contact time with Fee Waiver recipients is much lower than our GI Bill benefit recipients. Our student to total student ratio is close to the rest of the CSU. The Chancellors Office data is from Fall 2012, which is before we did some substantial data entry clean up with the help of Institutional Research. The 74 "Unknown" is more data clean up and coding corrections. Our walk in traffic is greater than our phone traffic and we respond to staff, office and admissions email inquiries.
4.A.

**General Conclusions about Past Year Performance**

Through analysis and personal observation, summarize your conclusions about the past year. Discuss to what extent your department has or has not met stated goals and any challenges faced in achieving goals? What activities has your program engaged in to improve the student success and the HSU environment? Describe notable achievements since your last self-evaluation.

**Judgment**

☑️ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

This past year was the 1st time I have taken a hard look at our statistics and set goals for the department. Besides meeting the needs of our population and making changes to our program to comply with federal and state regulations, I have worked hard at collaborating with Admissions and Student Financial Services to streamline processes that work in our students best interest. Continuing to use technology to help disseminate information is a continued priority. The development of a robust Outreach program and a Career/employment module is also on top of our list. I've begun discussions with University Advancement to contact our alumni to showcase our successful student veterans and to request financial support.

Our challenges continue to be funding and staffing. Our technology needs need to be reviewed and streamlined. While programming continues to be a priority, in order to improve student success it is important that we reach out and provide education to our staff and faculty on the military culture and who are veterans are as students. Professionally, I will continue to complete courses in Mental Health and webinars that the VA invites me to attend. Humboldt State University is known at the CSU, State and Federal levels as a leader in Veterans rights and advocacy. However, I feel strongly that in order to really be "Military Friendly", we must create a community of students, staff and faculty that understand and accept our veteran students and dependents diversity and experiences.
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year
Summarize program modifications or changes to be made as a result of assessment. Show how the changes responded to changing demographics, technologies, external requirements, or other relevant factors. Goals may be carried over from year to year but changes must be informed by your data analysis and conclusions in 4.A.

Goals and Recommendations for 2014-15
The VETS program is in transition from electronic files to NOLI in collaboration with Admissions and Records. This change is in response to Customer Service assessment of the university as a whole and our goal of using technology to help alleviate some workload, streamline processes and reduce errors. More importantly, it addresses a security issue with our files residing on the Trinity server.

The continued updating of our website will also remain a goal and priority for the next 3 years as we implement necessary changes to address mandated policies around academic, financial and career advising.

Data collection and reporting will continue with the end product to report statistics on the VETS website.

Educating faculty and staff and non student veterans on our population, military culture and teaching strategies is also ongoing and contingent on time and funding.

I would like to secure a permanent source of funding for our Transition program as it is integral to our Student Learning Outcome of providing not only a safe and healthy environment for our students but also the tools to be able to cope with stressors, triggers and the reintegration to civilian life and student life.

I would like to reach out to our alumni annually to ask for their support and to provide biographies of their career choices and successes.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

2013-14 Student Learning Outcomes (1E)
Student Learning Outcome: As a result of participation in VETS, students will be knowledgeable and maximize their benefits and financial resources as indicated by a high level of graduation and retention.
Student Learning Outcome: As a result of participation in VETS, students will be able to successfully integrate or transition into civilian and student life.
Student Learning Outcome: Given the existence of the VETS program, the college community through awareness activities will become more informed and supportive of the unique characteristics and experiences of the VETS population as indicated by higher retention and fewer complaints by students and recognition as an Under Represented population.