

**Humboldt State University  
Veterans Enrollment and Transition Services  
2013-2014 Annual Report**

**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.

**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 student 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, referrals through MapWorks and the Learning Center, and peer support. We process all documents and forms for GI Bill benefits and fee waivers. We maintain VA electronic files in NOLIJ. 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. 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 recognizes our veterans at commencement, and sends out a congratulatory letter. We provide lost 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 for team building, skill building, camaraderie and leadership. This program is paid for through fund raising and donations.

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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 hardworking 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.

### **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)

#### **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

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 acknowledgement of our student veterans at commencement

Objective 4: Research feasibility of a memorial on campus for veteran alumni

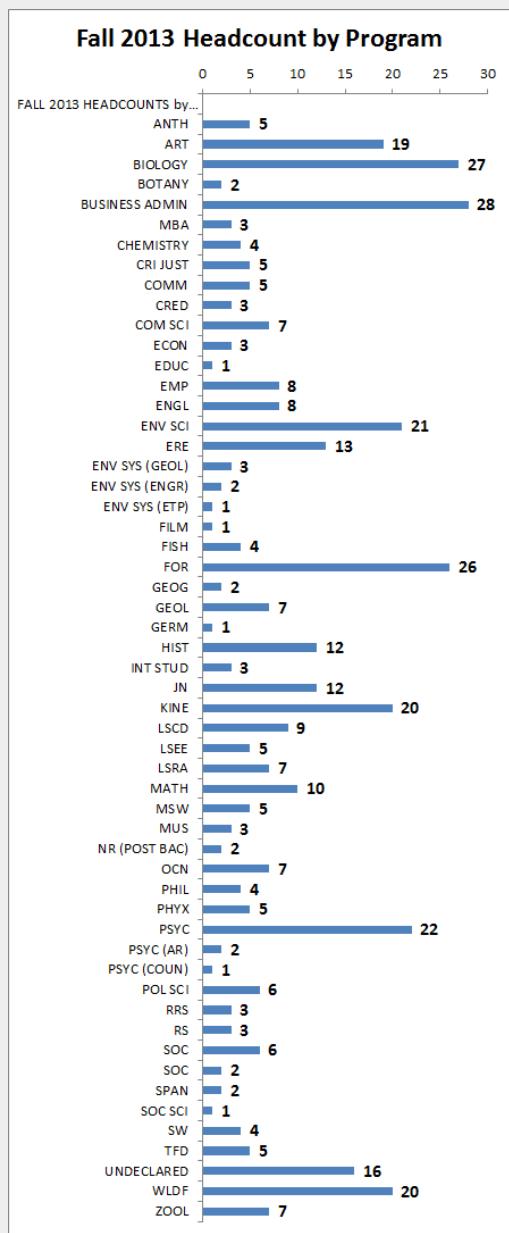
The goals are the same for the upcoming year however, some of the objectives have changed due to funding and networking. We've begun conversations with stakeholders to move towards Goals #2 and #4. We have added a dedicated football game this year to meet Goal #6.

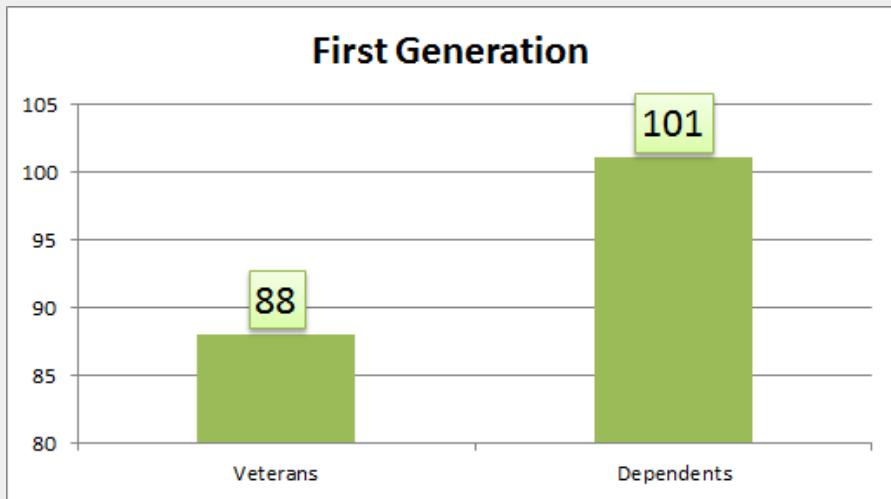
## **1.C. Enrollment/Participant Data**

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.

## Narrative

Column1	Female	Male	Total	Institutional Population
Am Indian	3	7	10	103
Black	9	13	22	291
Latino	23	13	36	1800
Asian	7	8	15	248
Pacific Islander	2	2	4	23
Two or More	24	26	50	468
White	95	156	251	4272
Unknown	9	18	27	817
Totals	172	243	415	8116





## TOTAL POPULATION

2009	2010	2011	2012	2013
323	313	353	380	417

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 are 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.

### Narrative

VETERAN RETENTION & GRADUATION RATES				
Retention	Lower Division Transfer		Upper Division Transfer	
	Veterans	Institution	Veterans	Institution
1 Year	66.1%	72.9%	78.8%	81.2%
	65.0%	58.8%	47.8%	53.8%
	49.1%	39.6%	18.3%	21.5%
Graduation	Veterans	Institution	Veterans	Institution
	42.6%	36.7%	57.3%	62.0%
	57.4%	48.1%	59.6%	67.0%
6 Year	63.6%	52.6%	64.0%	69.7%

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 extend 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.

## **Narrative**

**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*

*These two objectives are still in progress as we are continuing to build our new website.*

*Additionally, we are adding VetOps, an online veterans orientation program, to help provide education and resources for our student population.*

**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

*We have not followed up with Career and Advising center to put programming in place for the veterans.*

**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

*We have maximized our space and at this time and the SVA will reorganize in the Fall as it normally does.*

#### 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*

*We have expanded the Transition Program to include spouses and partners of veterans.*

*This is a step towards programming for our Dependents. Programming for our dependents is high on our list for this year.*

#### 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 acknowledgement of our student veterans at commencement

*Objective 4: Research feasibility of a memorial on campus for veteran alumni*

*Objective 4 is still outstanding. Staffing limitations and high turnover in student staff has required time dedicated to training and documenting processes.*

## 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.

### Narrative

VETS Staff member, Kim Hall, is a certified QPR instructor and has presented Suicide prevention workshops.

She has served and continues to serve on the Admissions and Reinstatement Committee for the last 7 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 in August.
- 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
- Participate and present at Annual Veterans Professional Development Conference
- 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.)

#### Narrative

Annual Assessment - Shared Funding Department Budget Report for Shared Funds Time run: 6/25/2014 11:31:00 AM					
2013-2014Fiscal Year					
Department (Point in Time)	Fund	Program	Category	Revised Budget	Balance Remaining
D40070 - VET SERVICES	HM500 - OPERATING FUND	---	3 - Salaries	58,049.00	4,788.59
			4 - Benefits	33,788.00	4,606.23
		RS569 - VETERANS REPORTING FEES	5 - Operating Expenses	3,821.00	(834.52)
	HM500 - OPERATING FUND Total	---	2 - Revenue	(3,082.00)	0.00
			5 - Operating Expenses	5,919.00	3,090.37
TU006 - LOTTERY - INSTR DISCRET	---	---		98,495.00	11,650.67
			5 - Operating Expenses	1,164.00	1,164.00
TU006 - LOTTERY - INSTR DISCRET Total				1,164.00	1,164.00
D40070 - VET SERVICES Total				99,659.00	12,814.67
Grand Total				99,659.00	12,814.67

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.

#### Sources

- [XLS] 13-14 VETS D40070 PREP Staffing rpt April 2014

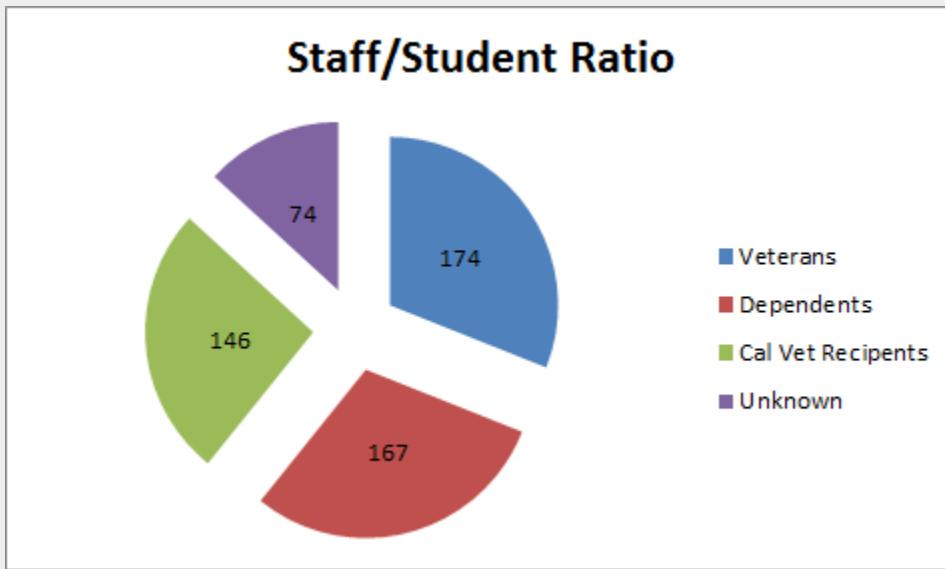
### **3.B. Efficiency**

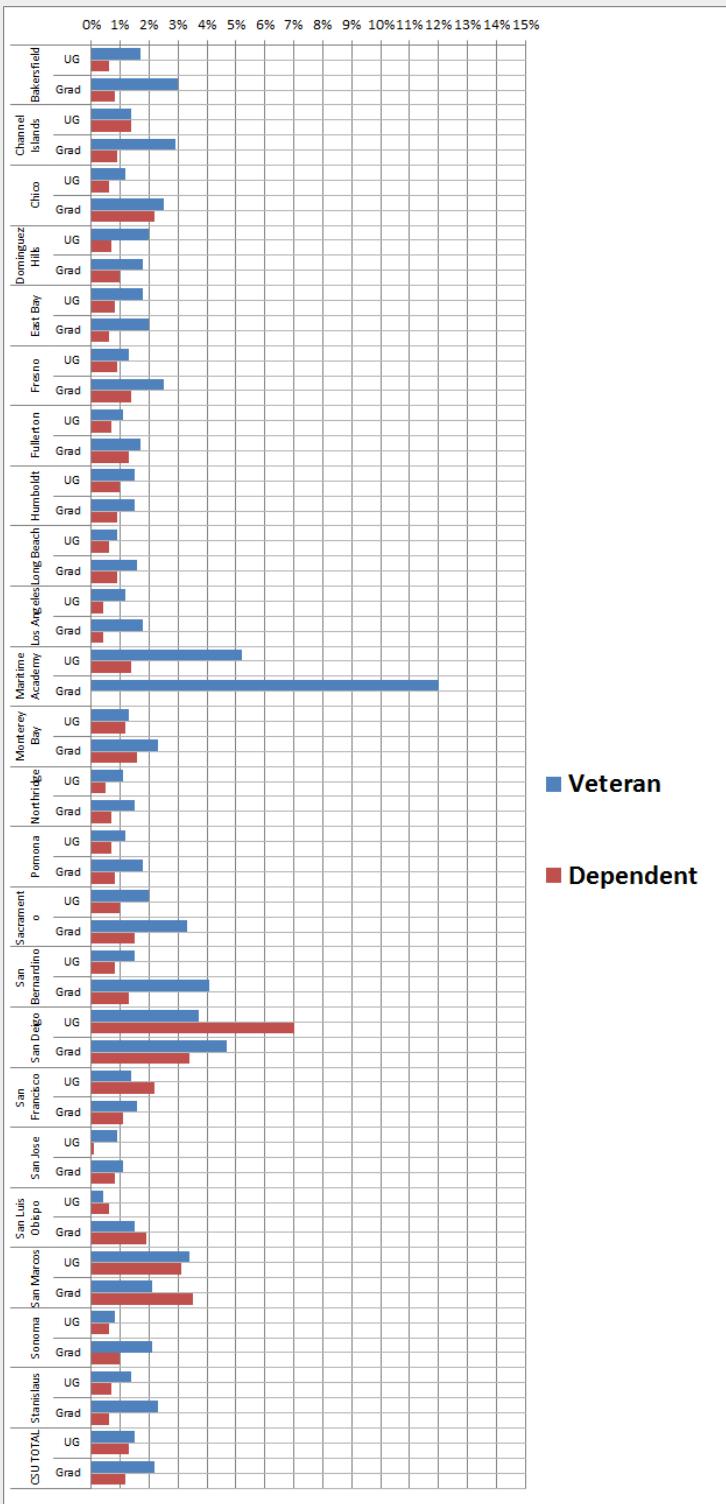
Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic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

#### **Narrative**

1 Staff- 1.0

6-8 VA Work study Ave 12 hours/week





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.

##### **Narrative**

This year we have focused on updating our processes either through documentation or technology. We have also reached out to risk management for their assistance in fundraising for the upcoming year and the issues around changing policies and expectations.

The conversations necessary to begin work on the Outreach and Career modules did not happen. The challenges are the same, staffing and funding.

Federal regulations including accountability and reporting has moved to the front of our priorities this year and at this point I have not identified the challenges with reporting required data points.

We moved away from the midterm evals that may or may not be available on Mapworks and have been more engaged on a personal level with students.

Notable this year is the opening of our Transition Program to partners and spouses of veterans. We are working on the same level of service with less money this year. We engaged Risk Mgt and they were able to give us some tips on how to meet their requirements and still serve our population.

#### **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 but must be informed by your data analysis and conclusions in 4.A.

##### **Narrative**

##### **Goals and Recommendations for 2014-15**

We have finished uploading our VA files to NOLIJ and will begin working on workflow processes to help move files within the system. We have a system problem with our sub indexing that will need to get worked out soon.

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 will continue discussions with Kevin to secure base funding of \$3000 for the Transition program. We will continue to try and fund raise to match these funds and expand our program to dependents.

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. I spoke to UA a few months ago about compiling lists of alumni to reach out for donations and biographies but the communication has stopped. We're working on a Veterans point of contact on UA website with Student Affairs to streamline the donation process.