



**VETERANS CENTER  
STUDENT SERVICES  
COMPREHENSIVE PROGRAM REVIEW and PLAN  
2008 to 2013**

**Committee Members:**

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**Executive Summary (brief summary, commendations, challenges, and recommendations):**

The Citrus College Veterans Center was established in 2009. In 2010 Citrus College was awarded a three year grant from the United States Department of Education, Funds for the Improvement of Post-Secondary Education, (FIPSE). The grant was in the amount of \$399,000 to expand and improve services for Citrus College student veterans.

The Veterans Center staff is dedicated to helping veterans transition from the military to civilian and student life. In addition, the Veterans Center is dedicated to ensuring the student veteran's academic progress and success, recognizing that veteran students come to school with many transitional barriers and needs.

The Veterans Center oversees the certification of over 1600 student veterans and their Veteran Administration Educational Benefits per year and another 800 adjustments to ensure their monetary benefits will continue in a timely manner.

Challenges experienced by the Veterans Center and the student veterans are due largely from staffing gaps. This department has one 75% director, one 50% certifying official, one 25% counselor, and five part time Veterans Administration Work-study student workers. Since 2007, the number of Certified Enrolled Veterans at Citrus College has increased by 100% (See Program Metrics, p.4).

**History of Government Issue (GI) Educational Benefits:**

In 1944, the Servicemen's Readjustment Act (formally known as the GI Bill) granted opportunities for student veterans to further their education. Since the introduction, the GI Bill has undergone several changes which typically reduced these benefits. As of 2008, the Post 911 GI Bill was introduced, which restored veteran's benefits to a level close to the original GI Bill (Radford, 2009).

The number of veterans and veteran beneficiaries attending institutions of higher education has doubled from 400,000 to 800,000 between 2000 and 2010 and continues to grow (United States Department of Veterans Affairs 2012). The department of Veterans Affairs projects by the end of 2013 that over one million veterans will be utilizing their GI Benefits. They also state that more veterans will come back from the Global War on Terror (GWOT) with service connected disabilities more than any other war since World War II, and of these veterans their percent of disability rating is higher than past wars.

Once a veteran decides to attend an institution of higher education, he or she is not only adjusting to life as a civilian, but as a student. Since veterans are familiar with a structured military environment, student veterans may feel frustrated by the different and often conflicting values within institutions of higher education (Reference Durdella, N. & Kim, Y.K, 2012).

CAS Standards (Council for Advancement of Standards in Higher Education, 2012):

According to the Council for Advancement of Standards (CAS) in Higher Education, the purpose of Veterans and Military programs and services is to provide support for student veterans, military personnel, military family members, and family members receiving veterans' benefits through the GI Bill that are affiliated with an institution of higher education. The need for support is evidenced by the experiences of personnel impacted by their involvement in Global War on Terrorism (GWOT), Operation Enduring Freedom (OEF), Operation Iraqi Freedom (OIF), and other service related actions.

This suggests that our student veterans will need more and more assistance with services to help them achieve their academic goals.

The Veterans Center priorities for the next five years are to; 1) to gain institutionalizing of the veteran's success center within the district budget, 2) Increase enrollment numbers of student veterans attending Citrus College, 3) Increase graduation attendance of the veteran students graduating, 4) Increase persistency and retention rates of student veterans, 5) increase campus wide awareness of veterans issues and gain faculty buy in and support for student veterans and their success.

## **1. Program Mission/Description:**

### **Program Mission and Relationship to College Mission:**

The mission of the Citrus College Veterans Center is to assist the student veteran to achieve their educational and professional goals by removing transitioning barriers and empowering the veterans to compete globally. The Veterans Success Center is dedicated to providing superior experiences that enhance and facilitate transitional support services that foster academic development, personal growth, and social engagement. Student veterans will become more involved with the Citrus College community, which will help increase their retention towards college completion while enhancing their transition from the military to civilian life.

### **Program Description:**

The Veterans Center provides a one stop location for student veterans to receive assistance with GI Bill benefits and support services. Staff members certify eligibility, process benefits, verify that coursework meets eligibility requirements, makes counseling referrals, prints transcripts, assist with priority registration, and meets with professors to ascertain whether failing grades are the result of non-completion. Students also receive information about such services as workshops for student veterans, the Veteran Book fund, and the Veteran Network club. The COUNS 160 course is a three unit transferrable elective that is designed to help student veteran's transition from military to civilian life. Student veterans who take the class are eligible for the veterans' book fund. The Veterans Center, established in 2008 with a grant from the Wal-Mart foundation, will receive \$20,000 annually until 2013.

The Veterans Center was one of 292 nationwide applicants for the Veteran Student Success grant from the Department of Education's Centers of Excellence. Citrus College was one of three colleges selected in California and one of fifteen colleges nationwide to receive a three year, \$399,999 award. The "Operation VETS" ("Veterans' Educational Transition Services") grant was awarded to the Veteran Center in October, 2010.

## **A. Awards and special recognitions**

- In 2010, Citrus College Veterans Program was highlighted at the White House Summit on Community Colleges.
- In 2012, California Community College Chancellors Office highlighted The Citrus College Veterans Center video.
- Voted by GI Jobs Magazine Military Friendly Schools four years in a row, 2010, 2011, 2012 and 2013.
- Citrus College Student Veteran Fernando Salazar Jr. was chosen as California State Assembly Member Roger Hernandez' Veteran of The Year in 2013.
- Citrus College is a member of Region 8 Veterans Consortium.

## B. Students

- 1) Approximate numbers of students served annually (include student characteristics and trend data if available).  
 Since fall 2013, the Veterans Center assists approximately 450 student veterans each semester, which is about 1,650 students served annually. Veterans are nontraditional students who historically enroll as full time. The current student veterans' enrollment trends have recently changed and most students have served numerous tours of duty, experience Post-Traumatic Stress Disorder (PTSD) and/or other anxiety related disorders, and some return with Traumatic Brain Injury (TBI). Collaboration with campus, government and community resources is essential to meet the specific needs of student veterans'.
- 2) Describe eligibility requirements for participation in the program.  
 Eligibility requirements verifying student veteran's status uses forms such as a military identification (ID), certificate of release and/or discharge from active duty document (DD214). Verification enables student veterans to receive priority registration, use the Veterans Center, and have access to all services provided by the Veterans Center. The Veterans Center is open to all student veterans and student veteran dependents, regardless if they are receiving educational benefits or not.

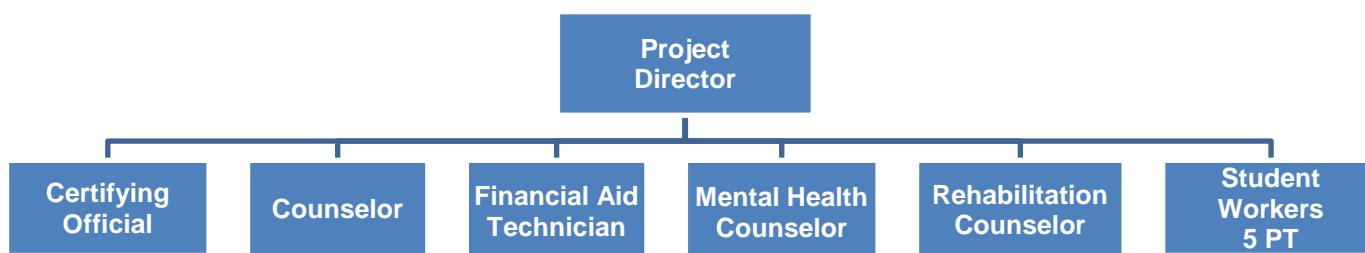
## C. Staffing

- 1) Staff preparation and training.  
 The Veterans Center is staffed by one 75% director, one 50% certifying official, one 25% counselor, and five part time Veterans Administration Work-study student workers. The Veterans Center is a busy hub offering all support services to help student veterans utilize their GI benefits as well as achieve both their educational and personal goals.

The minimum qualification for the Veterans Center Director is a master's degree, preferably in mental health, counseling or other related field. The current director holds a master's degree in marriage and family therapy and is working on a doctorate in psychology. A valid California Driver's License is also required.

The current director holds a teaching credential and has been trained in numerous modalities used for addressing individuals with Post Traumatic Stress Disorder (PTSD).

- 2) Faculty minimum qualifications, diversity, and credentials.  
 Minimum qualifications for the counselor is a master's degree in counseling with two (2) years' experience in community college academic counseling, preferably experience working with the Veterans Administration requirements for academic and educational goals.
- 3) Organizational chart with vacancies.



## D. Facilities/Location

Currently the Veterans Center is located on the east side of campus in the Hayden Hall Building (HH756). The student veteran population is growing rapidly requiring more space to host student veterans as well as space for offices, which will help provide a continuity of services for the veteran student.

## 2. Key Functions:

### Program Goals and Objectives:

- Provide program coordinator
- Peer-to-peer mentoring (Academic Battle Buddies)
- Student veteran ambassador
- POWER math
- Mental health services
- Training for faculty and staff

The program was featured on the televised White House Summit on community colleges. Citrus College has been designated a Military friendly college and featured in several articles regarding the programs' success.

### Program Metrics (below): Data represents Enrolled Certified Veterans.

Semester/Term	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Summer	N/A	60	74	150	176	150
Fall	N/A	117	167	234	260	260
Winter	N/A	83	116	169	164	206
Spring	90	125	172	262	244	319
<b>Total (duplicate count)</b>	<b>90</b>	<b>385</b>	<b>529</b>	<b>815</b>	<b>844</b>	<b>935</b>

### A. Explain how this program coordinates with Instructional and Student Services programs, Institutional Research, and TeCServices.

The Veterans Center collaborates with the Office of Institutional Research in gathering data pertaining to demographics, graduation rates, student veteran persistency rates, enrollment rates, and other information to identify students' educational needs. In addition, the Veterans Center works directly with TeCServices to coordinate collection and analysis of assessment placement results. TeCServices provides data on student demographics, including: contact information, units carried, units completed, full time equivalence students (FTES), grade point average (GPA), and other information as needed. TeCServices is critical to the Veteran Center to help maintain the email, SARS system, telephone systems and computer systems efficiently. The Veterans Center students rely heavily on the internet, social media and email to stay connected to the Veterans Center. Student veterans are also dependent on the Veterans Center website and internet to keep functioning at optimum level.

The Veterans Center coordinates with Admissions and Records to provide adequate documentation for verification of veteran and/or military status to utilize the services of the certifying official for seamless acquisition of educational benefits.

The Veterans Center collaborates with the Office of Student Life and the Student Health Center to provide the campus community (including student veterans) with workshops and resources.

### B. Describe how this program works with the business office to monitor budgets and fiscal reporting?

The Veterans Center works closely with fiscal services to meticulously monitor the budgetary information on a monthly basis and as needed, such as: expenditures, planning future costs, and outlays. The accounting supervisor from fiscal services works together with the Veterans Center to provide information on fees that are submitted to the Veterans Administration and helps coordinate Veterans Administration payment structure hindrances such as IPARQ, in an effort to prevent student roll outs and overpayments. Additionally, the fiscal services accounting supervisor monitors the budgetary information from the Funds for the Improvement of Postsecondary Education grant awarded to the Veterans Center from the U.S. Department of Education, starting October 2010 through October 2013.

**C. List how this program is integrated with the student equity plan and strategic plan.**

The Veterans Center is integrated with the Districts strategic planning through the continued involvement in student learning outcomes, student surveys, and annual Student Service Planning meetings.

Student Success – The Veterans Center contributes to student success by promoting and pro-actively maintaining a convenient “one stop shop” where student veterans can access services for their Veterans Administration educational benefits, mental health needs (including assessment), access to District and community resources, tutoring services and find comradeship with other student veterans or assigned mentors.

Student Learning Outcomes (SLO) – The Veterans Center has completed two cycles of SLOs during the 2011- 2012 and 2012-2013 academic years. A revised version of SLOs was created in 2013, to gather more information about female veterans in an effort to address their specific needs. The Veterans Center is involved with the District in developing SLOs to better understand the needs of the student veterans.

Communication – The Veterans Center provides communication through the District website, Citrus College Veterans Facebook page, campus outreach, Veterans Center brochures, departmental presentations, the Clarion newspaper, open posting, the Citrus College catalog, and the Citrus College marquees.

**3. Program Self-Evaluation:****A. Access – Describe how this program is accessible to students.**

- 1) Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).  
Citrus College Veterans Center student demographics data breakdown is: 78% males, 22% females, 49% Hispanics, 22% Caucasian, and five-percent African American. The average age of a student veteran is 27.5 years old. Clearly, student veteran demographic data, specifically gender and age statistics, contrast Citrus College student demographic data-in which 53% of Citrus students are females and 46% are males. The average age of a traditional Citrus student is between 20-24 years old. The ethnic makeup of the student veteran is significantly more in line with the traditional Citrus College student, than the aforementioned gender and age demographics.
- 2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.  
Some student veterans may come to Citrus College academically and socially unprepared and/or may have some difficulty transitioning from military to civilian life. For those veterans who may need help with transitioning, the Veterans Center provides a place to participate in the camaraderie with other veterans and receive assistance as needed. The Veterans Center helps student veterans with these transitional issues, by offering a location where they can access resources and services such as mental health counseling, tutoring assistance, Veterans Administration educational benefits, other Veterans Administration resources, and peer to peer mentoring support.

**B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).**

- 1) Number of degrees and certificates awarded.  
Forty-nine degrees awarded – 2013
- 2) Number of transfer-prepared students.  
Forty-eight transferred prepared – 2013
- 3) Number of transfers.  
Thirty-eight transferred – 2013

**C. Achievement of non-credit educational goals:**

N/A

**D. List exemplary practices and services offered that could be shared with other departments.**

The Veterans Center, a “one-stop shop” concept, provides exemplary services where veteran students can complete their enrollment criteria, Student Educational Plan (SEP), Veterans Administration educational benefits certification process, and receive help with transitional barriers or stressors. The 2012 Veterans Center student survey suggests that student veterans are pleased with the support services offered at the center. The only two significant suggestions from the survey were the need for more staffing and the need to keep the center open longer hours (Appendix A). The Veterans Center collaborates with faculty and staff to advocate for student veterans to make needed recommendations on how the services can be improved (i.e. suggesting more eight week courses during summer semester).

**E. Compliance**

- 1) Provide an overview of how this program meets applicable minimum requirements of law.  
The Veterans Center must meet the federal mandates initiated by the Veterans Administration (VA) when certifying student veterans for their educational benefits. The Veterans Center compiles the documentation requested by these mandates and maintains these files as requested by the VA, for future review and audits. The guidelines are specific to the student veteran population and their educational goals. In addition, the Veterans Center maintains files with consistent adherence to the Family Educational Right to Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). The Veteran Center director attends regular trainings and conferences to ensure compliance with the most up to date information and on changes to the Veterans Administration educational benefits.
- 2) Describe compliance initiatives undertaken since last program review.  
N/A

**F. Environmental Impact – How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?**

The student veterans are very conscientious of the environment and participate in a recycling program, by gathering bottles and cans.

**G. Data Reporting**

- 1) Describe data gathering and submission processes, including challenges in submission.  
Data was gathered from TeCServices, the Office of Institutional Research, and from the Veterans Administration - a VA Once Certifying system. The VA Once Certifying system is used to certify GI educational benefits and is able to produce data reports reflecting how many student veterans are certified for each academic semester/term. However, the aforementioned reports do not include those student veterans who were not currently using their GI educational benefits yet, were enrolled in courses. During the data collection process, the Veterans Center encountered challenges reconciling the correct numbers between the three different data collection sources. Once the Veteran Center identified these challenges, the staff was able to gather and report complete data (data included above on p.3-4 under section 2 Key Functions).
- 2) Explain changes in data collection, access, and submission since last program review.  
N/A – This is the first cycle for the Veterans Center.

**H. Technology Needs**

- 1) List technology needs that currently exist in the program (include justification).  
Currently, the Veterans Center has limited access to student enrollment information. The Veteran Center needs more access to student enrollment information via Wingspan to increase this connectivity to help determine student eligibility for services and student class schedules for VA educational benefit and or notification purposes.

- 2) Describe and list anticipated technology needs.  
The student veteran population is rapidly growing. The Veterans Center has only seven computers to accommodate approximately 300 student veterans using the computers for homework. The Veterans Center could use an additional six computers, six monitors and two additional printers to accommodate the growing population.

**I. Explain how faculty, administrators, staff, and students interact with this program.**

College faculty may have student veterans enrolled in their classes and administrators may encounter veteran students as they utilize on campus services. College faculty and staff may come across student veterans that need specific assistance or have concerns. Faculty and Staff can always access help by contacting either the Veterans Center or by referring the student to the Veterans Center for assistance. Student veterans utilize the Veterans Center to register for classes, to seek help with their education plan, to use the computers, to relax between classes, to access help with class work, to speak to the VA Vocational Rehabilitation officer, and to access their GI bill educational benefits.

**Program Self-Evaluation Recommendations**

Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

The Veterans Center identifies the needs of student veterans and offers additional support services to address those needs to enhance a supportive learning environment through several self-evaluation recommendations. The pathway through the college experience is first defined by an intentional concern for student access, progress, learning, and success. The Veteran Center, funded by a Federal grant, has to annually complete a reporting process done by an external evaluator to assess the grant program goals, procedures, and a student veteran satisfaction focus group. Additionally, the Office of Institutional Research also conducted a student satisfaction survey assessing the Veteran Center services and used those results as student learning outcomes. College faculty and staff also give input to improve the Veterans Center by attending monthly Veteran Advisory meetings to ensure appropriate measures are taken in order to improve the effectiveness of the services offered.

**4. Assessment of Outcomes:**

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

Populate with the existing Unit Outcomes				
	<u>Outcome</u>	<u>Assessment</u>	<u>Result</u>	<u>Change</u>
1	Student veterans will identify the Veterans Center as a place that provides support and contributes towards their academic success.	Survey	5-point LIKERT scale. Results 4.69-4.8  This is not a huge increase but the male veterans overall are very happy with the services 90%. The Veterans Center was trying to establish a baseline to identify areas of concern.	Additional questions were added specific to female veterans to address their concerns. While the same survey will be administered, the revised survey will include questions relating to female veterans. The goal is to increase results from 4.8 to 4.94.
2	Student veterans will identify the Veterans Center as a place for peer support, counseling support and tutoring support.	Survey	5-point LIERT scale. Results 4.66-4.86.  The results reflected all of the surveys during this term. This survey was conducted to establish concerns the	The results were increased from 4.66-4.86 to 4.95.  Although this was not a huge increase, it did enable the Veterans Center to identify the concerns of the veterans in an effort to address these

			veterans may have in an effort to address those concerns.	concerns.
3	Female veterans will identify the Veterans Center as a place that provides support and contributes towards their academic success. CCSP 2.1.1	Survey/Focus Group	Completed in the fall semester of 2012 and the spring semester of 2013.	The following results shows a slight increase from previous surveys from 4.66-4.84, This data generated specific concerns that female veterans have and this will help the Veterans Center address those concerns in an effort to provide services to all veterans including female veterans.

### A. Describe your progress in the development and implementation of Student Learning Outcomes.

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic. Use existing data or document with a survey.

1) What process was used to develop the SLOs?

The director of the Veterans Center collaborated with the director of Institutional Research and the department staff to design a student satisfaction survey and help access the results for data processing (Appendix B).

2) What activities are used to achieve the SLOs?

The Veterans Center collaborates with various campus departments and services to offers peer to peer mentoring as well as tutoring services in math, English, and Biology to help student veterans successfully complete their educational goal.

### B. How is the program assessing the outcomes?

A student satisfaction survey and focus groups were conducted to attain the Veteran Center Student Learning Outcomes. The results of this survey was utilized to identify programs, gaps, student veteran needs, services, and information requested by students to improve the Veteran Center. The student veterans were asked 30 questions, 18 of which asked the student veterans to rate the services they received at the Veteran Center as well as six demographic questions. The student satisfaction survey was designed to assess effectiveness and satisfaction of the current services offered at the Veteran Center.

### C. How is the assessment information used to improve services?

Based on the survey results, the program is meeting the needs of the student veterans served, and student veterans are satisfied with the current services provided. The Veterans Center staff will meet, as needed, with an veterans advisory committee to review the results and assess what can be done to improve services. The Veterans Center will strive to continue serving prospective and continuing students in assisting them towards pursuing their educational, personal and career goals.

## 5. Previous Recommendations:

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by Month/Year.

	Previous Recommendations	Person(s) Responsible	Status	Estimated Completion	Priority
1	N/A. This is the first comprehensive program review cycle for the Veterans Center.	N/A	N/A	N/A	N/A



## 6. New Recommendations:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable, reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	New Recommendations	Person(s) Responsible	Estimated Completion	Priority
1	Explore funding sources to support the needs of the growing student veteran population. <b>CCSP 3.2.3</b>	Project Director and Interim Executive Dean	In Progress	1
2	Create programs and systems to welcome female veterans. <b>CCSP 2.1.1</b>	Project Director and Interim Executive Dean	On Going	1
3	Increase female participation in Veterans Center activities by 15%. <b>CCSP 2.1.1</b>	Project Director and Interim Executive Dean	In Progress	1

## 7. Resources Requested:

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page to complete the Link to Planning column.

### Certificated Personnel (FNIC)

Position	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Project Director 100%	Connectivity is the key to successful students; this will directly impact the integrity of the department and help to ensure student success and completion.	Salary \$87,487 Benefits \$9,100 Health \$21,909 Total: \$118,496	1	<b>CCSP 3.2.3</b>
Counselor Full Time	This will ensure successful SEP development mandated by the Veterans Administration, which will ensure compliance with federal agencies and ensure a successful plan for academic success.	Salary \$54,699 Benefits \$6,373 Health \$21,909 Total: \$82,981	1	<b>CCSP 3.2.3</b>

### Classified Personnel

Position	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Certifying Official – 100%	This will ensure successful certification process in a timely manner optimizing students VA processing, which enables student's success and completion.	Salary \$45,546 Benefits \$6,167 Health \$21,909 Total: \$73,622	1	<b>CCSP 3.2.3</b>
Administrative Secretary I – 100%	Administrative support for Director and program support, providing needed assistance with the daily operations of a busy department.	Salary \$29,202 Benefits \$6,241 Health \$21,909 Total: \$57,352	2	<b>CCSP 3.2.3</b>

### Staff Development (Division)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Annual Veteran Administration (VA) Training	Attendance provides training and mandated VA Educational Benefit updates specifically directed toward VA processes and compliance mandates.	\$2,500	1	<b>CCSP 2.3.2</b>

**Facilities (Facilities)**

Describe repairs or modifications needed and location*	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Larger Space IC Building	The Veterans Center makes an average of 950 student contacts each month, increasing the space and size of the Veterans Center will help to ensure connectivity and successful completion of their goals.	\$25,000	1	<a href="#">EFMP pg. 361</a>

\* Include building and room number

**Computers / Software (TeCS)**

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Computers	The Veterans Center has increased in volume of face to face contacts and usage of the Veterans Center, adding four (4) new computers and one (1) additional printer would help to ensure student success.	\$7,200	1	<a href="#">EFMP pg. 361</a>
Printers	The Veterans Center has increased in volume of contacts and usage, adding more printers to accommodate the commuters would help to ensure achievement of their academic goals.	\$500	2	<a href="#">CCSP 2.3.3</a>
Scanner	Enhance efficiency of certification process	\$2,500	1	<a href="#">CCSP 2.3.3</a>

**Equipment**

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
N/A				

**Supplies (Division)**

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
N/A				

## References

### Citation from an Online Periodical without a DOI Assigned

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**Appendix A (pg. 12-13)**

**Veterans Center Student Satisfaction Survey**

In an effort to improve the quality of service you receive, The Veterans Center is seeking your feedback. The survey is anonymous and should not take more than five to ten minutes to complete. We are committed to continuous improvement in all areas of our program. Your feedback will help us modify the program to better meet your needs.

**Thank you very much for your participation!**

<b>Check one response for each item</b>					
<b>Based on your overall experience, please rate your satisfaction with each of the following services</b>					
	<b>Very Helpful</b>	<b>Helpful</b>	<b>Not Helpful</b>	<b>Unaware of Service</b>	<b>Aware but Not Used</b>
1. Meeting with the financial aid representative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Meeting with the academic advisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Meeting with the mental health counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Information on GI benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Certification of benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Tutoring services/Math Help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Meeting with a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Information on services offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. On-going academic advising help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Information on Veterans Book Fund.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Talking with someone about my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Check one response for each item</b>					
<b>Based on your overall experience, please rate your level of agreement/disagreement with each of the following items</b>					
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
12. Accurate information about certification and GI benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The Academic Advisor was informative about the requirements for transfer to a four-year college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The staff here is always courteous, knowledgeable, and helpful whenever I enter the Veterans Center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The Veterans Center supports and or contributes to my academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. There is at least one employee at the Veterans Center who I knew well enough to talk to if I was having difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The academic advisor in the Veterans Center helped me with developing clearer career or educational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Note: \*Survey questions 18 and 19 were removed from the survey and the numbering was not corrected before the survey was distributed to students. Therefore the survey and result numbering is off.*

20. I learned about the services of the Veterans Center through (check all that apply):
- The college website
  - My instructor suggested that I come here
  - By filling out an intent form
  - A friend recommended that I come here
  - The Veterans Website
  - Dropped in on my own
  - A staff member called me to invite me to an appointment
  - Other \_\_\_\_\_

21. Reason for visiting the Veterans Center, (check all that apply).  
 Socialize  Tutoring Help  Math Help  Information on GI Benefits  Advance Appointment  
 To Talk to Someone/Stress Related Issues  Re/Certification  Break/Relax  
 Use Computer/Do Homework

22. I am.....  
 Male  
 Female

23. Do you frequent the Veterans Center Yes or No,  
If the answer is no, why not? \_\_\_\_\_

24. My age is \_\_\_\_\_ years old.

25. I am.....  
 Single  
 Married  
 Divorced/Separated

26. I have \_\_\_\_\_ child(ren).

27. What is your ethnic/racial background? Choose one or more from the following.  
 Asian  
 Black or African American  
 Hispanic/Latino  
 American Indian or Alaska Native  
 Native Hawaiian or Other Pacific Islander  
 White  
 Other \_\_\_\_\_

28. What is one thing are you most satisfied with at the Veterans Center?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

29. In your opinion, what is the one service or aspect of the program that is in need of improvement?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. Are there any services not currently offered that you would like to see offered in the future?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

31. Do you have any other comments or suggestions?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

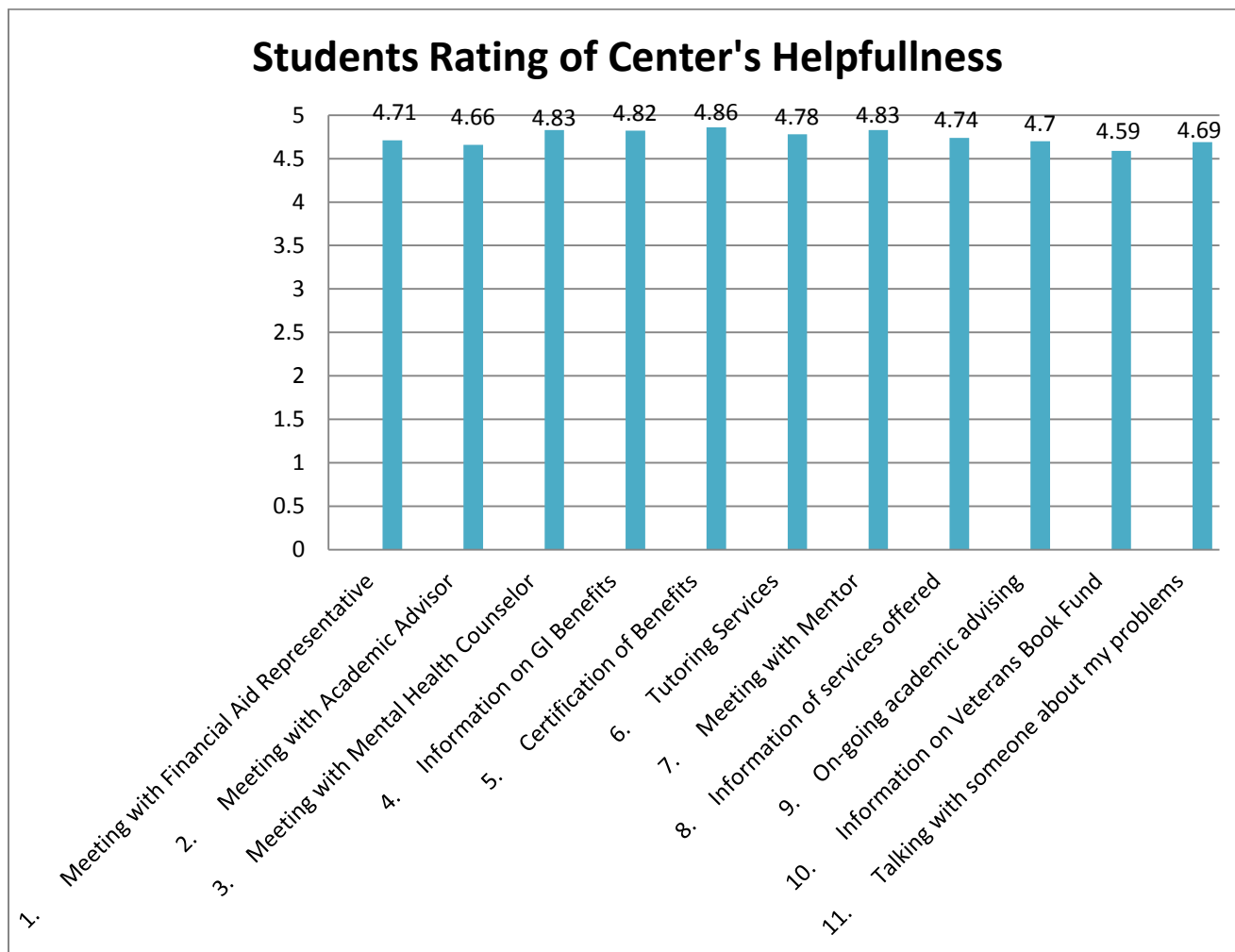
**THANK YOU FOR HELPING TO EVALUATE THE QUALITY OF OUR SERVICES.**

**Appendix B (pg. 14-17)**

**Veterans Center  
Student Satisfaction Survey – Results**

**Students rated the helpfulness of the Veterans Center**

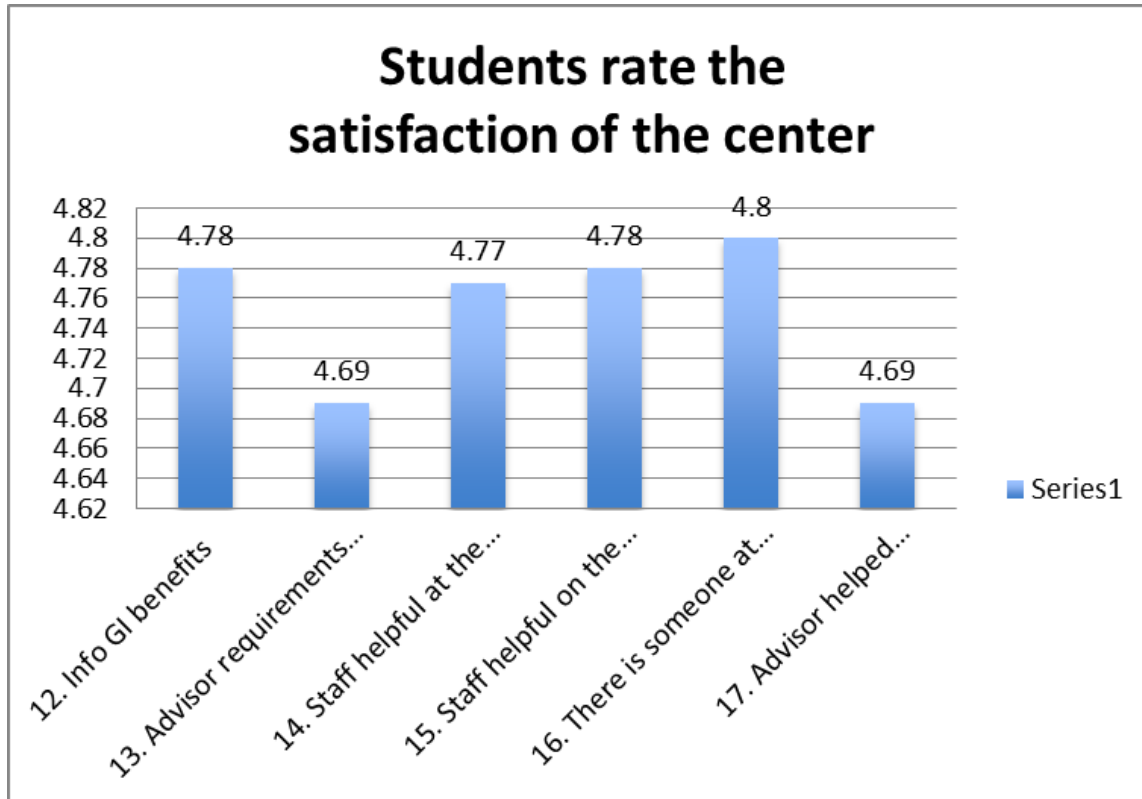
1. Meeting with Financial Aid Representative
2. Meeting with Academic Advisor
3. Meeting with Mental Health Counselor
4. Information on GI Benefits
5. Certification of Benefits
6. Tutoring Services
7. Meeting with Mentor
8. Information of services offered
9. On-going academic advising
10. Information on Veterans Book Fund
11. Talking with someone about my problems



## Veterans Center Student Satisfaction Survey – Results

### Students rate their satisfaction of the Veterans Center

- 12. Info GI benefits
- 13. Advisor requirements for transfer
- 14. Staff helpful at the center
- 15. Staff helpful on the phone
- 16. There is someone at the center I can talk to
- 17. Advisor helped developing educational goals

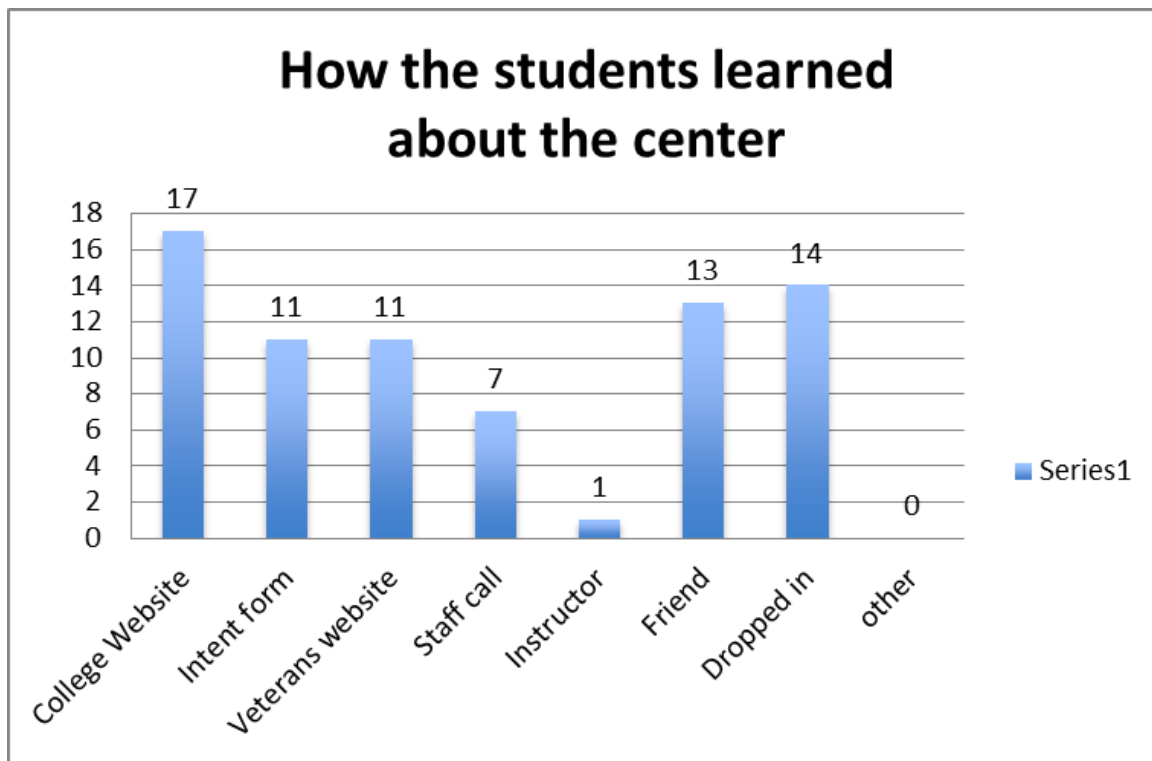


## Veterans Center Student Satisfaction Survey – Results

**Please Note:** \*Survey questions 18 and 19 were removed from the survey and the numbering was not corrected before the survey was distributed to students. Therefore the survey and result numbering is off.

**20. I learned about the services of the Veterans Center through (check all that apply):**

- The college website
- By filling out an intent form
- The veterans website
- A Staff member called me to invite me to an appointment
- My instructor suggested that I come here
- A friend recommended that I come here
- Dropped in on my own
- Other





## Veterans Center Student Satisfaction Survey – Results

### Men and women differ in their satisfaction of the Veterans Center

	MEN	WOMEN
1. Meeting with Financial Aid Representative	4.76	4.57
2. Meeting with Academic Advisor	4.74	4.43
3. Meeting with Mental Health Counselor	4.63	4.00
4. Information on GI Benefits	4.86	4.71
5. Certification of Benefits	4.91	4.71
6. Tutoring Services	4.73	4.67
7. Meeting with Mentor	4.74	4.33
8. Information of Services Offered	4.79	4.57
9. On-going academic advising	4.74	4.57
10. Information on Veterans Book Fund	4.74	4.00
11. Talking with someone about my problems	4.73	3.60
12. Info about Cert and Benefits	4.80	4.71
13. Advisor requirements for transfer	4.77	4.43
14. Staff helpful on the Center	4.86	4.67
15. Staff helpful on the phone	4.86	4.57
16. There is someone at the Center I can talk to	4.86	4.57
17. Advisor has helped educational goals	4.80	4.43

