OUTCOME
Student veterans and military-connected students’ personal development will be positively impacted by the VRC.

OUTCOME SUPPORTS
☒ University: Goal 1
☒ Division: Goal 1
☐ Department:
☐ Other:

OUTCOME TYPE
☒ Performance Outcome
☐ Student Learning Outcome

ASSESSMENT APPROACH
☒ Direct assessment
☒ Indirect assessment

DATA COLLECTION METHODS
• Survey, internal data

METHODS AND MEASURES
The VRC provides or promotes a wide-variety of resources to support student’s personal development, including the Wellness Kickoff/Wellness Expo, student-led wellness groups and activities, Dragonboat, Vets vs. Cadets, on-campus counseling, peer mentoring, and more.

Indirect Assessment: The questionnaire collected data on the following:
1. Was the respondent informed of personal support resources provided or promoted by the VRC (such as the Wellness Kickoff/Wellness Expo, student-led wellness groups and activities, Dragonboat, Vets vs. Cadets, on-campus counseling, peer mentoring, etc.)?
2. How many personal support resources did the respondent use during the 2017-2018 academic year?
3. The degree in which the respondent agrees or disagrees that the VRC’s personal support resources had a positive effect on their personal development.
   a. The questionnaire defined “Personal Development” as activities that improve the respondent’s awareness and identity, help develop their talents and potential, contribute to the realization of their goals and aspirations, or enhance their general quality of life.

Direct Assessment: The VRC also examined internal data from the 2017-2018 academic year. The data included the following:
1. The percentage of the student veteran population who made a personal commitment to Titan Warrior Wellness during fall 2017
2. The percentage of the student veteran population who made a personal commitment to Titan Warrior Wellness during spring 2018
   A. Although Titan Warrior Wellness serves veterans and military-connected students, it is only possible to measure the percentage of engagement for the population who have self-identified as veterans, active duty personnel, or reservists. Because the total number of military-connected individuals is unknown, all military-connected students who participated in Titan Warrior Wellness were omitted from these calculations
CRITERIA OF SUCCESS

Questionnaire Criteria (Indirect):
1. 80% were informed of personal support resources (such as the Wellness Kickoff/Wellness Expo, student-led wellness groups and activities, Dragonboat, Vets vs. Cadets, on-campus counseling, peer mentoring, etc.)
2. 40% utilized at least one (1) personal support resource during the 2017-2018 academic year
3. 80% who utilized at least one (1) personal support resource believed it positively affected their personal development

Internal VRC Data (Direct):
1. 10% of the identified student veteran, active duty personnel, and reservist population made a personal commitment to Titan Warrior Wellness during the fall 2017 semester
2. 10% of the identified student veteran, active duty personnel, and reservist population made a personal commitment to Titan Warrior Wellness during the spring 2018 semester

DATA COLLECTION AND ANALYSIS

Questionnaire Criteria (Indirect):
95% (168 of 176 respondents) provided personal support data. Of those surveyed:
1. 69% (115 of 168) were informed of personal support resources (such as the Wellness Kickoff/Wellness Expo, student-led wellness groups and activities, Dragonboat, Vets vs. Cadets, on-campus counseling, peer mentoring, etc.)
2. 52% (88 of 168) utilized at least one (1) personal support resource during the 2017-2018 academic year
3. 84% (74 of 88) who utilized at least one (1) personal support resource agreed or strongly agreed that it positively affected their personal development

Internal VRC Data (Direct):
1. 11% (45 of 401) of identified student veterans, active duty personnel, or reservists made a personal commitment to Titan Warrior Wellness during the Fall 2017 semester
2. 12% (52 of 427) of identified student veterans, active duty personnel, or reservists made a personal commitment to Titan Warrior Wellness during the Spring 2018 semester

IMPROVEMENT ACTIONS

In addition to the data above, the questionnaire also allowed respondents to provide qualitative responses for how to improve the VRC’s personal development support. Based on all of the data available, the following improvement actions have been identified:
1. Implement a Comprehensive Communication Plan

   The most predominant theme from this section’s qualitative responses was that the VRC could more effectively communicate its services. Only about half of respondents utilized the VRC’s personal support resources; however, for those who did utilize personal support resources, an overwhelming majority believed that it positively affected their personal development. The qualitative responses make it abundantly clear that the VRC can improve its communication for all services, including personal development.

   A. “As mentioned before, and really, this is a part that you're failing: be vocal and active. If you have an upcoming event that could support students' personal development, make it known to the students. Hanging a poster is not at all enough to accomplish this. Work on it.”
B. “I would say send emails more frequently and further in advance so we can make arrangements to either participate in the events or cheer on fellow veterans”

2. **Remain Student-Centered, Meet Individuals Where They Are**

The VRC’s personal support services, such as Titan Warrior Wellness, emphasize taking a student-centered approach, and recognized that that it is necessary to provide individual support in order to serve such a diverse population. The VRC works with SVA to promote its peer mentor program, and the VRC assigns part-time staff responsibilities related to providing personalized support to TWW participants. It may benefit the center to develop additional strategies that allow the center to meet students “where they are.”

A. “Students are individuals, everyone is different so just one event isn’t going to reach everyone. Need to have diverse workers, and people who care about others working at the VRC”

B. “Tailored events to various personalities. Not everyone is outgoing”

C. “I feel that the VRC already does a great job in supporting students' personal development. Every time I come in, one of the workers that day will call me by name and ask how my classes are going”

3. **Provide or Promote More Events**

A number of students recommended providing access to more events. Recommendations emphasized social events as well as events focused on professional development, which serves as a reminder that some individuals consider professional development a direct influence on their personal development.

A. **Social Events**
   - “Offer more workshops and more socials”
   - “Have more dragon boat racing events”

B. **Professional Development Events**
   - “Bring more networking and career development opportunists on our doorstep like done with OSHA training”
   - “Do a better job at partnering with employers relevant to students’ majors. Most employers that come on campus are seeking sales & management positions. Students in sociology, psychology, kinesiology, art, and science are commonly left out”

4. **Maintain our Commitment to Inclusivity**

Again, practicing inclusivity on behalf of all military-connected students is a prevailing theme in this section’s qualitative responses. Effectively communicating the VRC’s culture of inclusivity is critical to serving our diverse population.

A. “I feel the resource center caters primarily to those who have served and spouses. [There are] a lot of us military children too! Our lives were shaped by military and we have a strong proud culture as well.”

B. “As mentioned before, reach out and include dependents.”