OUTCOME
Student veterans and military-connected students’ professional 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 professional development, including the Veteran Scholar Career Readiness Program, career expos, resume/cover-letter workshops, the Internship Bootcamp, the Golf Mixer, professional networking events, and more.

Indirect Assessment: The questionnaire collected data on the following:
1. Was the respondent informed of professional development resources provided or promoted by the VRC (such as the Veteran Scholar Career Readiness Program, career expos, resume/cover-letter workshops, the Internship Bootcamp, the Golf Mixer, professional networking events, etc.)?
2. How many professional development 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 professional development resources had a positive effect on their professional development
   a. The questionnaire defined “Professional Development” as the respondent’s ability to acquire the knowledge and skills necessary in order to secure and maintain a professional career
4. The degree in which the respondent believes they are better-prepared for their career as a result of VRC professional development resources

Direct Assessment: The VRC also examined internal data from the 2017-2018 academic year.
The data included:
1. The percentage of the identified student veteran, active duty personnel, and reservist population engaged with the Veteran Scholar Career Readiness Program during the fall 2017 semester.
2. The percentage of the student veteran, active duty personnel, and reservist population engaged with the Veteran Scholar Career Readiness Program during the spring 2018 semester.
   a. Although the Veteran Scholar Career Readiness Program (VSCRP) 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 VSCRP were omitted from these calculations

**CRITERIA OF SUCCESS**

1. Questionnaire Criteria (Indirect):
   1. 80% were informed of professional development resources (such as Veteran Scholar Career Readiness Program, Career Expos, resume/cover-letter workshops, Internship Bootcamp, the Golf Mixer, professional networking events, etc.)
   2. 40% utilized at least one (1) professional development resource during the 2017-2018 academic year
   3. 80% who utilized at least one (1) professional development resource believed it positively affected their professional development
   4. 80% felt better-prepared for their career as a result of the VRC’s professional development resources

2. Internal VRC Data (Direct):
   1. 10% of the identified student veteran, active duty personnel, and reservist population engaged with the Veteran Scholar Career Readiness Program during fall 2017
   2. 10% of the identified student veteran, active duty personnel, and reservist population engaged with the Veteran Scholar Career Readiness Program during spring 2018

**DATA COLLECTION AND ANALYSIS**

Questionnaire Criteria (Indirect):
94% (166 of 176 respondents) provided professional development data. Of those surveyed:

1. 65% (107 of 165) were informed of professional development resources (such as Veteran Scholar Career Readiness Program, Career Expos, resume/cover-letter workshops, Internship Bootcamp, the Golf Mixer, professional networking events, etc.)
2. 33% (55 of 166) utilized at least one (1) professional development resource during the 2017-2018 academic year
3. 86% (47 of 55) who utilized at least one (1) professional development resource agreed or strongly agreed that it positively affected their professional development
4. 73% (40 of 55) felt better-prepared for their career as a result of VRC professional development resources

Internal VRC Data (Direct):
1. 14% (54 of 401) of identified student veterans, active duty personnel, or reservists engaged with the Veteran Scholar Career Readiness Program during fall 2017
2. 11% (48 of 427) of identified student veterans, active duty personnel, or reservists engaged with the Veteran Scholar Career Readiness Program during spring 2018

**IMPROVEMENT ACTIONS**

1. Provide Access to more Opportunities (Internal & External)
   Providing access to more professional development opportunities was the predominant theme for increasing the VRC’s support for students’ professional development. Recommendations include both internal and external opportunities:
   A. Internal VRC Opportunities
• “Have more speakers show up at the lounge during lunch time to give people a better idea of the resources available and how to access / use them”
• “I have recently been informed about a VRC program where there will be a golf program which pairs up Titan-Vets with mentors in a profession which suits their major/interest. This sounds like a great idea which could be expanded into other communal activities with a prospective mentor.”

B. External VRC Opportunities
• “Use every opportunity/event to draw companies to recruit/talk to veterans for the future”
• “Strive to open the occupational resources to a more broad spectrum of opportunities”

2. Remain Student-Centered, Meet Individuals Where They Are
Similar to personal development resources, it is important to remember that the VRC serves a diverse population. In order to accomplish this, the center must implement strategies that serve a wide-variety of professional aspirations.
• “Since the majority of student veterans are pursuing careers in business, more emphasis is given to developing professional business people. Since I am going into Teaching, how can I become a more professional educator? I might have learned some tips from the seminars, but they did not catch my attention as an educator (perhaps others in different fields feel the same)”
• “Increase outreach to postbac. You might have 1 or 2 vets who are disconnected with the VRC’s resources”
• “Hold events that facilitate networking between Alumni and students of similar Majors”

3. Implement a Comprehensive Communication Plan
The most overwhelming recommendation across all qualitative responses is to ensure student veterans and military-connected students are informed of the VRC’s resources in a timely manner. Only 33% of respondents indicated that they utilized at least one professional development service. However, a majority of students who did utilize professional development resources believed it positively affected their professional development.
• “I didn't hear about the events until the day of. Maybe post them and tag people on social media, text other peers, don't just rely on an email.”
• “I was not even aware of these. That highlights a communication problem.”