

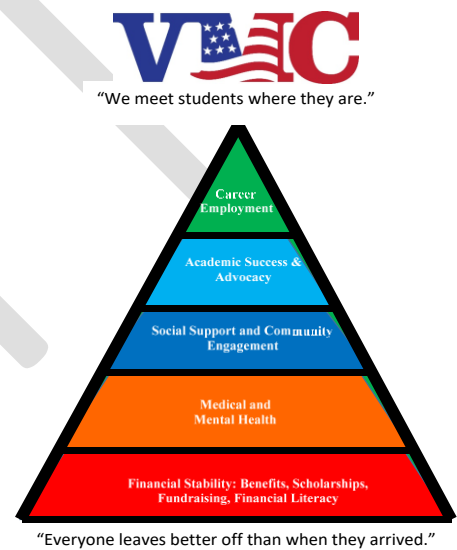
Unit Overview/Mission/Purpose

Our vision is to create an environment where veteran and military-connected students feel like they belong.

The mission of the Veteran and Military (VMC) center is to support the success of Wright State University student veterans, service members and military connected students in attaining their academic, professional, and personal goals – in that order. We cannot provide other means of support if an individual is not a student first.

We operate under the assumption that academic success is negatively impacted when a student veteran or military-connected student is struggling with financial, physical and/or mental health issues, and with feelings of alienation or a lack of belonging. Therefore we believe that the path to academic success is to support student veterans through a holistic model. The VMC support pyramid is provided by Janine Wert, Director of Veterans Services at UMASS at Lowell. The diagram has been customized by the VMC.

- Financial Stability – this includes the efficient processing and stewardship of GI Bill Benefits, managing scholarships and grants, fundraising, and supporting financial literacy.
- Medical and Mental Health support – mostly in the form of referrals.
- Facilitating Social Support and Community Engagement
- Providing Academic Support and Advocacy
- Supporting Career Development



Staffing

FTE – per 40 hours of student works

UH – Unduplicated Headcount

	FY16	FY17	FY18	FY19
# Full Time Staff	4	4	3	3
# Student Employee – Work Study (UH)	2	2	2	0
# VA Student Employee (UH)	10	23	34	16

Success Outcome 1: Compliance with external VA and DOD related activity. ¹

Success Outcome Level Summary: Excellent – In all aspects the VMC remains Excellent at processing GI Bill benefits for the student veterans and dependents at WSU. See below for the individual evaluation.

The timely and efficient processing of GI Bill benefits is critical to the VMC's success because our activities place us between the student and the Department of Veterans Affairs. For both WSU and the student veteran, the sooner we are able to process claims, the sooner both parties receive payment, allowing student veterans to register for classes and to receive their allotted funding (i.e. book stipends, monthly stipends, or housing stipends).

KPI 1.1: Maintain Compliance with all State Approving Agency Processing Recommendations

- **Data: The primary data includes tracking by semester the number of Enrollments; Amendments, Adjustments, and Terminations that are processed through VA Once (the Department of Veteran Affairs GI Bill Portal).** The VA *requires* us to report graduation rates for all Post 9/11 GI Bill users. We report graduation rates for all GI Bill users.

Term	Year	Enrollment	Amendments	Adjustments	Terminations	Total
Fall	2016	776	37	145	37	995
Summer	2016	303	59	52	50	464
Spring	2017	781	33	138	29	981
Summer	2017	153	106	50	64	373
Fall	2017	848	175	165	107	1295
Spring	2018	777	39	138	30	984
Summer	2018	356	51	146	128	681
Fall	2018	728	34	121	80	963

Explanation of Terms

Enrollment = For each part of term a student is attending and using GI Bill benefits, there has to be a separate reporting based upon start/end dates. Ex. Student is registered for A, B and C term = 3 enrollments, one for each part of term.

Amendment = Correction of tuition/fees on and already submitted certification. Requires submission after any changes to tuition/fees either up or down.

Adjustment = Correction of credit hours and/or tuition/fees on and already submitted certification. Requires submission after any changes resulting from add/drop of courses.

Termination = Complete withdrawal from any part of term. Requires submission after student completely withdrawals from any part of term.

In addition, we are required to track the **Annual Reporting Fee funds granted to us by the VA every year by maintaining a separate account**; tracking receipts and expenses; and privileging VA trainings (local and national).

¹ Important in this metric is how many SCO (School Certifying Officials) we have processing certifications. At present we have 1/750. Industry recommendation is 1/300-400.

- DATA: The Annual Reporting Fee now has its own restricted FOAP making it is possible to track all expenses and to roll over unused funds. In the 2019 fiscal, we have used the funds to travel to VA and related military workshops, including our annual VA School Certifying Official Training, an ODHE Transfer and Military meeting, and a state wide meeting of all designated Ohio Dept. of Veteran Affairs POC's (Point of Contacts). Because the funds allow, we sent Associate Director, Amanda Watkins to the NASPA Military Symposium in February of 2019. The Phone Rental and Communications costs for the University School Certifying Official, Angie McCullah is now charged to this account.

We can also track enrollment and tuition/fee discrepancies – the amount of students whose actual enrollment and tuition/fees at WSU is different from what is reported to the Department of Veterans Affairs. This could be considered a behavioral metric because it requires students to pay attention to both the VA and WSU.

- **Input Discrepancy Data**
In Summer 2018 we had 29 discrepancy's and in the Fall 2018 we had 51 discrepancy's.
- **Annual Audit Results: 2018**
On August 1, 2018 our annual Compliance Survey was complete. We received our letter of completion on August 29 (see attached Appendix "B") indicated no discrepancies to report as the records were complete. This is a positive outcome.

Result:

- Overall we believe that the above results represent an **EXCELLENT** in terms of our meeting our stated KPI goal and in fulfilling our mission.
- In addition this result was completed during a change of SCO with the exit of Assistant Director Ty Lea Brewsaugh in late May. Associate Director Amanda Watkins performed the SCO duties for the Summer and most of Fall session, while training the new University School Certifying Official, Angie McCullah in August. In this regard, Amanda deserves recognition and high praise for her work during a difficult transition.

Response/Action Plan:

- As we progress, we are extremely pleased with the new SCO ability. The hiring of Angie McCullah, who brings a wealth of experience to her position has allowed the VMC to continue to excel in this most critical area. In this regard our plan is to maintain the status quo for the moment as it has proven to yield consistently positive results.
- In addition we will send Ms. McCullah to the Annual AVECO Conference in St. Louis this summer. This annual seminar for new SCO's proved invaluable to the previous SCO, allowing major improvements of our practice regarding Add/Drop of courses. It is also likely that she will receive updates about the upcoming Forever GI Bill implementation.

KPI 1.2 Maintain Compliance of All appropriate Department of Defense (DOD) Memorandum of Understanding (MOU) and agreements.

Data: This is a yes/no maintenance of documents that allow for the receipt of Federal Tuition Assistance Funds from active duty personnel and/or some National Guard/Reserve personnel. To insure the receipt of this funding WSU must:

- Agree to the DOD Principles of Excellence (this is linked to both TA and Yellow Ribbon)
- DOD Voluntary Education Partnership MOU - required for TA Funds
- Complete mandatory training by the Department of Defense (DoD)
- Up to date Yellow Ribbon Agreement – Allows for the receipt of Yellow Ribbon Funds to students who do not have residency in the state of Ohio.

Data

- DoD Principles of Excellence-Signed May 2018 (2018-2019)
- DoD MOU-Signed October 2014; renewal required 10/2019
- Updates (tuition and POCs) submitted June 2018
- Updates with new tuition will be due on in July of 2019
- Training completed March 2017
- Yellow Ribbon Agreement-Terminations/amendments yearly (May)

Result: We are able to receive:

- TA Funds for Active Duty Personnel
- Yellow Ribbon Funding
 - Assurance that funds are allocated to support this endeavor.

- Result to Date: Last academic year the re-signing of the DOD Principles of Excellence proved difficult. At present the current result is **EXCELLENT** in assuring that WSU is in compliance with all DOD related documents and MOU's.

Response/Action Plan: *The VMC will provide specific dates regarding when an agreement was last updated, and when more information will be due.* The absence of these documents being signed in a timely way has proven problematic in the past. Education of the Provost, senior enrollment management personnel, bursar, and director of financial aid may be appropriate.

- The most prevalent plan will be to work closely with the Provosts office to insure that timely signing of the DOD MOU in the Fall 2019 semester.

KPI 1.3 Maintain All VA Educational Requirements

Data: All SCO's in the office – currently all three VMC FTE – must complete initial and annual training.

DATA:

- VA Mandatory Training-Completed July 2018 (yearly) (Seth and Amanda)
- Compliance Visit-August 2018
- Webinars (July, September (2), October, December) (Amanda and Angie)

We have also re-submitted our membership fees to NAVPA (National Association of Veterans' Program Administrators) using the Annual Reporting Fee funds. This allows access to Listserve

where updates, questions and issues are discussed. In practice, only the Associate and Assistant Director are attending webinar updates specific to GI Bill processing.

Result: Attendance at all local annual trainings. Attendance at National/Regional trainings as appropriate. Documentation of all trainings, virtual and in person will be provided. This will include statewide initiatives as well.

- In this regard we are meeting all requirements and providing redundancy in training. It is unnecessary for all three of us to attend every training. Our success at the KPI is deemed **Excellent.**

Response/Action Plan: Insure that all FTE complete any asynchronous training ASAP. Identify contingency plans including emergency personnel for when the FTE are all out of the office.

- Continue to have at least two staff FTE at all mandatory training whenever possible.

Success Outcome 2: VMC Services Usage

We would like to track the participation in the overall usage of the VMC.

- Overall the evaluation of this KPI is **Needs Improvement** as we have not yet fully integrated all the metric associated with usage to develop a VMC USAGE Ratio and a total cost of running the space.

KPI 2.1: VMC Student Center Usage Data

Data: We are able to track the overall “swipe” data from those who access the VMC Student Center.

- Data for Summer and Fall 18: We have not been receiving data since April 2018. We are therefore unable to currently evaluate this KPI.²
- We know that we spent 3654.32 on printing in the first half of the year (about \$3005 in the fall semester).

Result:

This KPI **needs improvement**. Last year we contracted with APRI (the Applied Research Institute) to do some number crunching regarding our space usage. The full report is attached as an Appendix C. However the conclusions was as follows

“Usage of the Veteran and Military Center has increased from Academic Year 2014-15 through AY 2016-17. Usage has dropped only slightly in the most recent academic year. This may be due to a drop in enrollment numbers in general at the university, as the percentage of the enrolled student population using the VMC has risen each year for the last three years. Some users rely heavily on the VMC, using it several hundred times each year and nearly all users visit multiple times a year. Most visits occur during weekdays in the fall and spring semesters. The number of visits drops in half during summer semesters. Considering the increasing number of users each year, the VMC is clearly a valuable resource for an important segment of the student population.”

² Remedied as of 3/12/2019

Response/Action Plan:

- This KPI requires a number of responses:
 - We need to reestablish receiving our monthly raw data reports of swipe data so that we can see if usage is up or down.
 - We need to arrange to have the 18-19 academic year's data incorporated into the APRI's previous report.
 - We need to begin to track the amount of coffee, copy paper and printer costs associated with the VMC student side. The numbers represent our most regular and important expenses.
 - Compare overall usage against the total number of available spaces.
 - We need to develop a "VMC Student Center Usage Ratio" that compares the actual usage by those users who use the space more than once per semester with all who currently have access.

Success Outcome 3: VMC Satisfaction and Sense of Belonging

- Overall this is a Developing KPI as we had plans to implement in the current (spring 2019) semester.

Anecdotally and empirically student veterans feel supported at WSU. The state of Ohio requires that we engage in an annual survey and then post those results. We have always done the surveying; never posted the data. This requirement provides the opportunity to assess whether or not student veterans feel "a sense of belonging" as WSU and if they are satisfied with the current services provided to them.

- **Data: We annually survey students in the Spring so we have no data yet.**

Response/Action Plan:

- Include a question about satisfaction and overall sense of belonging at WSU and in the VMC.
- Evaluate current services and other suggested services.
- Analyze survey results.
- Explore and compare survey results to previous survey results.
- Determine if current services, programming, and expenditures are being applied appropriately to meet the articulated needs as defined by the students.
- Provide an executive summary of the survey results.
- Post the survey results by July 30th of the current academic year.

Success Outcome 4: Academic Success Outcomes for Students

We believe that a focus on the academic persistence and progression of student veterans is critical in meeting the VMC mission. We cannot serve individuals who are not students and you cannot remain a student if you are not making academic progress.

- This KPI is Developing. We are able to track certain variables that we submit to the VA. We do not have them articulated in comparison to previous years. Nor have we expanded our definition to include progression and persistence as indicated below.

KPI 4.1 Data: Academic Success Indicators

Data: To this end the VMC would like to track metrics related to individual student academic success by the GI Bill benefit classification listed above. These include:

- ❖ Progression: Course Completion with passing and non-passing grades; “X” Grades/ Non-attendance Grades; and Academic Probation
- ❖ Persistence (cohort and academic college based semester to semester continuation)
- ❖ Overall and semester related GPA
- ❖ Graduation

Data to date:

Non-passing (non-attendance grades)

- Summer 2018-9
- Fall 2018-35 (2 students)
 - *No longer a reporting requirement to VA.

Graduation

- Summer 2018-35
- Fall 2018-38 (pending)

Result: The overall result is poor and in need of improvement because we have no comparable data from previous years.

Response/Action Plan:

- We would like to compare the above cohort data with VMC Student Center Data to see if there is any correlation between academic progression and use of the VMC Services. In addition, understanding the overall academic success of certain groups of veterans will allow us to develop targeted services potentially by GI Bill Benefit use (i.e. veteran vs. guard member), academic major, or demographic category. In order to make this possible we will be reaching out to collaborate with the Division of Student Success and the Office of Institutional Research.
- Peer advising assessment, evaluation of intake appointments, and all supplemental advising interactions by FTE need to be tracked.
- More effort needs to be directed at measuring customer (student) satisfaction. This could include monthly surveys and intake appointment evaluations.

KPI 4.2: Supplemental Academic and Social Programing

The VMC was gifted with an endowed fund from WPCU to support academic success initiatives. Since the Fall of 2018 we have implemented targeted workshops, programs, and other informative activities that promote and deliver academic success to the students in the VMC.

Data: The below data is provided in a raw qualitative form.

- **Data:** In the Fall term, Loghan Young, a Master of Public Administration student, Army Veteran and longtime Veteran Work Study student in the VMC worked to begin as an elevated intern with the working title of Academic Success Coordinator. Below are the events and outcomes from each event that she assisted with.

- 1) BOOK CLUB: Outcome level (3) Satisfactory. Attendees: roughly 9 committed the success outcome has favorable results and directly supports the stated purpose or

mission of the unit Demonstrates that a majority of customers are satisfied. The attendance for the first book club meeting was roughly 15 people then remained around 5 people a meeting. I think the book club was an overall success, veterans said it helped them with feeling like they belonged and enjoyed talking to other veterans. Some veterans even want to continue the book club.

- 2) Vets League³: Outcome Level (2) Developing. Attendees: 3 Approaches used and/or outcomes realized demonstrate that customer needs are considered but not consistently met or prioritized; and Efficient use of resources (human, physical, fiscal) is evident, but inconsistent through process(es) and/or outcome(s). There were a lot of inconsistencies and lack of communication among Vets League officers and members. There weren't any events or vets league presences throughout the semester.
- 3) Getting organized Workshop: Outcome level (4) Excellent. Attendees: 12 Highly efficient use of resources (human, physical, fiscal) is evident through process(es) and/or outcome(s), Processes or operations exceed identified goals, benchmarks, or best practices. There were five students that attended the first work shop, three that attended the second, three or four appointments scheduled. Students were engaged and excited for the workshop. The goal of this workshop was to give students tools to ensure they have a successful semester. This workshop met its goals and helped students get organized.
- 4) Java For GIs Public Event (see below for donation outcome): Outcome level (4) Excellent. Attendees: 10 Processes or operations exceed identified goals, benchmarks, or best practices. Community generously donated coffee and hosted a success launch of the coffee drive. The launch event was not as attended as we would have liked but about 10 people were present and were able to have coffee with veterans. This was beneficial to veterans and members of the community learn more about each other.
- 5) Run for your resources Workshop: Outcome level (3) Satisfactory. Attendees: 5 Moderately efficient use of resources (human, physical, fiscal) is evident through most process (es) and/or outcome(s). Five people attended this even in order to receive a food voucher coupon but found the workshop valuable after the fact. Getting people to attend was the challenge. The food vouchers were a significant motivating factor.
 - Data: Veterans Awareness Training; Outcome Level 4. Excellent
We had 15 individuals attend this training in the Fall. The training provides an orientation for those unfamiliar with military culture and allows us to increase the knowledge of staff at WSU in terms of how they support veterans in general. The program is consistently well received. We are beginning to get requests to do more tailored programming by division/department.

³ Vets League is a remnant of the Veteran presence prior to the start of the VMC. Attempts to get it started again have been unsuccessful as – for the most part – the VMC appears to take care of many of the student veteran needs.

Result: Given the qualitative nature of the data presented we rank our overall this first attempt at having a student take on this kind of programming as **Satisfactory**, with a few high notes. Two years ago, during the first budget reduction we were forced to lay off our Program Coordinator.

Response/Action Plan:

- We are planning to create a more holistic curriculum of workshops that incorporate study skills and ongoing academic support. Our goal is to build the program around first semester students and run it every semester in the 19-20 academic year.
- We need to collaborate with other offices to develop either an aggregated metric associated with measuring these interaction or identify one in the literature. The qualitative nature of this interaction is too bulky.

KPI 4.3: Advocacy Interventions

Each FTE has the capacity, permission and professional latitude to provide supplemental support for managing students who require additional assistance or support in navigating the bureaucracies associated with pursuing their college experience – including the Department of Veterans Affairs, Wright State University, their veteran related benefits and how the Wright State related policies or procedures.

At present we have no centralized method or capacity to quantify these interactions. They may take several sessions over several methods of communication. One student issue may be resolved in minutes to weeks.

Data: The data below is from the Associate Director’s Logs.

Summer 2018-9 cases

- 2 financial
- 4 academic (failures, petitions, major counseling)
- 3 GI Bill

Fall 2018-9 cases

- 2 financial
- 1 GI Bill
- 6 academic

Result: Outcome level 3: Developing/ Satisfactory

We are moderately tracking cases as they come in by category. Success outcomes vary, as many students just want to talk or be referred to an appropriate resource, internal or external. The majority of these students continue to stay enrolled, health pending, so outcome can be reviewed as favorable.

Responses/Action Plan:

- We will develop a shared language and process around tracking these interactions.

- Timeline – discuss and plan in the remainder of the Spring 2019 term. Pilot in the Summer 2019 term; implement Fall 2019.
- We will collaborate with the Division of Student Success and begin to use the RAPS product to track all supplemental advising meetings.

Success Outcomes 5: Collaborative Internal Academic and Non-Academic Partnerships

The VMC wants to insure that other spaces on campus that are welcoming to veterans and military-connected students. To this end, we use our resources to promote academic and non-academic partnerships that create positive experiences and relationships for veterans outside of the VMC.

The VMC currently has two academic partnerships that span three colleges: The Veterans Services Minor and the Accelerated Nursing Program.

KPI 5.1: Veterans Services Minor

Support the promotion, development, administrative coordination, and expansion of the Veterans Services Minor.

Data: Track the number of students in the courses and officially enrolled in the minor, their veteran’s status, their majors, and those that have completed the minor. The core courses are:

- RHB 3610 – Rehabilitation Services for Veterans
- HST 4870 – Veterans Voices
- CLS 2040 – War Memoirs
- RHB 4900 – Veterans Service Minor Section – Internship

Course	14-15	15-16	16-17 year	17-18 year	18-19 year
RHB 3610 (fall course only)			11	14	18
HST 4870 (Spring Summer Course only)	12	9	8	13	6

There are currently 7 students who have declared the minor – 6 who are enrolled this spring.

We do not have data for the remaining courses or for the numbers of people who have completed the minor.

Results: The VMC, CEHS, and COLA collaborated to officially launch the Veterans Service Minor in the Fall of 2016. We want to report on the impact the program has had on enrollment.

The minor has achieved at least “Satisfactory” success. Enrollment in the core course – RHB 360 - has been steadily increasing. Anecdotally we hear that many students in the health and human service related fields or those interested in serving veterans are enrolled and enjoying the program. And it provides student veterans with a course of study that is meaningful to them if they need to increase their course enrollment to maintain full-time status.

Response/Action Plan:

- A comprehensive data analysis needs to be done to see if enrollment in other courses has increased at all as a result of the minor.

- Those faculty involved with the minor will need to sit and meet to discuss the success and challenges associated with it.
- Print and digital media needs to be revisited and improved and/or re-printed.
- The VMC currently provides fiscal support for the Veterans Voices instructor - \$1000-1500. If possible, it would be nice to discontinue that support if enrollments were stronger.
- Regular promotion of the courses in the minor is regularly listed in the weekly emails to students.

KPI 5.2: Accelerated Nursing Program

Originally called the VBSN, the Accelerated Nursing Program provides an accelerated cohort model to support student veterans and other first responders with prior medical training in reaching their degree.

The VMC provides secondary and tertiary support to the VBSN program. For the past four years, that has meant that the 1% of the Director's time and 2% of the Associate Directors time were paid for by the grant.

As the program transitions out of grant funding it will change. We need to consider how that will impact students still in the program.

- **Data:** We do not have any current data on how many students are in the program by cohort.

Both the Director and Associate Director regularly collaborate with the PI for the VBSN grant, Dr. Sherrill Smith. We also attend bi-monthly and quarterly meetings associated with the grant.

- **Results:** This KPI could be ranked as **Satisfactory** and **Developing**.
- It is **Satisfactory** because we have met expectations of providing supplementary support for students in the program. We do see a dedicated number of students using the VMC on a regular basis. So – we are being successful in providing a space for the VBSN students to gather. We are not successful at codifying what that means.
- It is **Developing** because the grant will cease at the end of this academic year. At this moment it the fate of the program appears to rest on the number of students enrolled in next year's cohort. There has not been a firm commitment to continuing the program.

Response/ Action Plan:

- Determine in what ways the VMC can improve supplemental support the students in this program.
- Gather current enrollment, persistence, and progression figures.
- Survey the student veterans in the program with qualitative questions concerning the quality of support.
- Meet with the Dean of Nursing to anticipate clear expectations regarding the program once the VBSN grant is depleted.

KPI 5.3: Internal Collaboration with Other Offices

In an effort to fulfill our mission, and to support the intersectional needs and identities of the students we serve, the VMC must collaborate with other internal WSU offices- Counseling and Wellness, Transfer Recruitment, Enrollment Management, Office of Disability Services, the Women's Center, Student Conduct, and Student Support, etc. – to refer, collaborate, or support students in receiving services that are beyond our scope or ability to provide ourselves.

Data: The data represented below is also raw, mostly qualitative summaries of our work with other offices.

- We do not have comprehensive data on all of the collaboration we do with other offices.
- Women's Luncheon, focused on Staff participation. Coordinated by Amanda Watkins. 56 Women in Attendance. Goal was to facilitate an avenue for those who identify as Women to have a conversation with Provost Sue Edwards.
- VMC Ambassador meetings: Outcome Level (1) Needs Improvement. Attendees: 5 The VMC supports student employees and/or Ambassadors in two external offices where services to support veterans may be better suited to affiliations and/or location separate from the VMC: The Women's Center – Parent Support; The LGBTQA Center – Student Ambassador. The Processes or operations fall well short of identified goals benchmarks, or best practices. Meetings weren't attempted until mid-semester therefore there we were unable to schedule consistent meetings.
- Regular Attendance all invited Enrollment Management Activities including Raider Opens House and Transfer Student Orientations.
- Tunnel of Oppression: Meetings-July, August, September (2), October (3). materials provided (2 displayed)
- Staff Potluck-created flyer to market the event across campus
- New Media Incubator: We have collaborated with the New Media Incubator since its inception to serve as a space to record stories. Currently we support the Veterans Voices Content Manager, a student worker who supports the VVP project out of the NMI.
- Regular Attendance, when possible, at Air Force and Army ROTC events, including commissioning.
- Dining in the Dark: Joint fundraiser with the Office of Disability Services.

Results: This is a **Developing** KPI. We are collaborating in good faith. Several of the events were well attended and served their purpose of bringing people together and positioned the VMC as a collaborator and supporter of all of the offices that support student veterans. We have not developed outcomes that are tied to our mission and vision and quantifiable in a deliberate way.

Response/Action Plan:

- Our response will be largely determined by the evaluation of this document. What we need to establish is what matters most: quantity of events or partnerships or quality? And/or develop an AAR (After Action Report) process to evaluate whether or not attendance at certain events or participation in certain partnerships advances our

mission as it relates to providing direct or indirect support for student veterans? Is this the proper format or place to report on these relationships?

- Record and quantify each collaborative initiative, meeting, or event. Identify VMC mission's specific objectives, learning outcomes, and/or revenue targets that are relevant.
- Develop and/or include more global categories of events and partnerships to determine overall success.

Success Outcome 6: Community Outreach and Engagement

College is a liminal experience, as is time in the military. There exists a wide range of veteran and military support organizations within Raider Country. Our goal is to build relationships with the surrounding veteran community to:

1. Make the transition into civilian life as easy as possible, including job placement during and after college.
2. To develop meaningful programming and/or services that provide both a valuable service to the veteran community and substantive, resume building, experiences for student veterans.
3. To identify support for student veterans that WSU cannot/will not provide, such as mental and physical health support or financial assistance.
4. To develop relationships that may improve fund raising (in-kind and cash) for the VMC.
5. Market the VMC to the wider community to encourage enrollment of Veteran and Military Affiliated prospective students.

KPI 6.1: The Veterans Voices Project

The Veteran Voices Project program allows the VMC to engage the surrounding veteran community with a service with an academic bias. This is our premiere community engagement program. It provides an opportunity to connect student veterans to other generations of veterans. For some veterans this cross-generational contact proves therapeutic. It also provides a valuable public service in recording veterans' stories for posterity.

Data:

Semester Report: Fall August 27th-December 15th, 2018

Progress:

- Total interviews conducted Fall 2018 – 20
- Total interviews conducted during 2018 – 52
- Total interviews conducted – 222
- Total interviews sent to Library of Congress - 162
- Total Core Scholar - (data behind, will update)
- Total radio stories conducted – 29
- Total Recorded Hours Worked: 752

Presentations/Community Outreach: The Veterans' Voices Project students attended 6 community events including the Ohio Hospice 5k Walk, the Wounded Warrior Amputee Softball weekend events, and a Women of Honor Luncheon.

In addition, they attended 4 campus based events that brought the community to WSU. This included playing an active role in supporting the author and Dayton Literary Peace Prize David Wood's talk at WSU. Ericka Carter participated in the panel discussion and interview Mr. Wood

along with Jeremy Tkach. They also hosted the kick-off event for the Dayton Area Red Cross' Java for GI's campaign.

Results: Without its own specific KPI's it is difficult to evaluate the VVP. However, in terms of positive community engagement, the VVP continues to be an **Excellent** program in terms of engaging the surrounding Veteran community in positive ways.

Response/Action Plan: To continue to expand the range and types of veteran stories we gather. This may include partnering with other outside organizations in an effort to gather as many stories as possible.

KPI 6.2: Building bridges to the Greater Veteran Community

Data: The VMC participated in a number of community based partnerships through the Fall semester.

- Dodds Monuments Champions Tour
- WWAST: Wounded Warrior Amputee Softball Team
- David Wood Visit/ Dayton Literary Peace Prize
- Java for GI's Dayton Area Red Cross Campaign.

Results: Each event above represented an opportunity for the VMC to leverage relationships to further the mission of the VMC.

Overall we had an **Excellent** year in terms of our community partnerships. They resulted in positive exposure that furthered the VMC mission and the University's academic mission. It also resulted in raising funds and awareness of other fundraising initiatives.

- Dodds Monuments Champions Tour
 - A new partnership, we hosted a Veteran's Day themed tour in partnership with Dodds Monuments. Participants met at WSU and went on a bus tour of local Veteran monuments that have been built by Dodds. This promoted the VMC to outsiders and raised \$1000 for the VMC Champion Garden. All expenses paid for by Dodds Monuments.
- WWAST: Wounded Warrior Amputee Softball Team
 - This exhibition games connects the VMC an exhibition game of the Wounded Warrior Amputee Softball Team, a national organization that plays in Dayton. This partnership contributes to exposure in the region and helps to recruit veterans for the Veterans Voices Project.
- David Wood Visit/ Dayton Literary Peace Prize
 - The VMC donated \$1000 to support bringing author David Wood to campus. His book "What Have We Done: The Moral Injury of our Longest War" won the prize last year. David was interviewed by Veterans Voices. Students participated in two panel discussions with him regarding this event – one at WSU and one at the Dayton Metro Library. All presentations were well received and recorded.
- Java for GI's Dayton Area Red Cross Campaign.

- We partnered with the Dayton Red Cross to raise “coffee”. We gathered well over 2000 cans of coffee for the Dayton VA – they have enough coffee for the year – and over \$1000 worth of coffee for the VMC.
- Ohio Department of Higher Education Transfer Workshop
 - The VMC applied and received funding to engage in a Veteran and Military Connected Transfer Workshop. This fishbowl style workshop explored the challenges that student veteran face in transferring in credit. We partnered with Carl Brun, Vice President for Curricular Programs to deliver the workshop. The workshop had close to 40 people attend.

Response/Action Plan:

- Develop a method of communicating many of the internal programs that the VMC does that may be of interest to the surrounding community.
- Determine a streamlined metric or series of variables that capture the success of the partnering.
- Explore and engage in sharing the best practices that we engage in at the VMC on a wider level.
- Continue to partner with the Western Region Transfer Partnership to further improve transfer credit options for student veterans.

Success Outcome 7: Revenue Generation

Entitlement benefits, like the GI Bill, are often the target of predatory colleges seeking only to access revenue linked to particular veterans. By providing the funding to support the VMC staff and physical offices, WSU has set itself apart from other schools by making the care and success of student veterans a priority in and of itself. Nevertheless, tracking the enrollment and tuition revenue outcomes of serving this group is important to the overall health of WSU. Two previous analyses have indicated that student veterans and military connected students provided close to 5% of all tuition revenue in the 2015-2016 academic year, and close to 6% the following year. Charting the direct and indirect economic impact of student veterans attending WSU provides the institution information regarding how to leverage continued resources specifically to serve the veteran and military-connected student.

In this 2019 fiscal budget, WSU has provided the VMC with enough resources to support the administrative operations. There are no allocated funds for programming or anything beyond the most basic operations. This has placed increased pressure on the VMC itself to raise external dollars for all things “extra.”

There are two important factors to consider here. One - Excellence is not cheap or free. Two – people and institutions give when there is an emotional connection. One outcome of increased relationship building is financial support, either direct or in-kind (indirect).

KPI 7.1: Enrollment derived revenue

Data: Net Enrollments by Educational Benefit Category and student status of Veteran and/or military connected. We also want to include initiatives that target military-connected individuals – such as the WPAFB and National Guard Graduate Scholarships to determine if these are providing a net gain to revenue.

- At this moment we do not have the completed report. We do have the following information:

Summer 2017	Voc Rehab	\$226,401	Difference from previous
Summer 2017	Chapter 33	\$696,804	
Summer 2017	TA	\$121,175	
Fall 2017	Voc Rehab	\$433,426	
Fall 2017	Chapter 33	\$1,892,653	
Fall 2017	TA	\$202,071	
Spring 2018	Voc Rehab	\$408,509	
Spring 2018	Chapter 33	\$1,809,321	
Spring 2018	TA	\$231,874	
Summer 2018	Voc Rehab	\$277,454	+ \$51,053
Summer 2018	Chapter 33	\$877,681	+ \$180,877
Summer 2018	TA	\$209,211	+ \$88,036
Fall 2018	Voc Rehab	\$416,544	➤ \$16,882
Fall 2018	Chapter 33	\$1,721,492	➤ \$171,161
Fall 2018	TA	\$287,908	+ 56,034

Clearly this past summer produced more revenue than the previous summer. At present we are \$187,957 dollars ahead of last year.

- **Results:** The results are still IN PROGRESS.

Sommer Todd has been able to provide a detailed financial impact analysis of student veterans at WSU for 15-16 and 16-17 academic year. We would like to continue with that analysis.

We would also like to partner with the Graduate School and other entities that service veteran and military-connected students to develop an overall financial impact statement that perhaps is more inclusive of the economic impact that proximity to WPAFB has on WSU.

Response/Action:

- Assuming Summer Todd can re-create the overall funding picture for this year in the Spring, we will be able to view the amount of revenue that student veterans contribute to WSU for the past two fiscal years..
- Complete the data tracking up-grade with the GPP Fact Committee to better track military connected students including National Guard ONGSP recipients. In addition this will allow us to distinguish between Tuition Assistance for active duty versus civilians.

KPI 7.2: Funds Raised

With the elimination of all programming funds, the VMC now enters the year with about \$20,000 in commitments. This includes t-shirts, coffee, and free printing. Minimally we need to raise about \$20,000 each year. Ideally we would be able to raise the below:

- The VMC Excellence Fund: \$15000 per year
- The VMC Scholarship Fund: \$2000 per year

- Boots to Books: \$2000 per year
- The Veterans Voices Fund: \$5000 per year

Data: Net funds acquired through grants, gifts, or in-kind donations.

- To date (as of 3/13/19) we have received:
 - \$23,702 to support the Excellence Fund. The bulk of this funding came from a single \$15000 unrestricted gift from the Raytheon Corporation, \$2500 from the Dining in the Dark event; \$500 from the Air Force Association to support the Java For GI's Program.
 - \$9640 to support the Veterans Voices Project. \$9000 was donated as a result of a "Poker Run" from the Combat Vets Motorcycle Association.

Results:

Overall our results in terms of fundraising for the year to date could be considered Excellent. We have surpassed goals in for the VMC Excellence Fund and Veterans Voices Project. We have not yet met goals for the Boots to Books or VMC Scholarship funds.

Response/Actions:

- We need to categorize the source of donations to include individuals, foundations, and corporations.
- We need to develop strategies to increase VMC Scholarship and Boot to Books Funds.

KPI 7.3: In Kind Donations

Data: Quantifiable donations like coffee, paper, snacks, or other items that support student veteran success.

Our capacity to track in-kind donations is poor. Without a system we have logged the following:

- \$349 in snacks and coffee from Miami Valley Women's Veterans Group
- \$373 in donated coffee from the Java for GI's campaign.

We have also received sizable donations from Leidos (quantities unavailable) and small donations (>\$100) from some individuals and fraternities in terms of coffee and other supplies.

Results: Our success at the KPI is **Developing**. While we are getting better at receiving donations we do not have a formal process of evaluating and recording their value. Our participation with the Dayton Area Red Cross did secured a number of restricted cash donations and provided enough coffee to the VMC to support us for an entire semester.

Response/Action Plan:

- We will establish a protocol for recording in-kind donations by the end of Spring 2019.

KPI 7.4: Building an Endowment

The hardest part about being dependent on donations is that it requires continual effort. We would like to begin the process of working to eliminate that effort by building an endowment for the VMC. We believe that the best way to do that is to begin a VMC alumni society that will build a useful patio space outside the VMC that we are calling the VMC Champion Garden. Our goal is to build the community to create an endowment.

Data:

- \$13, 250 to complete a \$50,000 pledge from WPCU support an endowed fund for academic success initiatives.
- \$5483 has been raised to support the creation of the VMC Champion's Garden. \$3000 was donated for a bench by Raytheon Corporation.
- The Veteran and Military Alumni Society was launched in March of 2019.

Results:

Our goal is to raise close to \$30 to \$50 thousand dollars to support the VMC Champion Garden. We are still awaiting the final approval from the senior administration to allow the VMC to begin to fundraise in earnest for this project.

Response/Action Plan:

- A proposal to secure permission to raise funds for the VMC Champion Garden is being facilitated through Advancement for approval.

Concluding Remarks (optional):

Our success is measured by how well we serve each individual student veteran at WSU. Most of the time that is by providing a wide range of holistic services and/or referrals to see that their needs are met; their questions answered; and their journey through college is only difficult in the classroom. Above all we want to promote the health and value of student veterans on campus.

What we also want to assist those students in need of support. We want them to be able to access the care they need because the campus – not just the VMC – knows how to support them. We want to avoid our veterans as negative and painful statistics in a battle against veteran suicide. And we want to change any perceptions of veterans viewed as fragile, vulnerable, and/or broken. We want them to thrive.

Despite the specificity listed above, we have not listed military rankings, such as the Best for Vets survey. We have also not been specific about how to serve staff and faculty who are veterans on campus. In addition, "Strengthen university and US military partnerships" is a Tier 1 initiative within The Wright Path to 2025 strategic plan and it is unclear how that will affect the VMC's scope and function.

Since its inception, this office, for better or worse has articulated and served our constituents in the way that it has seen fit. There has been little outside influence because the campus either supports the VMC by default or because it does not know what it wants. We would be happy to facilitate or participate in any larger discussions on how to expand and serve our veteran and military community.