Summary of Sacramento State’s Advising Services

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Senior Vice President for Planning, Enrollment Management and Student Affairs
1. New Student Orientation (NSO)

**Advising:** New student orientation is required for all incoming students including transfer students. Fees are $72 for first-year students, $51 for transfer students, and $46 for parents and guests. First-year students have the option of an overnight stay in campus housing which allows them to engage in a variety of activities to build a sense of community and sample the campus life; the fee for overnight stay is $62.

At orientation students register for classes, take placement exams, are advised on General Education requirements, are advised in their major by faculty in their major department, tour campus, learn about campus organizations, and attend workshops on housing, career counseling, financial management, campus technology, and many other topics.

**Student Demographics:** Because orientation is required of all students, the demographics correspond with the university student body: 40% White; 21% Asian/Pacific Islander; 19% Latino; 11% self-reported “Other;” 6% African American; 2% Foreign; 1% American Indian.

**Mode of Delivery:** Transfer students participate in an eight-hour, one-day orientation while first-year students participate in a 1½ day orientation. Orientation includes the following activities:
- Registering for classes
- Taking Placement exams
- Advising for General Education requirements (see Advising Folder Appendices)
- Advising in their major by faculty in their major department
- Touring campus
- Learning about campus organizations
- Attending workshops

**Service Delivery:** The Orientation Team consists of two professional advisors, one full-time support staff, three student orientation coordinators, and 35 orientation leaders. Students are trained in a three-unit semester-long training and leadership course that they are required to take during the spring semester prior to summer orientation. The professional advisors hold master’s degrees in Counseling or Education Leadership.

**Assessment and Retention Data:** Mandatory New Student Orientation began in 2006 for first-year students and 2010 for transfer students. The Orientation and Academic Advising staff has been conducting preliminary analysis of differences in student success indicators for students who participated in Orientation, the first step in the First Year Advising Program, vs. student groups who matriculated prior to the program’s implementation. Preliminary data indicate that students who participated in Orientation display higher one-year retention rates and are more likely to end their first year in good academic standing than students from prior years. Now that more than six years have passed since the inception of the First Year program, staff plans to conduct a comprehensive study on student success and graduation rates.

**NSO Contact & Website**
- Mary Shepherd – shepherd@csus.edu
- Website: [http://www.csus.edu/.orientation/](http://www.csus.edu/.orientation/)
2. **Academic Advising & Career Center**

Sacramento State has a combined advising and career center, although the integration of advising and career services is still being improved upon. The Academic Advising & Career Center has a drop-in policy and it is open from 9:00 A.M. to 5:00 P.M. The Center also has 11 professional advisors, all of whom provide some drop-in advising. Several of the advisors also coordinate other advising programs such as First-Year Advising, Second-Year Advising, or peer mentor training associated with Learning Communities.

### 2.1 First-Year Advising (FYA)

**Advising:** Every first-year student at Sacramento State receives proactive advising; those not advised by EOP, Veterans Services, CAMP, Athletics, Guardian Scholars or other student-specific programs are advised in the FYA program. In Fall 2012, 97% of first-year students participated in First-Year Advising and 93% participated in Spring 2013.

**Student Demographics:** Because FYA is required of all first-year students, the demographics correspond with the university student body: 40% White; 21% Asian/Pacific Islander; 19% Latino; 11% self-reported “Other;” 6% African American; 2% Foreign; 1% American Indian.

**Mode of Delivery:** Students schedule 30-minute appointments each semester that cover General Education and Graduation requirements including: assistance planning a two-semester schedule, goal setting exercises, review of study tips, career exploration, and information on accessing the “Student Center” at “My Sac State” as well as understanding its resources including: how to locate and review unofficial transcripts, how to access additional campus resources, etc.

**Service Delivery:** A total of 21 advisors participated in FYA during AY 2012-13. In addition to the professional advisors in the Academic Advising & Career Center, six faculty advisors receive three units of buyout per semester; the AVP for SES, five graduate students, two cross-trained career counseling interns, and four FYA advisors are available from 9:00 A.M. to 4:30 P.M. daily for FYA advising.

**Training:** All FYA advisors, including faculty and professional advisors, undergo 12 hours of training specific to first-year students.

**Assessment and Retention Data:** The First Year Advising Program was piloted for Fall 2006 and was fully implemented for Fall 2007. As previously mentioned, preliminary data indicate that students who participate in Orientation show higher one year retention rates and are more likely to be in good academic standing after their first year.

One year retention rates for students who participated in the First Year Advising Program in 2007-08 increased by 7% compared to first year students from Fall 2003. Assessment of student retention and other success indicators is conducted for this program each year. The increases for one year retention rates have ranged from 6% (comparing fall 2008 to Fall 2004 cohorts) to 12% (comparing Fall 2010 to Fall 2006 cohorts). Academic Advising staff acknowledges that there are many variables involved with student retention and success. Thus, no direct cause and effect outcomes are implied in this assessment. Advising staff and University leadership do agree that the FYA program does appear to be contributing to increases in student success. More comprehensive study on student success from FYA programs is planned for the coming years.
2.2 Second-Year Advising (SYA)

**Advising:** Every second-year student who is on current academic probation or at-risk of probation is required to participate in Second-Year Advising (“good standing but at-risk” refers to students who have an overall GPA greater than 2.0 but a semester GPA less than 2.0).

**Student Demographics:** The Center collects but does not report demographic data for students participating in SYA. In Spring 2013, 352 students met the criteria to participate in SYA. These students were categorized into one of the following groups: 1) Enrolled Probationary Students, 2) Enrolled Good Standing Students (students who were in good standing at the end of the Fall 2012 semester but whose term GPA dropped below 2.0), 3) Non-enrolled Students (students who enroll in classes for the subsequent semester).

**Mode of Delivery:** Students schedule a one-hour appointment with an advisor during the early part of the fall semester, and students then follow-up with a 30-minute appointment toward the end of the semester. SYA provides intrusive advising that covers the following:
- Discussing time management, study skills, and balancing of school, work, and personal life
- Setting S.M.A.R.T goals and helping to create an action plan to reach such goals
- Making recommendations necessary for success, including:
  - Managing study hours
  - Decreasing outside work hours (no more than 20 hours per week)
  - Utilizing faculty advising hours
  - Utilizing/avoiding course repeats
- Reiterating the importance of utilizing “My Sac State’s” “Student Center”
- Informing students on class standing and class level limits to avoid disqualification
- Informing students of relevant academic policies such as repeat policies and withdrawal policies
- Making students aware of important dates and deadlines and their implications including the university withdrawal deadline and early registration deadline
- Requiring attendance at one of the “Surviving College” workshops
- Referring students to appropriate campus resources (e.g., Math Lab, Writing Center, Tutoring Center(s), etc.)

**Service Delivery:** The SYA program includes five full-time professional advisors, all of whom also do drop-in advising.

**Training:** All SYA advisors are professional advisors holding a master’s degree in Career Counseling. New SYA advisors undergo training in all aspects of the Academic Advising & Career Center.

**Assessment and Retention Data:** Staff in Academic Advising compared students who participated in the second year advising program with similar cohorts of students from previous years (prior to the implementation of SYA). As reported in the Center’s 2011-12 Assessment Report, students who participated in this program showed improvement on four important success indicators. Results are reproduced below.
Table 1: Student Success Indicators as of the end of the third term (end of third semester at Sacramento State) prior to the implementation of SYA

<table>
<thead>
<tr>
<th>Cohort (N=)</th>
<th>Good Standing</th>
<th>Probation</th>
<th>Disqualified/Dismissed</th>
<th>Withdrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 (n=433)</td>
<td>18%</td>
<td>14%</td>
<td>24%</td>
<td>44%</td>
</tr>
<tr>
<td>2002 (n=511)</td>
<td>16%</td>
<td>13%</td>
<td>23%</td>
<td>47%</td>
</tr>
<tr>
<td>2003 (n=501)</td>
<td>20%</td>
<td>7%</td>
<td>27%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Table 2: Student Success Indicators as of the end of the third term (end of third semester at Sacramento State) after the implementation of SYA

<table>
<thead>
<tr>
<th>Cohort (N=)</th>
<th>Good Standing</th>
<th>Probation</th>
<th>Disqualified/Dismissed</th>
<th>Withdrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 (n=321)</td>
<td>60%</td>
<td>28%</td>
<td>11%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Additional data on SYA student use of academic success services is also available in the 2011-12 Academic Advising Assessment Report. Next year (2014-15), students who participated in the SYA program will have been able to be enrolled for six or more years. As such, a comprehensive study of student success for these students, including graduation rate comparisons, is planned.

2.3 Drop-in Advising

Advising: The Center provides General Education academic advising for all students (except those in "boutique" programs), all academic advising for undeclared students including most students who have an “Expressed Interest” in an impacted major, intrusive advising by appointment for all students who have been disqualified or dismissed from the university, and proactive advising for all students on academic probation.

Student Demographics: Because drop-in advising serves all students on campus, the demographics correspond with the university student body: 40% white; 21% Asian/Pacific Islander; 19% Latino; 11% self-reported “Other;” 6% African American; 2% Foreign; 1% American Indian.

Mode of Delivery: Drop-in advising is available to students from 9:00 A.M. to 5:00 P.M. daily. The Center advises over 10,000 drop-in students each year. During peak demand, the wait time for drop-in advising can reach over 90 minutes.

In addition to face-to-face drop-in advising, the Center provides interactive online chat advising. In AY 2012-13, chat advising was available two hours per day. In AY 2013-14, the Center will expand its chat advising availability from 9:00 A.M. to 5:00 P.M. daily. Online chat advisors can advise four to five students in the time it takes to advise one student in person.

Beginning AY 2013-14, the Center will incorporate a “triage advisor.” As students enter the Center, the triage advisor answers cursory advising questions. The triage advisor is typically able to help over 30% of the students who enter the Center, eliminating the need for them to sign in and wait for a full drop-in advising meeting.

The Center maintains a database in which all advisors make notes about every advising session so that students do not need to meet with the same advisor on each visit.
Each semester the Center conducts 15 workshops on five different topics: Time Management, Goal Setting, Grades and GPA; From Probation to Graduation; Major Exploration; Stress Management; and Study Tips. Workshops are open to the entire student body and some workshops are required for students on probation or at-risk of probation.

**Service Delivery:** The Center has three professional advisors dedicated to drop-in advising. In addition, all Second-Year advisors provide drop-in advising, as do some First-Year advisors, all advising coordinators, and some career counselors. At all times there are at least three professional staff handling drop-in student advising as well as one advisor handling triage and one advisor handling online chat.

**Training:** All drop-in advisors are professional advisors who hold a master’s degree or are currently enrolled in an appropriate graduate degree program. All advisors also participate in multiple-day training when they begin working at the Center. Training updates are provided for all staff when warranted by changes in policy or curricula.

### 2.4 Peer Mentors: First-Year Experience (FYE)

**Advising:** The Center partners with Academic Affairs to train and support peer mentors in First-Year Learning Communities and First-Year Seminars. Peer mentors provide some academic advising and serve as a resource for over 1000 first-year students.

**Student Demographics:** Because the First-Year Experience serves all students on campus, the demographics correspond with the university student body: 40% White; 21% Asian/Pacific Islander; 19% Latino; 11% self-reported “Other;” 6% African American; 2% Foreign; 1% American Indian.

**Mode of Delivery:** The Peer Mentor Program is associated with on-campus Learning Communities and provides instructional support to the faculty, provides academic advising on General Education requirements, and works with the students on life skills, study skills, and other activities. Peer mentors also serve as liaisons between the students and instructors. In each learning community peer mentors work with 20-25 students. Peer mentors do not provide advising outside of their assigned learning communities.

**Service Delivery:** The Peer Mentor Program is coordinated by a professional advisor with a master’s degree in Higher Education Leadership. A graduate student assistant provides additional leadership and support to approximately 35 peer mentors.

**Training:** Peer mentors are trained by professional advisors in the Center. They receive over 50 hours of training prior to the beginning of the semester: one hour bi-weekly training and eight hours of specialized training.

**Assessment and Retention Data:** The Peer Mentor Program has been in place since 2003. Retention and graduation data show that students who participate in a Learning Community with a peer mentor are 19% more likely to graduate from Sacramento State than those who do not participate.

### 2.5 Disqualified and Dismissed Students

**Advising:** Disqualified and dismissed students are required to meet with an advisor and receive intrusive advising as a condition of their university reinstatement.
**Student Demographics:** We do not report demographic data on students who are dismissed, disqualified, or reinstated.

**Mode of Delivery:** Students schedule a one-hour appointment with an academic advisor who specializes in readmitted and reinstated students.

**Service Delivery:** The Center has a single advisor dedicated to dismissed and disqualified students. A committee of advisors reviews files and readmits disqualified students. A faculty committee makes all final decisions to reinstate dismissed students.

**Training:** A professional advisor holding a master’s degree oversees all readmissions and reinstatements.

### 2.6 Guardian Scholars Program (GSP)

**Advising:** Oversight and leadership of the Guardian Scholars Program recently transitioned from Academic Affairs to the division of Planning, Enrollment Management and Student Affairs (PEMSA). Students participating in the Guardian Scholars Program are emancipated former foster youth. As part of the GSP, professional advisors provide GSP students with frequent and intrusive academic advising as well as life skills counseling and tutoring.

**Student Demographics:** Approximately 80 students participate in the Guardian Scholars Program and 75% are students of color.

**Mode of Delivery:** The GSP is an open drop-in program. There is a strong camaraderie among many of the GSP peer mentors. GSP advisors provide nominal General Education advising and they also serve as advocates and liaisons to major departments for major advising.

**Service Delivery:** The Guardian Scholars Program has two professional advisors, both of whom also provide general drop-in advising. The advisors devote about 40% of their time with outreach to other community programs that provide support services for foster youth and former foster youth. This outreach is necessary because most Guardian Scholars hear about the program through other outside support programs.

**Training:** Advisors in the GSP are professional advisors who hold, or are working on, a master’s degree in Social Work, Counseling, or Education Leadership.

### 3. College Advising

Two colleges, the College of Business and the College of Natural Sciences and Mathematics, have college sponsored advising centers.

**College of Business Advising Center**
- The College of Business Advising Center provides major advising for students admitted to the major.
- The Center tracks and advises undeclared students who have an “Expressed Interest” in majoring in business.
- The Center is typically open seven hours a day, four days per week.
• The Center is staffed by professional advisors.

**College of Natural Sciences and Mathematics (NSM) Advising Center**
- The NSM Advising Center is used almost exclusively by the Department of Biological Science and the Department of Chemistry.
- The Center primarily provides major advising but frequently includes some General Education advising as well.
- The Center is typically open four to six hours a day.
- The Center is staffed primarily by retired faculty.

### 4. Department Advising

• The majority of major advising is provided by faculty in the major department.
• The advising workload is determined by department policy; some departments attempt to share the advising load equally among faculty while other departments designate a few faculty members to do the bulk of the department advising in conjunction with a reduced teaching load.
• Impacted majors allow students to declare an “Expressed Interest” in the major, but those students remain undeclared. Most “Expressed Interest” students are advised in the Academic Advising & Career Center. The College of Business and the Department of Design advise their own “Expressed Interest” students.
• Major advising is not required by all departments. Among the departments that “require” major advising each semester, not all enforce the requirement with registration holds.

**Advising Contacts & Website**

**Academic Advising & Career Center**
- David Evans – dave_evans@csus.edu
- Heidi van Beek – heidi.vanbeek@csus.edu

**College Advising**
- Biological Sciences: Melanie Loo – mwloo@saclink.csus.edu
- College of Business: Maria Lindstrom – mariar@csus.edu

**Notable Department Advising**
- Criminal Justice: Debra Mullin – mullind@csus.edu
- History: Aaron Cohen – cohenaj@csus.edu

Website: [http://www.csus.edu/acad/](http://www.csus.edu/acad/)
[http://www.csus.edu/careercenter/](http://www.csus.edu/careercenter/)

### 5. Student-Athlete Resource Center (SARC)

**Advising:** The Student-Athlete Resource Center (SARC) provides Division I student-athletes with the support for development as independent and successful young adults as well as the skills needed to achieve academic goals, persist toward graduation, and meet all NCAA eligibility requirements. SARC offers admissions counseling, academic advising, tutoring and mentoring, NCAA rules compliance and eligibility education, financial services support, and life skills programming to all of Sacramento State’s Division I student-athletes (see SARC Student-Athlete Profile Appendix). SARC’s services and programming are provided in a variety of ways including: individual advising, orientations, group and team meetings, coaches’ compliance and rules education workshops, freshmen seminar classes, and
various student development and academic workshops (see Student-Athlete Academic Agreement Appendix).

**Student Demographics:** Sacramento State offers an NCAA Division I Athletic Program with 21 sports (12 women sports and nine men sports) and a headcount of approximately 450-475 student-athletes. Of these student-athletes, 57% are female and 43% are male; 45% of student-athletes are from one of several underrepresented/minority groups.

**Mode of Delivery:** Student-Athletes meet with SARC advisors once per semester for a mandatory advising session (see SARC Advising Checklist Appendix). Additional drop-in advising is available during the beginning and end of each semester to address various issues related to final course approval, registration issues, and eligibility/GPA concerns. Once declared, student-athletes are also required to meet with a department major advisor at least once per year and provide proof of such advising to the SARC.

The SARC also provides tutoring and mentoring to approximately 125 student-athletes each year. These services typically occur on a weekly basis and can include two to three sessions per week. The SARC also offers several other services and support for student-athletes including but not limited to: athlete life skills and academic orientations, priority registration, progress reports to faculty, study lab, computer laptop rental, health, career and social media guest speakers, athlete-dedicated first-year-experience/seminar classes, 5th-year and summer scholarships, and advisor-supported connections to campus departments like Financial Aid, Residence Halls, and the Hornet Bookstore.

**Service Delivery:** The SARC has seven full-time employees that provide services in four primary support areas: 1) Athletic Admissions and Initial Eligibility, 2) Athletic Academic Services, 3) Life Skills and Student-Athlete Development, and 4) Athletic Compliance and Financial Services. Of the seven SARC employees, five are involved in academic advising and support while two are dedicated to NCAA rules compliance and athletic-related financial services support. The SARC also employs 15-20 part-time tutors and mentors each semester.

**Training:** Tutors and mentors are provided training and review throughout the semester and also during pre- and post-semester meetings with the full-time SARC advisors. The SARC staff occasionally invites faculty and other campus employees to present special programming on topics like writing and conduct/plagiarism.

**Additional Retention Data:** As of Fall 2013, the first-year freshman retention rate for student-athletes over five cohorts averages approximately 88%. The current overall GPA for student-athletes is 2.86 compared to the undergraduate student body’s 2.84 average GPA. For Spring 2013, 45.9% of student-athletes earned a 3.00 GPA and 95.2% were in “Good Academic Standing.” Also, 14 of Sacramento State’s 21 teams had a 2.83 or higher team GPA. All 21 teams are above a 925 NCAA Academic Performance Rate (APR) and no teams are included in the APR penalty structure. The latest federal graduation rate data (four-class average) has student-athletes 16% higher than all undergraduates (57% vs. 41%) and the NCAA’s Graduation Success Rate for Sacramento State student-athletes is 72%. (For additional retention data see SARC Athlete Spring 2013 GPA Report Appendix).

**SARC Contact & Website**

- Paul Edwards – edwardsp@csus.edu
- Website: [http://www.csus.edu/sarc/](http://www.csus.edu/sarc/)
6. College Assistance Migrant Program (CAMP)

**Advising:** The mission of the CAMP Retention Department is to offer intensive first-year personal, academic, and financial support to promote continued enrollment and, ultimately, graduation from Sacramento State. The goals of the department are to 1) ensure that all academic, financial, health, and personal student concerns are addressed, 2) intercept and resolve student issues that could potentially lead to disenrollment, and 3) work to promote a sense of family and community through extensive services (see CAMP Brochure Appendix).

**Student Demographics:** 100% of first-year CAMP students are first-generation, 100% have a migrant and seasonal farmworker background, 98% are Latino, 70% are female and 30% male, 100% are low-income, 85% are English Language Learners (ELL), and 98% are in need of remediation upon arrival to Sacramento State. CAMP participants have a significantly lower mean SAT score (814) than Non-CAMP First-Generation full-time freshman (FTF) Hispanic students (880).

**Mode of Delivery:** CAMP students meet with an advisor (one-on-one) once a month to review Professor Contact Forms (see CAMP Professor Contact Form Appendix), discuss progress, and create an academic G.E. plan (see CAMP General Education Worksheet Appendix). In addition, students are required to complete five hours of study time per week in the CAMP tutoring lab. Based on the 2012 Annual Performance Report, first-year students met with a CAMP advisor an average of two times per week and continuing students once per semester.

**Service Delivery:** The Retention team is comprised of one full-time counselor, three graduate student advisors, and four English/math tutors. CAMP serves 80 incoming freshmen and 300 continuing students.

**Training:** Advisors and tutors are provided with a three-day comprehensive training in the summer and winter as well as bi-monthly trainings/presentations from various departments or student service related campus programs.

**Additional Retention Data:** Based on the CAMP Program Assessment Report conducted by the Office of Institutional Research in Spring & Fall 2011, the first-year retention rate for CAMP participants was significantly higher than that of Non-CAMP students (100% vs. 95.7% and 92.6% vs. 82.3%, respectively). (For additional retention data see CAMP Program Assessment Summary Report Appendix).

**CAMP Contact & Website**
- Viridiana Diaz – viridiaz@csus.edu
- Website: [http://www.csus.edu/camp/](http://www.csus.edu/camp/)

7. Educational Opportunity Program (EOP)

**Advising:** The mission of the Educational Opportunity Program (EOP) is to provide a vehicle for the CSU to increase the access, academic success, and retention of educationally and economically disadvantaged students. EOP strives to provide the necessary economic and educational resources to help students realize their potential. EOP at Sacramento State offers an intensive six-week Summer Bridge Program (a nationally recognized Learning Communities Program), a Spring Career Transitions Component, and a comprehensive retention advising services component through the ARISE Program.
To promote advising engagement throughout the program, EOP provides advising based on each year of the student’s enrollment from the freshmen through senior years (see EOP Student Advising Requirements by Year Appendix).

**Student Demographics:** EOP serves first generation, historically low-income, and/or educationally disadvantaged students. Based on current demographic data for EOP, 67% are female and 33% are male. A review of EOP students by ethnic category reveals that the largest population in the program is Chicano/Latino, which stands at a rate of 36%. A detailed breakdown of the demographic characteristics of the students in the program can be found in the EOP Ethnicity Data Appendix. In total, EOP serves 276 incoming freshmen, 150 incoming transfer students, and approximately 1,400 continuing students.

**Mode of Delivery:** Services available to EOP students in the form of advising include individual advising conducted by SSP-III and SSP-AR III level counselors. Students also receive support from our Graduate Intern Component, which provides basic General Education and career advising. Specialized advising and retention services are coordinated by an SSP-IV level counselor/coordinator, who arranges a variety of workshops for students and regularly updates EOP’s online advising resources (see EOP Advising Online Resources Links Appendix).

**Service Delivery:** The EOP Retention Team is comprised of nine full-time counselors, one Faculty Mentor Coordinator, two graduate student intern advisors, four program assistants, and 16 instructional student assistants. In addition, the administrative arm is staffed by three personnel.

**Training:** Advisors and tutors are provided weeklong summer training. During the regular semester, in-service meetings are held on a weekly basis. The counseling team also holds a bi-weekly case consult meeting, led by an on-staff licensed MFT (SSP-AR), to facilitate conversation around individualized counseling cases and related professional development topics.

**Additional Retention Data:** Based on the EOP Program Assessment Report conducted by the Office of Institutional Research, in Spring 2011 the retention rate for EOP participants was slightly higher than that of non-EOP students (97.2% vs. 95.1%). Furthermore, the retention rate for EOP participants in Fall 2011 was also slightly higher than that of non-EOP students in the same term (84.0% vs. 81.5%). A recent data report summary also revealed that the majority of EOP students (94%) were in good academic standing as of Spring 2013 (see EOP Performance by College Appendix).

**Best Practices:** EOP uses an automated registry system to track appointments and record electronic notes. The tool was built in-house and allows for effective follow-up and assessment of advising services (see EOP Registry Appendix for a screen shot of the registry system used).

**EOP Contact & Website**
- Marcellene Watson-Derbigny – watsonml@csus.edu
Website: [http://www.csus.edu/eop/](http://www.csus.edu/eop/)

### 8. Veterans Success Center (VSC)

**Advising:** The Veterans Success Center (VSC) offers individual and group advising to over 1,400 Active Duty, Reservists, National Guard, veterans, and military dependents. Advising includes admissions counseling and help applying for federal and state educational benefits through the Department of Veterans Affairs. Additionally, the VSC offers workshops and resource panels on filing disability paperwork, Post-Traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and wellness and
professional networking. Holds are not placed on accounts of student veterans and dependents that do not visit the VSC for advising; however, failing to visit the VSC may lead to a delay in receiving tuition and housing payments from the Federal and State Department of Veterans Affairs.

**Student Demographics:** 100% of VSC students are veterans, dependents of veterans, ROTC members, or Active-Duty military. VSC students represent all branches of the United States military with highest participation from both the Army and Air Force (27.2% and 24% respectively). As of Spring 2013 the VSC served 1,239 students.

**Mode of Delivery:** Student Veterans meet with a Veterans Admissions Counselor (SSP-III level) upon applying to Sacramento State. On a per semester basis, students are encouraged to meet with a Veterans Benefit Adviser (SSP-III level) on issues pertaining to the GI Bill. Students on probation or at-risk of disqualification or dismissal are encouraged to meet with the VSC Director (SSP-IV level) for advising. Additionally, the VSC Director advises students interested in leadership activities including participation in the Student Veterans Organization.

**Service Delivery:** The VSC is comprised of one Director (SSP-IV level), one Veterans Benefit Advisor (SSP III-level), and a part-time Veterans Admission Counselor (SSP-III level). The VSC employs six to eight students per semester that act as mentors and student ambassadors.

**Training:** Student advisors participate in a comprehensive training period upon employment. All VSC staff and students participate in monthly training sessions provided by key personnel from on campus and within the community.

**Veterans Success Center Contact & Website**
- Jeff Weston – jweston@saclink.csus.edu
Website: [http://www.csus.edu/vets/index.html](http://www.csus.edu/vets/index.html)