

From Soldier to Student II:

Assessing Campus Programs for
Veterans and Service Members

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From Soldier to Student II:

Assessing Campus Programs for Veterans and Service Members

American Council on Education (ACE)

American Association of State Colleges and Universities (AASCU)

NASPA: Student Affairs Administrators in Higher Education

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Preface

The enactment of the Post-9/11 Veterans Assistance Act of 2008, also known as the Post-9/11 GI Bill or the new GI Bill, was the most significant event for active-duty and veteran students since the passage of the original GI Bill, the Servicemen’s Readjustment Act of 1944. The Post-9/11 GI Bill offers the 2 million service members who have served in the Iraq and Afghanistan conflicts generous support for educational expenses, and has prompted a significant upturn in the number of veterans and military personnel enrolling in higher education.

Institutions have not faced such a significant influx of veteran students on campus since World War II. Military personnel and veterans are and have been a tremendous asset to higher education, but they have needs that are distinct from other students. As campuses continue to welcome these students, it is important for administrators to not only reassess their programs and services, but to ensure veterans and service members have useful information about such programs to make an informed decision about which institution is the best for them.

Specifically, institutions have an obligation to: “provide meaningful information to service members, veterans, spouses, and other family members about the financial cost and quality of educational institu-

tions to assist those prospective students in making choices about how to use their Federal educational benefits; prevent abusive and deceptive recruiting practices that target the recipients of Federal military and veterans educational benefits; and ensure that educational institutions provide high-quality academic and student support services to active-duty service members, reservists, members of the National Guard, veterans, and military families.”¹

This report offers an update of the 2009 edition of *From Soldier to Student*, which provided the first national snapshot of the programs, services, and policies that colleges and universities had in place to serve veterans and military personnel. The 2012 revised survey was designed to examine possible changes in institutional policies based on both legislative changes to the Post-9/11 GI Bill in 2010 and increased veteran enrollment in higher education since 2009. The partner organizations hope that this report will assist colleges and universities to continue evaluating their own programs and services, benchmarking them against the data presented here so that higher education institutions can further help those who have done so much to serve their country.

¹ Executive order - establishing principles of excellence for educational institutions serving service members, veterans, spouses, and other family members. (2012, April 27). Retrieved from <http://www.whitehouse.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti>.

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Executive Summary

The United States is in the process of bringing more than 2 million service members home from Iraq and Afghanistan and reducing the size of America's military. Today's veterans are the beneficiaries of the Post-9/11 GI Bill, which has provided unprecedented financial support for attending college. More than 500,000 veterans and their families have utilized Post-9/11 GI Bill benefits since the law's enactment in 2008. Many returning veterans—as well as service members in the active and reserve components of the armed forces—will enroll in higher education to enhance their job prospects, achieve career goals, expand their knowledge and skill sets for both personal and career enrichment, and facilitate their transition to civilian life.

How well prepared is higher education to serve these new students, and what changes has it made in response to the first wave of Post-9/11 GI Bill recipients on campus? Despite the long history of veterans' education benefits and presence of veteran students on campus, current research is still catching up to the veteran and military student population. This report represents the second assessment of the current state of programs and services for veterans and service members on campuses across the nation, based on survey results from 690 institutions. The original, 2009 survey was launched to measure campus readiness to serve veterans and military students in the wake of the Post-9/11 GI Bill's passage in 2008; the 2012 survey was launched to measure

changes in campus programs and services stemming from legislative revisions to the Post-9/11 GI Bill in 2010. It will give campus leaders information on programs existing among the most veteran-friendly campuses, assist them in recognizing factors that appear to influence the level of service campuses provide, and potentially allow them to identify gaps in their own offerings.

Summary of Key Findings

All Responding Institutions

- More than half of all responding institutions (62 percent in 2012, a slight increase from 2009's 57 percent) currently provide programs and services specifically designed for military service members and veterans, and approximately 71 percent of all responding colleges and universities (versus 57 percent in 2009) indicated that providing programs and services for military service members and veterans is a part of their long-term strategic plan. Sixty-four percent of all responding colleges and universities reported engaging in recruiting efforts specifically designed to attract military service members and veterans.
- Average enrollment of service members and veterans at responding institutions has increased significantly since the 2009 survey. All responding institutions averaged approximately 453 active-duty military students and 370 veteran students in 2012, com-

pared with average enrollments of 201 active-duty military students and 156 veteran students in 2009.

- Public four-year institutions (74 percent) and public two-year institutions (59 percent) are more likely to have programs specifically designed for military veterans than private not-for-profit colleges and universities (51 percent).
- Most responding campuses plan to continue considering veteran-friendly changes to their institutions in the next five years, the top two of which are increasing the number of services and programs for military and veteran students and providing professional development for staff on dealing with the issues facing many service members and veterans. Providing professional development for faculty members is also a top priority for institutions.

Institutions that Provide Services for Veterans and Military Personnel

- The survey continued, unsurprisingly, to find great diversity in how institutions serve veterans, the variety of services and programs offered, and where services and programs are housed within the administrative infrastructure.
- Eighty-nine percent of colleges and universities that offer services to veterans and military personnel have increased their emphasis on these services since September 11, 2001, including 93 percent of public four-year institutions, 85 percent of public community colleges, and 89 percent of private not-for-profit four-year colleges and universities. The top two areas of emphasis, regardless of sector, have been the establishment of marketing and outreach strategies to attract veterans and military personnel and the

establishment of new programs and services for service members and veterans. These two areas have reversed position since the 2009 survey.

- Many institutions provide financial assistance in the form of discounts or scholarships specifically for veteran students and military students. Thirty-three percent of all responding institutions offer veteran scholarships; 24 percent of all respondents offer scholarships for military students.
- Approximately 82 percent of all institutions have an established policy regarding tuition refunds for military activations and deployments.
- Almost all campuses that have services for veterans and service members offer some type of academic support or student service designed specifically for these students. Aside from U.S. Department of Veterans Affairs (VA) education benefits counseling, the most frequently cited services were financial aid/tuition assistance counseling (67 percent) and special campus social and/or cultural events (66 percent).
- Eighty-four percent of all institutions that offer services for veterans and military personnel provide counseling to assist these students with post-traumatic stress disorder (PTSD). Fewer institutions have established programs or services specifically designed to assist veterans with physical disabilities and less visible disabilities such as brain injuries; only 55 percent and 35 percent of institutions respectively reported having staff trained to assist veterans with these two conditions. This is still an increase from the 2009 survey.
- Eighty-three percent of all reporting colleges and universities with programs and services for veterans and military personnel award evaluated

credit for military training; 63 percent awarded evaluated credit for military occupational experience.

Programs and Services by Level of Veteran/Military Enrollment

- Generally, colleges and universities that have larger service member and veteran populations are more likely to offer programs and services for these students than institutions with smaller military and veteran populations. Services that appear to be especially sensitive to the size of the student veteran population are training staff specifically to work with veterans, establishing an office dedicated to working with veterans, and creating targeted recruitment of military personnel and veterans.
- This study also revealed that post-secondary institutions with smaller veteran and active-duty military populations are continuing to increase their emphasis on serving these students, particularly since September 11, 2001. Much of the increased emphasis has been on new programs for service members and veterans, including counseling services, the appointment of committees to develop action plans to respond to military and veteran students' needs, and increasing marketing and outreach to veterans.

Programs and Services by Administrative Structure

- The presence of a dedicated office for veterans and military students is an indication of institutional commitment; 71 percent of institutions that offer programs and services for veterans and military personnel have such an office, as opposed to 49 percent in 2009.
- Among colleges and universities that have a dedicated office that provides

support for military students, 91 percent of institutions have increased their emphasis on services and programs specifically for service members and/or veterans since September 11, 2001. Eighty-six percent of institutions that do not have a dedicated office have increased their emphasis on veterans and military personnel after September 11, 2001 (versus 56 percent in 2009).

- In general, institutions with a dedicated office were more likely to make programmatic changes after September 11, 2001, than institutions without a dedicated office. These changes included establishing new programs and services (77 percent of institutions with a dedicated office versus 68 percent of institutions without such an office) and increasing staff in existing programs and services for service members and veterans (63 percent versus 34 percent). Institutions with a dedicated office continued to be more likely than those without such an office to engage in recruitment efforts targeted to service members and veterans (67 percent versus 56 percent) and to have added or expanded training for faculty and staff regarding the transitional needs of these students (53 percent versus 43 percent).
- Institutions that have a dedicated office for veterans and military personnel are much more likely to tailor common services, including financial aid/tuition assistance counseling, employment assistance, academic advising, campus events, and career services, to these students. Institutions in the process of establishing a dedicated office for military and veteran students are the most likely to sponsor a student organization for veterans and military personnel.

- Campuses with a dedicated office are more likely than those without to offer specialized counseling and support groups, and to refer students to support services offered by the VA. Peer support groups are still unevenly utilized by institutions with dedicated offices for veterans and military personnel.
- Regarding administrative policies on such matters as financial aid or awarding college credit, as in 2009, there are few differences between institutions with and without offices dedicated to military personnel and veterans. This may be because these broad academic policies are outside the purview of an office of military/veterans services.
- All types of institutions report that the most common challenges they see facing their military and veteran students are finances, retention/degree completion, and social acculturation to campus.
- Respondents from every institutional sector, regardless of the presence or absence of an office dedicated to military personnel and veterans, reported Post-9/11 GI Bill payment delays by the VA. All sectors also reported overpayments by the VA and having to process multiple enrollment certifications for veteran students based on changes in enrollment.

Introduction and Methodology

The United States is in the process of welcoming more than 2 million veterans as they return from Iraq and Afghanistan. Because of the education benefits offered by the Post-9/11 GI Bill, many of these veterans—as well as those still serving in the active and reserve components of the armed forces—will enroll in higher education to enhance their job prospects, achieve career goals, expand their knowledge and skill sets for both personal and career enrichment, and facilitate their transition to civilian life. These military or veteran students share many of the same characteristics as other adult learners that institutions have been serving for years. They need to balance their academic pursuits with family and job responsibilities, and they have a seriousness of purpose that comes with maturity and financial independence.

As a subpopulation of adult learners, military and veteran students also often have unique challenges that other nontraditional students do not face. Veterans who served in combat may experience social and cognitive dissonance as they adjust to the civilian college environment. Some veterans return from combat with physical or psychological readjustment challenges and require academic and disability accommodations to successfully reintegrate. Although they are the beneficiaries of a new GI Bill that mitigates the financial burden of college attendance, some veterans struggle to overcome bureaucratic, information, or enrollment hurdles as they transition into the higher education community.

How well prepared is higher education to serve these new students? Despite the long history of veterans' education benefits and the presence of veteran students on campuses, relatively little research has been conducted on effective campus programs and services that successfully aid veterans in their college transition. This report is an update of the 2009 study, which assessed the state of programs and services for veterans in the first year of implementation of the Post-9/11 GI Bill. It will help campus leaders understand attributes of the most veteran-friendly campuses, recognize factors that appear to influence the level of service campuses provide, and identify gaps in their own offerings.

Authorities in higher education are still learning about the educational and personal needs of this newest generation of veterans and their families, but there are a number of programs and services that campuses can provide to ease veterans' transition and boost their chances of success. This knowledge is based on the experience of those campuses that have long specialized in serving the military community. The survey forming the basis for this report was once again informed by this expert knowledge as well as by previous input from veteran service organizations and veteran student focus groups. It encompassed indicators of institutional commitment such as: administrative structures, academic support, financial aid, VA benefits counseling, psychological counseling, orientation, and other assistance with the transition to campus life. Although far from the last word

on service to military and veteran students (the survey asked about the presence of key services and their utilization, for example, but did not attempt to assess the quality of those services), it did provide a checklist for campus leaders who seek to make their institutions welcoming and supportive environments for those who have done so much for our country.

Organization of the Report

The survey results are once again presented in different ways in the first three chapters: overall and by institution type, by level of veteran/military enrollment, and by the presence of an office dedi-

PROGRAMS AND SERVICES “SPECIFICALLY FOR VETERANS”

A few student services, such as VA benefits counseling and veteran enrollment certification, pertain only to veterans or military student populations at an institution. Most other services, such as academic advising, career counseling, and tutoring, are important to all students and are offered routinely by all colleges and universities. To determine whether institutions offer programs and services that have been tailored for veterans and military personnel, the survey on which this report is based asked about offerings “specifically for veterans.” Where survey respondents indicated that specialized services for veteran and military students were not offered, our underlying assumption is that these students’ issues and needs are being met through existing institutional services and programs.

This report does not suggest that creating special programs for student veterans is always necessary or even desirable. During ACE’s 2008 summit “Serving Those Who Serve: Higher Education and America’s Veterans,” some student veterans stated that they preferred, whenever possible, to be integrated into mainstream campus life. They also expressed high regard for opportunities to interact with fellow student veterans and have access to campus staff who are trained in and sensitive to the unique issues veterans face. Institutions will have to continue making their own determinations—ideally in close consultation with their veteran students—about which services merit a special focus on veterans, military personnel, and their families. To assist in that effort, this report provides information on how campuses are customizing their programs and services to serve the veteran/military population.

cated to serving veterans and service members. Chapter Four focuses on new questions and enhancements to the 2012 survey. Summarized results and conclusions appear in Chapter Five. To ease the response burden on institutions that do not offer programs and services specifically for veterans, the survey asked only a few questions of these institutions, which are covered in the first section of Chapters One and Two. All subsequent sections summarize responses from institutions that offer programs or services for veterans and service members.²

Methodology

The survey instrument was redesigned collaboratively through a partnership between the American Association of State Colleges and Universities (AASCU), American Council on Education (ACE), NASPA: Student Affairs Administrators in Higher Education, and National Association of Veteran’s Program Administrators (NAVPA) to assess the current availability of specialized services and programs for veterans and service members who are currently enlisted in the armed forces. In April 2011, a team of content and research experts from the partnering organizations met in Washington, DC to discuss lessons learned from the first survey and outline key elements of the survey redesign. Broad institutional policy and implementation topics were identified and refined by the subject matter experts over several months. The survey questions cover a range of topics, including institutional climate and support for military/veteran students, organizational structure and policies for military/veteran services, and campus practices supporting military/veteran student enrollment and success.

² Because all institutions that enroll veterans must certify enrollment for those receiving VA education benefits, all institutions that enroll veterans provide at least that service.

On Veterans Day 2011, ACE sent an electronic invitation to 2,929 chief student service administrators to participate in the online survey. The names and email addresses for these administrators came from the *Higher Education Directory*, which is produced by Higher Education Publishing, Inc. This change from the previous survey invitation, which was sent to college presidents, was made in response to community feedback received after the presentation of the 2009 survey results at the Department of Defense Worldwide Education Symposium.

From these lists, 2,916 email invitations were delivered successfully. Because of the specific nature of the questions regarding institutional services and programs for military service members and veterans, respondents were instructed, if necessary, to forward the survey to staff members who were most qualified to provide answers. In winter 2011 and spring 2012, research staff in ACE’s Center for Policy Analysis (CPA) collected 690 useable responses, for an overall response rate of 24 percent. CPA research staff managed the data collection and analysis.

Unsurprisingly, given the change in survey distribution procedure, the respondent population shifted between survey administrations. Approximately 19 percent of responding institutions participated in both the 2009 and 2012 surveys; the majority of these repeat respondents were public four-year institutions, followed by public two-year institutions.

To generalize the 690 respondents to the population of colleges and universities, institutions that participated in the survey were compared with the distribution of four major sectors of higher education: public two-year, public four-year, private not-for-profit four-year, and private for-profit (see **Table 1**).

Table 1: Survey Respondents and Degree-Granting Institutions

	Survey Respondents		Institutions	
	N	%	N	%
Public Two-Year	238	34	1,000	23
Public Four-Year	262	38	672	15
Private Not-for-Profit Four-Year	164	24	1,539	35
Private For-Profit	26	4	1,199	27
Total	690	100	4,410	100

Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics 2010*.

Public two-year and public four-year institutions were overrepresented, and private not-for-profit four-year institutions and for-profit institutions were underrepresented. The underrepresentation of private not-for-profit four-year institutions is a change from the 2009 survey, where they were proportionally represented. Because only 26 for-profit institutions responded, weighting techniques to make the data representative of all degree-granting institutions of higher education could not be applied. Because of the small number of respondents, detailed results for for-profit institutions are not presented in the report; however, these institutions are included in all totals.

VETERANS DATA IN CONTEXT

An important question for any survey addressing service to a specific student population is whether the results could be influenced by response bias. In other words, were institutions that serve veterans more likely to respond to the survey than those that do not enroll these students? Because of the relatively low response rate of 24 percent and the overrepresentation of public institutions (which enroll the majority of veterans and military personnel among respondents), it is possible that the results were influenced by response bias. However, because this survey is a newly designed survey that has only been administered twice, it is not possible to compare these results with others to determine whether they are typical. As a result, the findings in this report are best viewed as indicative of the kinds of programs and services offered by institutions that serve veterans, and do not present a reliable estimate of the percentage of institutions that serve veterans and military personnel.

Chapter One

Overview of Institutional Programs and Services for Service Members and Veterans

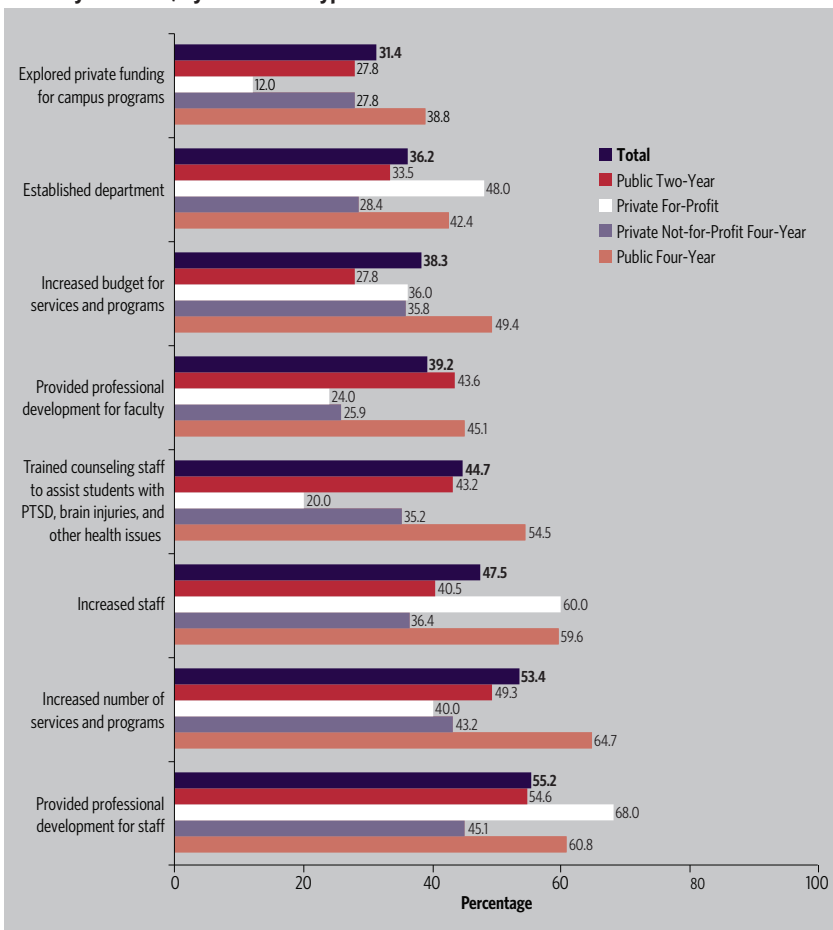
Service to Veterans and Military Personnel Among All Responding Institutions

More than half of all responding institutions (62 percent in 2012 versus 57 percent in 2009) currently provide programs and services specifically designed for service members and veterans (see **Figure 1** for detail). Sev-

enty-one percent of all responding college and universities indicated that providing programs and services for military service members and veterans is a part of their long-term strategic plan.

The percentage of all institutions that incorporated programs and services for service members and veterans into their long-term strategic plans increased by 12 percentage points between the first and second survey (59 percent in 2009; 71 percent in 2012). The greatest change was in the private not-for-profit four-year sector (41 percent in 2009; 68 percent in 2012). In the public sector, 72 percent of four-year institutions and 70 percent of two-year institutions include programs for military veterans in their strategic plans (versus 72 percent of public four-year institutions in 2009 and 68 percent of public two-year institutions in 2009). The public two-year sector reported an increase of only 2 percentage points between 2009 and 2012. The presence of programs and services specifically designed for service members and veterans still seems to largely correspond to whether military/veteran students are included in the strategic plan. Private not-for-profit colleges and universities increased programs specifically designed for military veterans by 15 percent between 2009 and 2012 (36 percent in 2009; 51 percent in 2012). Public four-year institutions showed minimal gain (74 percent in 2012 versus 73 percent in 2009). Public two-year institutions (59 percent in 2012 versus 67 percent in 2009) showed

Figure 1: Percentage of Institutions That Have Undertaken Initiatives to Serve Veterans/Military Students, by Institution Type

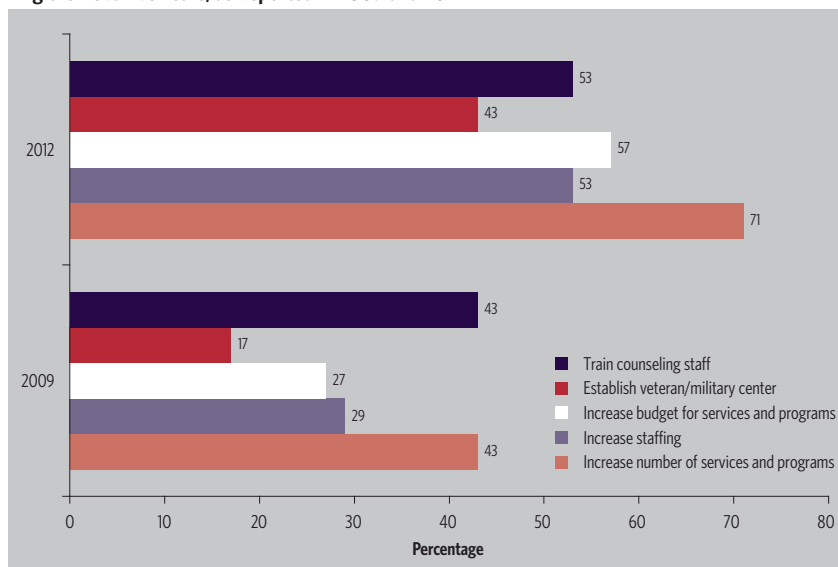


a slight decline in programs specifically designed for military veterans. The reason for this is unclear.

Most responding campuses continue to report considering veteran-friendly changes to their institutions in the next five years as part of their long-term strategic plans. The percentage of institutions reporting such changes (e.g., increasing the staff or budget for veteran services and programs) increased sharply from 2009 to 2012 (see **Figure 2**). The top two actions responding institutions are considering are increasing the number of programs and services for veterans and service members (this response alone jumped from 43 percent of respondents in 2009 to 71 percent of respondents in 2012) and providing professional development for staff on dealing with the issues facing many service members and veterans (see **Figure 3**). This survey iteration separated future faculty and staff professional development, as opposed to 2009’s bundling of the two categories. Providing professional development for faculty was the third most reported change.

Increasing budgets for veteran services and programs was another popular response. The total percentage of respondents whose institutions intended to add staffing in veteran services and programs rose by 24 percentage points from 2009 to 2012 (29 percent in 2009 versus 53 percent in 2012). Private not-for-profit four-year institutions’ responses soared from 17 percent in 2009 to 46 percent in 2012. Public four-year institutions’ responses increased from 43 percent of 2009 respondents to 63 percent of respondents in 2012, and public two-year institutions’ responses rose from 29 percent of 2009 respondents to 47 percent of respondents in 2012. Given the ongoing, severe budget problems at public colleges and universities, this signals their

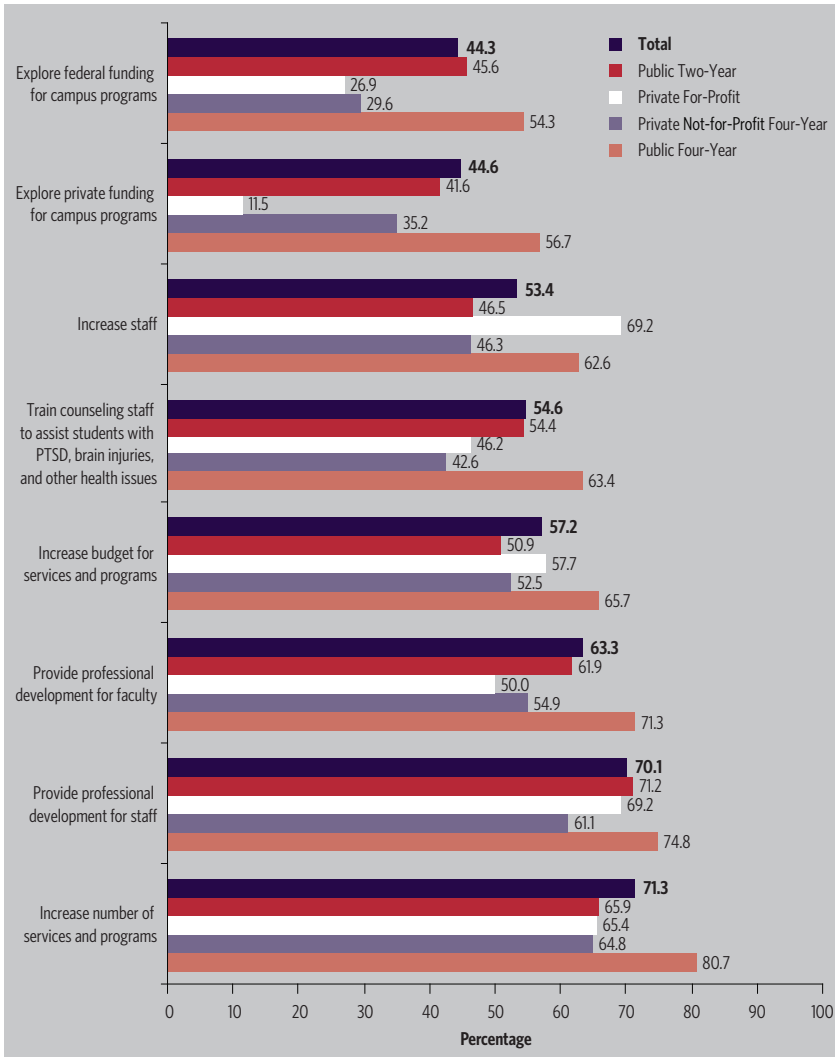
Figure 2: Percentages of Institutions Planning Various Actions for Veterans/Military Students During the Next Five Years, as Reported in 2009 and 2012



continuing commitment to veteran and military students even through an era of state disinvestment in higher education. It is encouraging to see that both expanding programs and services and educating faculty and staff on the needs of military personnel and veterans continue to be top priorities.

The increased commitment to military service members and veterans is not limited to those who are currently enrolled—it also extends to efforts to recruit more military and veteran students. As in the 2009 survey, more than half of all responding colleges and universities reported engaging in recruiting efforts specifically designed to attract military service members and veterans. The most common methods of outreach again varied among public four-year, public two-year, and private not-for-profit institutions, but they generally included targeted print and web-based advertising, participation in special events on military installations, targeted on-campus admissions events, and a focus on military/veteran student programs in college catalogs.

Figure 3: Percentage of Institutions Planning Various Actions for Veterans/Military Students During Next Five Years, by Institution Type



Institutional Commitment

Since September 11, 2001, U.S. institutions of higher education have renewed their focus on serving military personnel and veterans. Eighty-nine percent of colleges and universities that offer services to veterans and military personnel, including 93 percent of public four-year institutions, 85 percent of public community colleges, and 89 percent of private not-for-profit four-year colleges and universities, have increased their emphasis on serving these students' needs. The percentage of responding institutions that have increased their emphasis on veterans and

service members has increased by 24 percentage points since the question was first asked in 2009, when 65 percent of institutions responded affirmatively.

The top two ways this emphasis has manifested itself on college and university campuses, regardless of sector, have been the establishment of marketing and outreach strategies to attract veterans and military personnel to enroll, and the establishment of new programs or services for service members and veterans (see **Figure 4**). These two answers have reversed places since 2009. In that survey, establishment of new programs and services exceeded the establishment of marketing and outreach strategies to veterans and military personnel. Given the passage of time between surveys, the change in order is understandable: once programs are built, marketing them becomes more important.

The third most common way colleges and universities have demonstrated an increased emphasis on service member and veteran needs has been establishing a web page for military/veteran students or linking to a nonfederal web page providing information for military/veteran students (e.g., ACE Military Programs, Servicemembers Opportunity Colleges, or Student Veterans of America). This was true across sectors. Another way in which all institutions have increased their emphasis on veteran and service members' needs includes adding or expanding faculty and staff training. In addition, private not-for-profit four-year institutions (32 percent) reported slightly more institutional policy changes to accept evaluated credit for military services than public four-year institutions (28 percent).

With a considerable increase in veteran and military enrollment between survey administrations, it is somewhat surprising that fewer than half of all institutions

with military/veterans programs offer professional development training opportunities for faculty and administrators. Such training gives participants useful information about military and veteran student populations, their unique educational and transitional needs, and promising practices for creating a positive campus environment to help meet those needs.

However, a new question in the 2012 survey asked whether institutions were in the process of developing such opportunities; 28 percent of respondents indicated that their institutions were. Although less than half of institutions currently provide training for working with military veterans, 69 percent of all institutions (versus 52 percent in 2009) reported that they employ staff specifically trained to assist veterans with their transition to college. This is an increase of 17 percentage points from 2009 to 2012. Seventy-four percent of public four-year institutions (versus 57 percent in 2009) and 67 percent of public two-year institutions (versus 53 percent in 2009) reported they employ staff specifically trained to assist veterans with their transition to college; this represents an increase of 17 percentage points in the public four-year sector and an increase of 14 percentage points in the public two-year sector. In the four-year not-for-profit private sector, this increased by 20 percentage points (62 percent in 2012 versus 42 percent in 2009). This finding merits further exploration. Institutions may be hiring from a pool of already trained staff, but without further research no firm conclusion can be drawn.

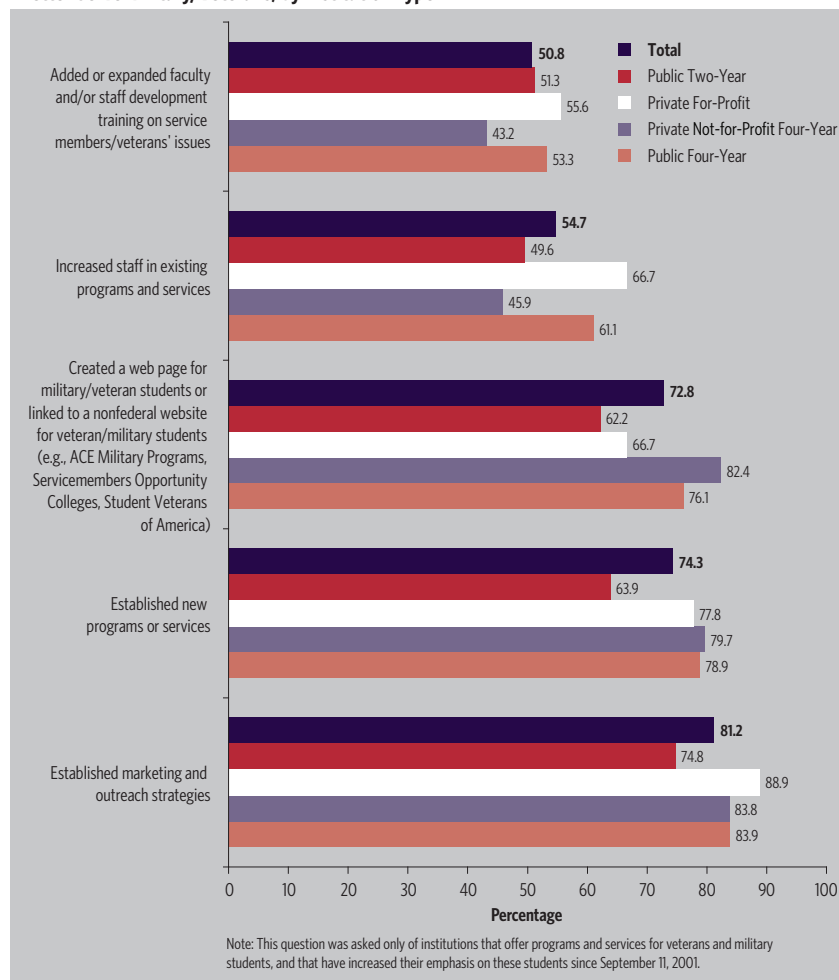
Institutional Structure

An important way for institutions to manifest their commitment to serving military personnel and veterans is to establish an office or department dedicated exclusively to serving them. In addition, establish-

ing such an office or department can more efficiently centralize both administrative expertise and benefit processing. Among all respondents, 71 percent indicated they had such an office (versus 49 percent in 2009).

The percentage of private not-for-profit institutional respondents indicating such an office exists on their campuses soared from 26 percent in 2009 to 56 percent in 2012. While this may be an example of response bias, it is still a striking reversal from the 2009 survey, where 74 percent of respondents reported they did *not* have an office or department dedicated to serving military and veteran students. In the public sector, the percentage of

Figure 4: Percentage of Institutions That Have Taken Various Actions Since September 11, 2001, to Better Serve Military/Veterans, by Institution Type



institutions reporting a dedicated office or department for military and veteran students grew by approximately 18 percentage points in the two-year sector (56 percent in 2009 versus 74 percent in 2012) and approximately 19 percentage points in the four-year sector (56 percent in 2009 to 75 percent in 2012). In the 2012 survey, the question regarding a dedicated office or department was revised to include a new answer choice to reflect whether institutions were in the process of creating such an office. That choice was selected by almost 5 percent of respondents overall and was most popular in the private not-for-profit four-year sector.

Among institutions that have a dedicated office for veteran and military students, respondents' description of their campus structure for serving veteran and military students as primarily an administrative unit focusing on VA benefits counseling, employment assistance, financial aid and tuition assistance, and/or registration and enrollment assistance decreased from 66 percent in 2009 to 44 percent in 2012. Correspondingly, respondents' description of their campus structure as a student center increased from 14 percent in 2009 to 46 percent in 2012. Given the rapid increase in veteran and military populations on campus from 2009 to 2012, as well as the increased prominence of student veteran organizations such as Student Veterans of America (SVA) over the time period, this shift in orientation is unsurprising.

Other types of campus structures for serving veteran and military students included a coordinated effort between offices (typically financial aid, student services, and/or registrar), rather than a single

office; administrative staff embedded within a veteran center designed primarily to give student veterans a place to relax and study; and using the school certifying official³ as the primary point of contact. Respondents also indicated that these departments typically serve more than just military students and veterans. Eighty-two percent of institutions with such a department also provide services for college-attending family members of military personnel and veterans. This is only a slight increase from 2009—the Post-9/11 GI Bill's transfer provision allowing active-duty military to transfer benefits to their children and spouses creates the need for services for family members as well as service members and veterans attending college on the GI Bill.

For the 24 percent of institutions that do not have an office dedicated to serving military personnel and veterans, the primary point of contact for these students for information about services and programs is the registrar's office, but the student services office is close behind. The primary point of contact for veterans educational benefits counseling has shifted to the financial aid office. However, the registrar's office is also a very popular point of contact for benefits counseling. These dual responses are logical given the interplay between generic information on services and programs offered at an institution and specific counseling about a veteran, service member, or family member's personal situation. Benefits counseling may also address other forms of financial aid (e.g., Title IV federal financial aid or institutional scholarship funds), about which the registrar's office is not the primary source of expertise.

3 A "school certifying official" is the person designated by an institution to certify VA benefit eligibility, retain VA paperwork, and serve as an informational resource. This person may also handle military benefits, but only VA uses the term "school certifying official" to describe the position.

Academic/Co-curricular Support Services

As noted in the 2009 report, it is well known that adult learners use numerous modes of instruction to accomplish their educational goals. As a subpopulation of nontraditional students, military service members' and veterans' access to educational opportunities continues to be influenced by institutions' abilities to offer various delivery modes and flexible scheduling. As in the 2009 survey, an overwhelming majority of all responding institutions with services for veterans and military personnel reported offering some type of alternative curriculum delivery format. The two most common alternative delivery formats, regardless of sector, are evening courses and online education. Weekend courses have dipped slightly in popularity from 2009, when almost 68 percent of respondents indicated they offered them, but remain a viable alternative delivery format. In 2012, a new answer choice was offered regarding the availability of hybrid courses (combining face-to-face and online learning); 75 percent of respondents indicated they offered such courses.

In addition to providing alternative delivery formats, many colleges recognize that service members and veterans come to college with prior learning experiences from their military service. Consequently, as in the 2009 survey, nearly three-fourths of all reporting colleges and universities with programs and services for veterans and military personnel continue to award credit for evaluated military training and occupational experience. Eighty-three percent of respondents specifically award credit for evaluated military training courses (e.g., "Engineering Hydraulic Sys-

tems and Components Basic" in the latest online *ACE Military Guide*)⁴; 63 percent of respondents specifically award credit for evaluated military occupational training (e.g., "Engineer Assistant" in the latest online *ACE Military Guide*).⁵

For institutions to respond appropriately to the needs of military students, it is important that they understand the potential effect of institutional policies and are willing to streamline or modify existing enrollment procedures. One such policy issue centers on active-duty service members who may be deployed during the academic year. When students are mobilized or deployed for military duty, their academic progress is disrupted or temporarily put on hold. Shortly after September 11, 2001, a majority of institutions developed policies that recognized the potential academic and financial hardships that military service created for service members. Across the higher education community, institutions developed policies to refund tuition, allow course completion at later dates, and otherwise offer flexibility to ensure that no service member suffered a loss of funds or educational opportunity because he or she was called to serve our country. In the 2012 survey results, 82 percent of all colleges indicate an established policy regarding tuition refunds for military activations and deployments; this has increased only slightly from nearly 80 percent of respondents in 2009.

The initial survey report was published just before the most recent reauthorization of the Higher Education Act of 1965, known in its current form as the Higher Education Opportunity Act (HEOA). Section 484(c) of HEOA—effective August 13, 2008—specifically addressed the readmission of service members after

4 See <http://www.militaryguides.acenet.edu/ShowAceCourses.asp?aceid=Nv-1704-0419>.

5 See <http://www.militaryguides.acenet.edu/ShowAceOccupations.asp?aceid=MCE-1361-001>.

deployment. It requires institutions of higher education to readmit service members without a change in academic status if the service-related absence does not exceed five years (though some exceptions apply) and if the service member notifies the institution of intent to re-enroll within a prescribed time frame (generally three years, though there are exceptions for those recovering from service-related injuries).

However, the guidance issued regarding HEOA for institutions—and for service members—has been less than optimal given the law’s breadth and language. For instance, it is unclear how the service-related injury provision should be handled for service members whose service-related injuries do not have a clearly defined recovery period—e.g., traumatic brain injury (TBI), which, according to some estimates, has affected nearly a quarter-million service members from 2000 to 2012.⁶ Also, an HEOA requirement that the U.S. Secretary of Education, in coordination with the U.S. Secretary of Defense and the U.S. Secretary of Veterans Affairs, construct and widely publicize a searchable website for service members explaining their right to readmission under HEOA 484(c) no later than August 18, 2009, has not been completed as of the writing of this report.

With this backdrop in mind, it is somewhat unsurprising that only 28 percent of institutions with programs and services for military personnel have developed an expedited re-enrollment process to help these students restart their academic efforts (though this has increased by 6 percentage points from 2009). Today, most institutions still require students returning from deployment to complete a standard re-enrollment process (48 percent, a decrease of 14 percentage points since

2009); 17 percent, just 1 percent higher than in 2009, require military students to reapply and be readmitted in order to enroll. These students continue to voice frustration about these administrative obstacles and hardships, which appear to delay or thwart their return to normalcy on campus. Although they may seem like minor procedures to college administrators, these administrative hurdles speak volumes to returning veterans about an institution’s veteran-friendly posture.

Almost all campuses that have services for veterans and service members offer some type of student services or academic support designed specifically for these students. Aside from VA education benefits counseling, the most frequently cited services were financial aid/tuition assistance counseling (67 percent versus 57 percent in 2009), special campus social and/or cultural events (66 percent versus 35 percent in 2009), and employment assistance (61 percent versus 49 percent in 2009) (see **Figure 5**). Academic advising increased by 2 percentage points from 2009 (50 percent).

Some services that were the least common in 2009 have become much more common in 2012, presumably in response to veteran student interest. They include a veteran-specific orientation (49 percent in 2012 versus 4 percent in 2009), a veteran student lounge or designated gathering place (47 percent in 2012 versus 12 percent in 2009), and assistance with the transition to college (37 percent in 2012 versus 22 percent in 2009). Among the minority of institutions that offered tutoring or academic assistance specifically for veterans, an overwhelming majority continued to offer those services at no cost.

A number of challenges veterans face when returning to college campuses exist outside the classroom. According to a 2008 RAND study, *Invisible Wounds of War*, as

6 See <http://www.health.mil/Libraries/TBI-Numbers-Current-Reports/dod-tbi-2000-2011Q4-as-of-120210.pdf>.

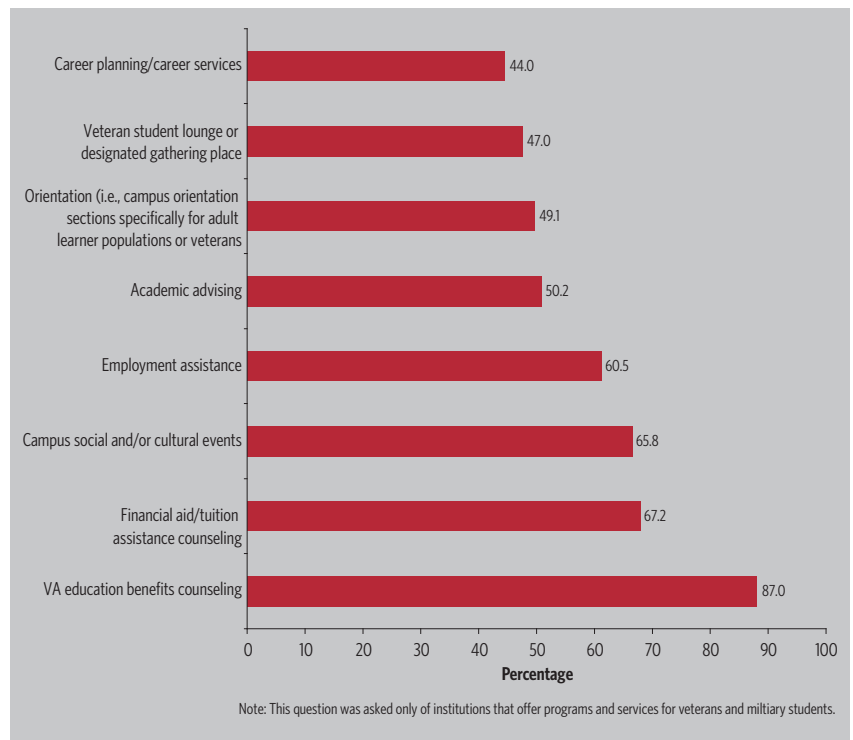
many as 18 percent of all Operation Enduring Freedom and Operation Iraqi Freedom veterans suffered or currently are suffering from psychological conditions such as PTSD and depression.⁷ Also, a 2011 study of student veterans conducted by the National Center for Veterans Studies (NCVS) at the University of Utah, in partnership with the Student Veterans of America (SVA), found that “the ‘average’ student veteran participant reported experiencing moderate anxiety, moderately severe depression, significant symptoms of PTSD, and evidencing at least some noticeable suicide risk.”⁸ While these or other studies should not be used to stereotype service members or veterans—whether enrolled in college or not—they serve to raise awareness about issues that some student veterans may be facing. To place this in context of the larger college student population, 11 percent of student respondents to a wide-scale survey indicated they had been diagnosed or treated by a professional for depression in the past 12 months. Almost 5 percent indicated they had a psychiatric condition.⁹

Responding to these particular issues faced by some student veterans, across sectors, 84 percent of all institutions that offer services for veterans and military personnel have counseling centers with staff prepared to assist combat veterans with PTSD-related issues. In addition, 95 percent of institutions have counseling services offering assistance with depression-related issues; 96 percent have

counseling services to help with stress and anxiety management.

A new answer choice offered in the 2012 survey was whether institutions provided counseling assistance for veteran/military students who had experienced military sexual trauma or other psychosocial sexual violence issues.¹⁰ According to 2003 Veterans Health Administration (VHA) universal outpatient screening data, approximately 21.5 percent of female outpatients and 1.1 percent of male outpatients reported being victims of military sexual trauma; these prevalence estimates

Figure 5: Percentage of Institutions with Various Campus Services for Veterans and Military Students



7 Tanelian, T., & Jaycox, L. H. (eds.) (2008). *Invisible Wounds of War: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: The RAND Corporation.

8 Rudd, M. D., Goulding, J., & Bryan, C. J. (2011). Student veterans: A national survey exploring psychological symptoms and suicide risk. *Professional Psychology: Research and Practice* 2011. 42(5). (354-360).

9 American College Health Association. (2011, Spring). *American College Health Association-National College Health Assessment II reference group executive summary*. Hanover, MD: American College Health Association.

10 Note: Military sexual trauma as a term is specifically defined by law and restricted to VHA data. The DoD uses different terminology, so the question was worded to capture both populations.

11 Hyun, J. K., Pavao, J., & Kimerling, R. (2009, Spring). Military sexual trauma. *PTSD Research Quarterly: Advancing Science and Promoting Understanding of Traumatic Stress*, 20(2). Retrieved from <http://www.ptsd.va.gov/PTSD/professional/newsletters/research-quarterly/v20n2.pdf>.

have remained fairly constant since the data were first collected in 2003.¹¹

Sixty percent of all institutions reported offering specific counseling assistance for these types of issues; however, this result was lower across the board than all other types of counseling assistance offered. Approximately 63 percent of the public four-year sector respondents indicated their institutions offered such assistance, slightly more than the private not-for-profit four-year (62 percent) and public two-year (51 percent) sectors.

The percentage of institutions that have established programs or services specifically designed to assist veterans with physical disabilities and invisible disabilities such as brain injuries has risen from the previous survey. In 2009, only 33 percent and 23 percent of institutions reported having staff trained to assist veterans with those two conditions, respectively. However, in 2012, 55 percent of institutions reported having a staff member, such as a licensed counselor or psychologist, specifically trained to assist veterans with disabilities; 36 percent reported having a counselor or specialist qualified to assist students with brain injuries. One possible explanation for this increase is that while many institutions have already developed comprehensive campus plans for addressing and coordinating the unique needs of students with disabilities, and hence incorporate veterans with disabilities routinely in their existing disability programs and services, the need to offer targeted services for veterans with disabilities has increased.

Continuing to recognize that some of the challenges returning veterans face may be beyond the scope of a campus counseling center's ability to address, 87 percent of colleges and universities continue to offer coordination with and referral to off-campus support services. In addition, 71 percent of institutions offer specific coordi-

nation and referral to VA support services (a 16 percentage point increase over 2009's 55 percent). A new question asked in 2012 was whether institutions' counseling centers offered site visits by or co-location of VA personnel on campus; approximately 34 percent of all responding institutions offered this service.

In focus groups and veteran summits and conferences since the passage of the Post-9/11 GI Bill, student veterans and service members have continued to stress the importance of connecting with other students who share similar military experiences. This emphasis on opportunities for camaraderie and connection is reflected in current survey results. In 2009, only 32 percent of institutions with services for veterans and military personnel had clubs or other organizations for these students, and in 2012, 68 percent of responding institutions reported the presence of such organizations on campus—a 36 percentage point increase.

In a marked change from the initial survey, 52 percent of not-for-profit four-year institutions reported having a veteran/military student organization (versus 7 percent in 2009). In another striking change, 65 percent of responding community colleges reported having a student organization for veterans and military personnel (versus 29 percent in 2009). Seventy-eight percent of public four-year institutions reported having such organizations in 2012 (versus 47 percent in 2009).

In addition to the increase in student organizations, campus support groups or mentoring programs specifically for military and veteran students have grown to 42 percent (versus 18 percent in 2009). A new addition to the 2012 survey asked about support groups specifically for women veterans; only about 8 percent of institutions overall reported such groups, with public four-year institutions being the larg-

est subgroup (11 percent of respondents). Support groups for veterans with disabilities have grown slightly (11 percent in 2012 versus 7 percent in 2009), as have groups for family members of students serving on active duty (8 percent in 2012 as opposed to 5 percent in 2009), and dependents of deceased veterans (4 percent in 2012; 3 percent in 2009).

In addition to providing veteran programs and services, many institutions provide financial assistance in the forms of discounts or scholarships specifically for veterans. HEOA, which, as previously mentioned, was enacted after the date of the initial survey, requires public institutions to charge in-state tuition rates to service members on active duty for more than 30 days, as well as their spouses and dependent children. This provision also applies if the service member's permanent duty station is changed to one in another state. The effect is that survey questions asked in 2009 about in-state tuition eligibility for military personnel at public institutions have been superseded by the HEOA provisions.

Open-ended survey responses offered insight into other ways in which states are providing financial assistance to military and veteran students as well as to their dependents and spouses. Some states have passed laws to offer tuition waivers or reduced tuition for certain categories of veterans and service members, such as Purple Heart recipients, at public institutions. Others have passed laws to provide tuition waivers at public institutions for dependents and spouses of deceased service members or grant veterans in-state residency for tuition purposes.

Respondents also reported participation in the VA Yellow Ribbon Program, which allows institutions to choose how much they will contribute toward eligible Post-9/11 GI Bill recipients' costs over

and above the statutory in-state tuition and fee costs paid by VA. VA funding then matches the amount the institution chooses to contribute. This option is designed to allow veterans and eligible benefit transferees the opportunity to attend higher-cost institutions not entirely paid for by the base level of Post-9/11 GI Bill benefits.

In addition, survey respondents' comments indicated that a number of institutions waive certain fees depending on a student's veteran, military, or service-related disability status (e.g., waiving parking fees for disabled veterans). These individual responses highlight campuses' combining individualized attention to their veteran and military student population needs with participation in a broader-scale federal program to assist them.

Overall, scholarship availability for military and veteran students at public institutions has increased. In 2009, 16 percent of responding public four-year institutions offered scholarships for active-duty military students; in 2012, 26 percent did. Scholarships for spouses and dependents of active-duty and reserve service members increased (14 percent in 2012 versus 5 percent in 2009), and scholarships for spouses and dependents of deceased service members increased by 2 percent (13 percent in 2012 versus 11 percent in 2009).

In terms of private not-for-profit four-year institutions, reports of discounted tuition rates for military personnel, veterans, and family members increased, as did scholarship availability. In 2009, almost 19 percent of responding private not-for-profit four-year institutions offered veteran scholarships; in 2012, almost 31 percent did. Scholarship availability for active-duty military students increased (25 percent in 2012 versus 17 percent in 2009), and scholarship availability for spouses and dependents of active-duty military students

also increased slightly (17 percent in 2012 versus 13 percent in 2009). It is unclear whether changes to the MyCAA program (a DoD program intended to help military spouses train for portable careers such as health services or real estate) affected this data. However, the availability of scholarships specifically designated for the spouses and dependents of deceased veterans did not increase significantly (almost 5 percent in 2012 versus 4 percent in 2009).

Challenges and Priorities

These data suggest once again that the majority of colleges and universities that completed the survey, by virtue of their policies and the programs and services offered, are committed to serving military personnel and veterans. From the development of marketing and outreach strategies to attract veterans and military students to the addition of new programs and services, it is clear that college campuses are continuing to make their institutions more veteran- and military-friendly.

Part of becoming more responsive to military and veteran students is understanding their needs, as well as recognizing what campuses do and do not do well in serving them. In the 2009 survey, more than three-fourths of colleges and universities reported that financial aid and student retention/persistence toward degree completion were the two most pressing issues facing military/veteran students. A third issue recognized by nearly 48 percent of all postsecondary institutions involved veterans' health care needs. As seen in the accompanying chart, financial aid issues are still considered a problem by institutions, but health care and student retention/persistence toward degree completion issues have increased (see **Figure 6**).

In particular, the issue of military/veteran students' social acculturation to civilian campus life became more prominent

in the 2012 survey. In 2009, 33 percent of all respondents considered it a priority issue on campus. In 2012, 55 percent of all respondents considered it a priority—a 22 percentage point increase. When broken out by sector, private not-for-profit four-year institutions' identification of social acculturation as a priority for military/veteran students rose the most sharply (45 percent in 2012 versus 19 percent in 2009, increasing by 26 percent).

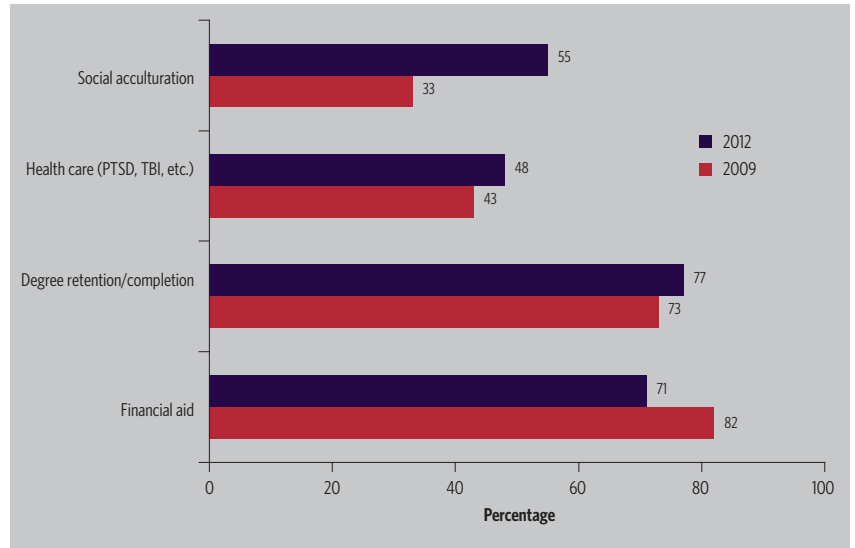
Public four-year institutions' identification of social acculturation as a priority for military/veteran students was the second-highest increase by sector (67 percent in 2012 versus 44 percent in 2009, a 23 percentage point increase). Public two-year institutions' identification of this priority also rose (45 percent in 2012 versus 29 percent in 2009, a 16 percentage point increase).

Given not only the very different social structures of the military and academe, but also the complicated historical context influencing the two worlds' interactions and stereotypes of both service members and college students still present in American society, the increase is unsurprising. The encouraging news is that campus respondents have identified the issue of social acculturation as a priority to address on behalf of their military/veteran students.

A companion data point is the priority of raising faculty and staff sensitivity to military/veteran student issues. In 2009, 45 percent of responding campuses identified this as a priority; in 2012, 54 percent of responding campuses did so. The two data points taken together suggest that campuses recognize their dual responsibility to help military/veteran students acclimate to their new campus environments and raise faculty and staff sensitivity to the unique issues these students face as they do so.

An area in which the survey results suggested campuses continue to have more work to do is having sufficient staff for military services and programs. In 2009, 28 percent of institutions indicated this was a priority; in 2012, 48 percent indicated this as a priority—a 20 percent increase between surveys. The issue of course withdrawals because of military deployment dropped considerably as a campus priority (28 percent in 2012 versus 49 percent in 2009). One possible explanation for the shift in priority is that academic institutions have established internal procedures for consistently handling military withdrawals. Another common priority in the 2012 survey also reflected in the 2009 survey was locating funding sources for additional campus programs (48 percent in 2012 versus 42 percent in 2009).

Figure 6: Issues Institutions See as Facing Military and Veteran Students in 2009 and 2012, by Percentage



Chapter Two

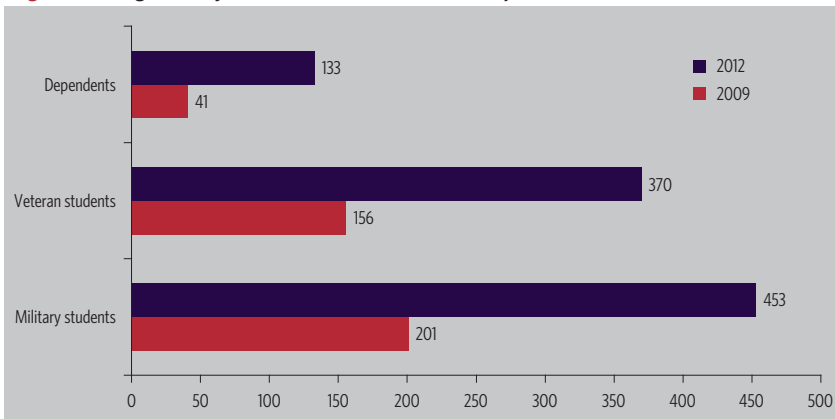
Programs and Services by Level of Enrollment

As in the previous survey, the presence of programs and services for military veterans on campus is undoubtedly related to the proportion of veterans in the total student enrollment; that is, the greater the share of veterans in the student population, the more likely the institution is to offer various programs and services for military veterans. Of course, there is a “chicken-or-the-egg” problem inherent in this finding: Institutions may have established programs and services because they found themselves serving a significant number of veterans, or veterans may have been attracted to a particular institution because it had such services in place. Neither iteration of this survey attempted to determine the causal link between services and enrollment. Regardless, the difference in level of service between institutions with larger shares of veterans and those with smaller shares of veterans is not always as great as one might expect.

This chapter describes the types of services and programs offered to military veterans at three types of institutions: those with low veteran enrollment (LVE),

defined as having a military/veteran population less than or equal to 1 percent of total enrollment; those with moderate veteran enrollment (MVE), defined as having a military/veteran population between 1 percent and 3 percent; and those with high veteran enrollment (HVE), defined as institutions with a military veteran population greater than 3 percent of total enrollment.¹² The survey did not change this definition between 2009 and 2012; given the significant increases in enrollment between the survey years, these ranges may need to be adjusted in any future administration of the survey. On average in 2012, LVE institutions enrolled 64 active-duty military and veteran students, MVE institutions enrolled 204 military and veteran students, and HVE institutions enrolled 997 military and veteran students.¹³ By contrast, in 2009, LVE institutions enrolled an average of 44 active-duty military and veteran students, MVE institutions enrolled an average of 178 active-duty military and veteran students, and HVE institutions enrolled an average of slightly more than 320 military and veteran students. Thus, the increases are clear

Figure 7: Average Military Student, Veteran Student, and Dependent Enrollment in 2009 and 2012



¹² The enrollment ranges used in this chapter were originally created by dividing responding institutions into equal thirds based on their number of enrolled veterans and service members. According to data from the U.S. Department of Education, in 2007–08 approximately 4 percent of all postsecondary students were military service members or veterans. Approximately 32 percent of respondents in the HVE category have military enrollments that account for more than 4 percent of their student population.

¹³ Note: The high-enrollment institution total is influenced by a few institutions with extremely high military and veteran student enrollments—i.e., over 10,000 military and veteran students.

to see across all categories of military and veteran enrollment (see **Figure 7**).

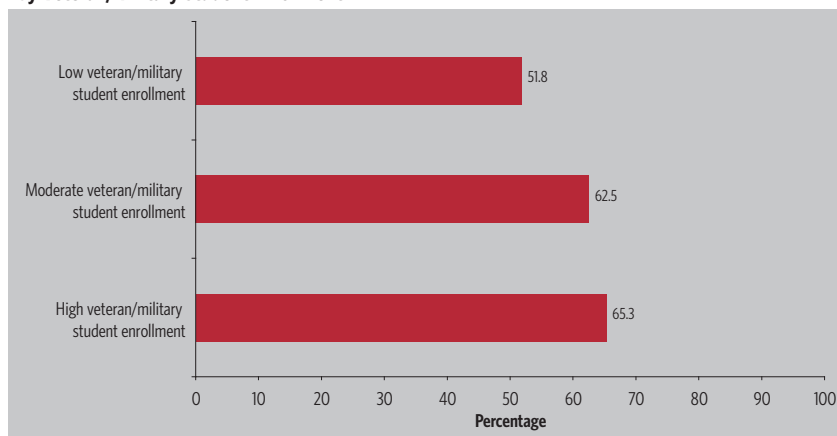
Overall, breaking down by active-duty versus veteran status rather than by low/moderate/high enrollment, the average enrollments reported in 2012 were 453 active-duty military students and 370 veteran students across all responding institutions. While the enrollment of military dependents is not addressed in depth in this survey, an average of 133 dependents were also reported as being enrolled across sectors.

Service to Veterans and Military Personnel Among All Responding Institutions

As the proportion of students who are veterans and military personnel increases, the likelihood that an institution offers programs and services for them also increases. However, the level of critical mass associated with the presence of services is still lower than may be anticipated. Among LVE institutions, 52 percent, a 12 percentage point increase over 2009's 40 percent, offer programs or services specifically for veterans and service members. Sixty-three percent of MVE institutions (where veterans and military personnel represent 1 to 3 percent of enrollment) offer such services; this result is only a 1 percentage point increase from 2009. At 65 percent, HVE institutions are not much more likely to offer services than MVE institutions. The "chicken-or-the-egg" problem notwithstanding, enrollment greater than 1 percent appears to still be associated with a relatively high likelihood of the availability of special services (see **Figure 8**).

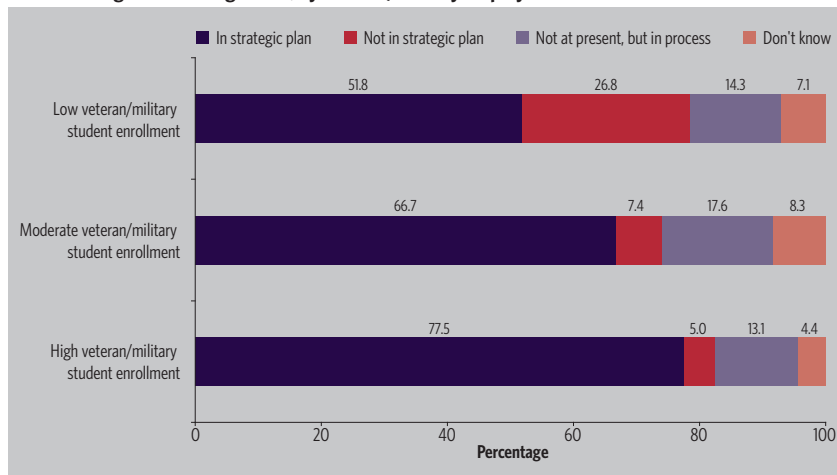
As the share of military/veteran students at a campus increases, so does the likelihood that programs and services specifically developed for service members and veterans will be a part of the institution's strategic plan. Seventy-eight percent of HVE institutions (versus 72 percent in

Figure 8: Percentage of Institutions with Programs and Services for Veterans and Military Students, by Veteran/Military Student Enrollment



2009) and 67 percent of MVE institutions (versus 63 percent in 2009) reported that programs and services for military students and veterans were a part of their long-term strategic plans. An increasing number of LVE institutions (52 percent in 2012 versus 43 percent in 2009) indicated that their long-term strategic plans included programs and services for active-duty and veteran students (see **Figure 9**). A new survey question added in 2012 asked whether institutions were in the process of developing military and veteran student services as part of their long-term strategic plans: 14 percent of LVE institutions, 18 percent of MVE institutions, and 13 percent of HVE institutions indicated this was the case.

Figure 9: Percentage of Institutions with Programs and Services for Veterans and Military Students in Their Long-Term Strategic Plan, by Veteran/Military Enrollment



Institutional Commitment

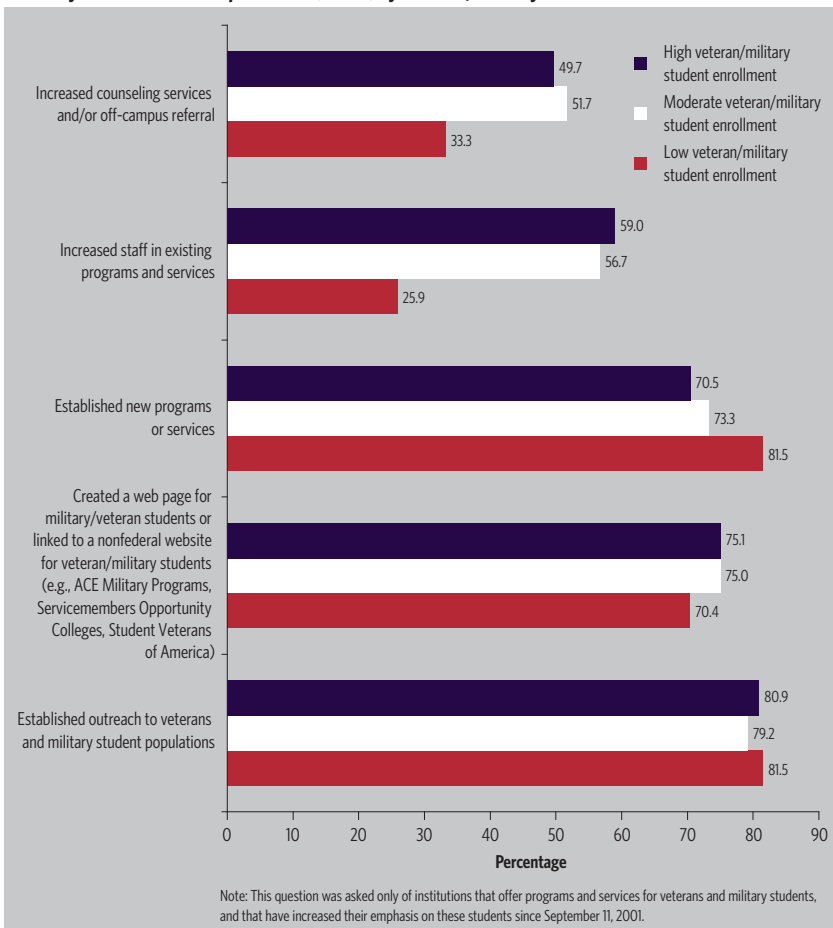
For institutions that offer programs and services to veterans and military personnel, level of enrollment did not appear to influence whether they had increased their level of service to these students since September 11, 2001. However, the way in which this increased emphasis was manifested on campuses varied somewhat by level of enrollment. The most frequent ways it was demonstrated on LVE campuses shifted between 2009 and 2012. In 2009, the most frequent ways were the appointment of a committee to develop a campus responsiveness plan and the establishment of new programs and services for veterans. In 2012, the establishment of new programs and services tied with increased

outreach to military and veteran student populations. Creating a web page for these students or linking to other nonfederal websites for student veterans was the third most popular method of increased service to military/veteran students reported by LVE campuses in 2012.

HVE institutions also demonstrated a change in response pattern from 2009. In 2009, the most common responses since September 11, 2001 were reported as the creation of marketing and outreach strategies to attract more veterans and increasing staff in existing programs and services for service members/veterans. In 2012, establishing marketing and outreach strategies was still the most common response at HVE institutions, but was followed by creating a web page or linking to a non-federal website for student veterans. Only HVE institutions continued to increase counseling services and/or off-campus referral procedures to address the needs of veterans; MVE and LVE institutions dropped by 7 percentage points and 14 percentage points, respectively, in this category from 2009, for unknown reasons (see **Figure 10**).

In an increase from 2009, 52 percent of HVE and 53 percent of MVE colleges and universities have added or expanded professional development training opportunities for faculty and administrators to learn more about this special adult learner subpopulation and how to better meet its needs. Additionally, more than 60 percent of HVE and MVE institutions plan to provide professional development for faculty and staff on service member and veteran issues within the next five years. A less surprising finding is that fewer than 40 percent of LVE institutions offer professional development for faculty and staff on dealing with veteran issues. However, 46 percent of LVE institutions currently have staff trained to deal with veteran transition

Figure 10: Percentage of Institutions That Have Taken Various Actions to Better Serve Veterans/Military Students Since September 11, 2001, by Veteran/Military Student Enrollment



issues, and 46 percent plan to provide professional development for faculty and staff on veteran issues within the next five years.

HVE institutions are still more likely to engage in recruitment efforts to attract service members and/or veterans (69 percent versus 62 percent in 2009) than MVE (62 percent versus 47 percent in 2009) and LVE institutions (48 percent versus 39 percent in 2009). For HVE institutions, the most frequently reported way of recruiting service members and veterans was still by participating in special events at military bases and other facilities (e.g., armories, reserve centers, and depots). MVE institutions' most commonly reported recruiting strategy has changed from the 2009 survey; in 2009, they relied primarily on college catalogs and brochures to attract military and veteran students. In 2012, they followed their HVE colleagues by reporting their primary way of reaching these students was special events at military bases and other facilities. Their next most commonly reported means of recruitment was targeted print advertising. LVE institutions, which in 2009 also relied primarily on college catalogs and brochures to attract service members and veterans to their institutions, reported primarily relying on targeted print advertising in 2012.

A new answer choice offered in 2012 asked whether institutions used blogs and other social media as a way of recruiting military/veteran students: 37 percent of HVE institutions, 45 percent of MVE institutions, and 21 percent of LVE institutions did so.

Institutional Structure

HVE institutions are more likely (50 percent) than MVE (45 percent) and LVE (23 percent) institutions to have an office or department exclusively dedicated to serving service members and veterans. However, the majority of institutions, regardless

of level of enrollment, that have a dedicated office or department for military and veteran students also provide services to the family members of military personnel and veterans.

For institutions without a dedicated office for veteran and military students, the primary point of contact for veterans and military personnel at LVE and MVE institutions is still the registrar's office. At HVE institutions, the primary point of contact has switched to student affairs/student services, with the registrar's office following. At LVE institutions, the registrar and the financial aid office (a change from 2009 when the registrar's office was the primary point of contact) share primary point-of-contact duties for information on veteran affairs education benefits counseling. At MVE and HVE institutions, benefits counseling still primarily occurs in the financial aid office.

Academic/Co-curricular Support Services

Regardless of the percentage of military students in the student body, at least half of all colleges and universities offer some form of alternative curriculum delivery format. The three most common alternative delivery formats are online education, hybrid courses (a new answer choice in the 2012 survey), and evening/night courses. Although HVE and MVE institutions are more likely to award credit for prior learning experiences other than college coursework at another institution, all institutions offer some type of assessment process for evaluating credit for prior learning.

Beyond credit for coursework from other institutions, the most common types of prior learning credit awarded, regardless of veteran enrollment, are credit for military training and occupational experience and nationally recognized testing programs. More HVE and MVE institutions reported credit evaluation via challenge exam or

test-out procedure (respectively 54 and 47 percent of these respondents) than LVE institutions (21 percent).

Not surprisingly, more HVE institutions reported offering academic support and student service programs specifically for military service members and veterans than MVE or LVE colleges and universities. A few of these services at HVE institutions include academic advising (56 percent), financial aid/tuition counseling (66 percent), and employment assistance (65 percent). In a change from the 2009 survey, 66 percent of LVE institutions offer both financial aid/tuition assistance counseling and campus social or cultural events specifically for military and veteran students (see **Figure 11**). In 2009, no single service or program for these students (except for VA benefits counseling) was available at more than 42 percent of LVE institutions. Military- and veteran-specific academic advising, employment assistance, and other types of programs are still less common at LVE institutions.

As mentioned in the previous chapter, the challenges facing veterans who return to college are not limited to the classroom. PTSD, depression, and social adjustment are just a few of the noncurricular issues that veterans can face. The majority of all higher education institutions, regardless of veteran enrollment levels, provide counseling to address all the aforementioned issues.

Across the enrollment spectrum, MVE institutions (51 percent) edged out HVE institutions (50 percent) in reporting increased counseling staff or off-campus referral services to military and veteran students. Thirty-three percent of LVE institutions reported increased counseling staff or off-campus referral services. In 2009, 45 percent of HVE institutions, 59 percent of MVE institutions, and 47 percent of LVE institutions reported having increased

these support services since 2001. Thus, HVE institutions have continued to add counseling staff or off-campus referral services since the 2009 survey, while MVE and LVE institutions have subsided slightly in adding more counseling staff.

In general, regardless of enrollment level, the majority of institutions provided PTSD counseling to military and veteran students. LVE institutions (79 percent) reported greater access to a psychiatrist for military and veteran students than either MVE (52 percent) or HVE (34 percent) institutions. However, LVE institutions were less likely (61 percent) to have specific coordination and referral to VA support services than MVE (75 percent) or HVE (71 percent) institutions; they were also less likely to have site visits from or co-located VA personnel on campus. The combination of these data points suggests that LVE institutions are mainly working within their pre-existing counseling center structure to provide their military and veteran students access to mental health care as needed.

A new question was added in 2012 about the availability of counseling for military/veteran students who have experienced military sexual violence or other psychosocial sexual violence issues; surprisingly, LVE institutions (65 percent) were close to MVE institutions (66 percent) in having such counseling available. HVE institutions, also surprisingly, reported the lowest level of such counseling available (51 percent). It is possible that LVE institutions, though serving fewer veteran students, offer this kind of counseling as an outgrowth of existing counseling options for other forms of sexual assault.

Increased institutional attention is being paid to future planning to accommodate military and veteran students dealing with disabilities and mental health issues, regardless of enrollment

levels; 41 percent (an increase from less than one-third in 2009) of LVE institutions plan to train counseling staff to deal with PTSD within the next five years, while 57 percent (versus 46 percent in 2009) of MVE institutions and 55 percent of HVE institutions (a 2 percentage point drop from 2009, suggesting their programs are more well-established now than in 2009) plan to have staff in place to deal with PTSD within the next five years. Because LVE institutions serve fewer veterans, it is likely that their counseling services are offered through a general counseling office available to all students, and thus, training staff to deal specifically with veterans' issues is less of a priority than for MVE and HVE institutions.

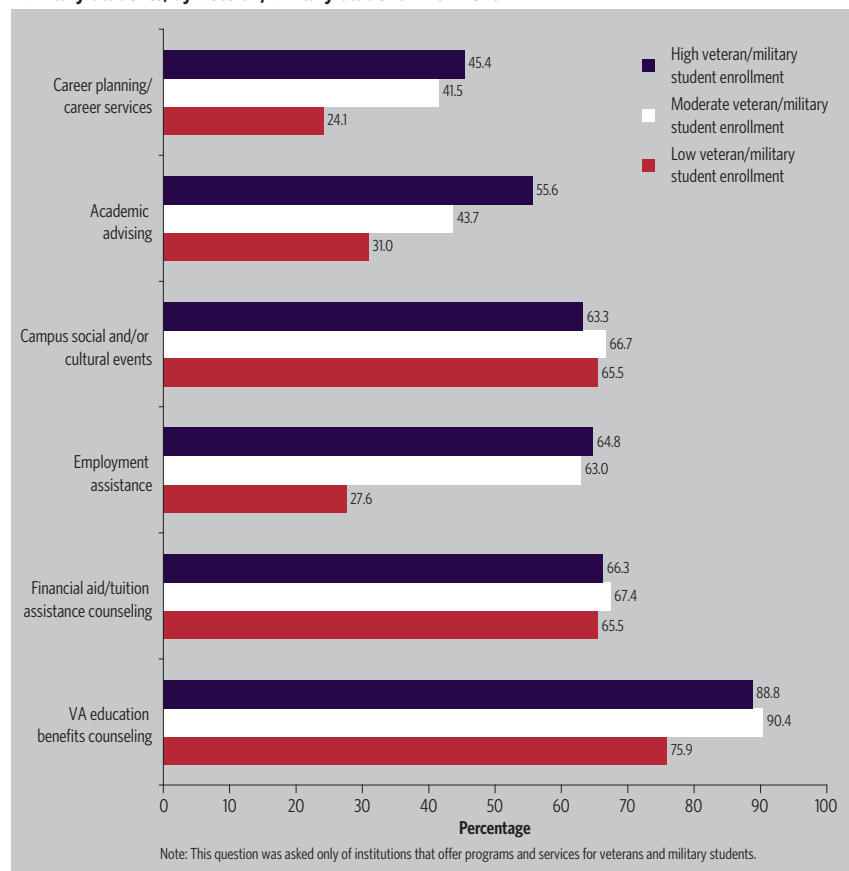
Some of the differences by enrollment in the number of institutions with various types of peer networks for veterans, military personnel, and their families evened out between 2009 and 2012. In 2012, HVE and MVE institutions are more likely to have a student organization for veterans and service members than LVE institutions, as opposed to LVE and MVE institutions' higher likelihood in 2009. LVE institutions are still almost as likely as HVE institutions to have staff trained to assist veterans with general disabilities or brain injuries. In 2012, MVE institutions were most likely to have staff trained to assist veterans with brain injuries.

Moving from student support to other forms of financial assistance not covered under HEOA (which made survey questions about in-state tuition eligibility obsolete for all public institutions regardless of level of enrollment), HVE, MVE, and LVE institutions all offered scholarships and special tuition waivers for military and veteran students as well as their family members. Unsurprisingly, HVE institutions were highest in reporting the availability of scholarships for active-duty military, vet-

erans, and their spouses and dependents as well as special tuition waivers for military and veteran students only. MVE and LVE institutions also offered such scholarships and waivers, but to lesser degrees.

Recognizing that active-duty military may deploy at any time, a large majority of HVE and MVE institutions (85 and 82 percent respectively) have an established policy on tuition refunds related to military deployment or mobilization. Fifty-five percent of LVE institutions also have such established policies.

Figure 11: Percentage of Institutions Offering Various Campus Services Specifically for Veterans and Military Students, by Veteran/Military Student Enrollment



Challenges and Priorities

Generally, colleges and universities that have larger service member and veteran populations are still more likely to offer programs and services for these students

than institutions with smaller military/veteran populations. This is particularly true at institutions where staff are specifically trained to work with veterans, where offices are specifically dedicated to work with veterans, and where targeted recruitment of military personnel and veterans is used. However, this study revealed that postsecondary institutions with smaller veteran populations continue to increase their emphasis on serving veterans, particularly since September 11, 2001. Much of the growing emphasis still focuses on increased marketing and outreach, including linking to nonfederal websites for veteran students, and creating new programs for veterans.

Institutions also reported similar institutional challenges, although their prevalence varied by enrollment level. The top issues selected by all institutions continued to include faculty and staff sensitivity to issues related to the population, locating funding for added programs and services, and both sufficient numbers and adequate training of staff to meet student needs.

A new set of questions in 2012 focused on the challenges experienced by both institutions' military/veteran service coordinators and by military and veteran students themselves in getting the services and benefits necessary to successfully attend and complete courses of study. Institutions were asked what they saw as the most pressing issues affecting their military and veteran students, ranging from financial to personal stressors, and were free to choose all that applied.

Regardless of enrollment level, all institutions rated timely issuance of VA educational benefits as their veteran students' top stressor. At LVE institutions, this was tied to "clear understanding of VA educational benefits." At MVE institutions, the second most popular response was "financial issues related to housing and

living allowances." At HVE institutions, the second most popular response was also "clear understanding of VA educational benefits." The third most popular response at LVE institutions was "financial issues related to tuition and educational expenses;" at MVE institutions, it was "clear understanding of VA educational benefits." At HVE institutions, it was "financial issues related to housing and living allowances" (see **Figure 12**).

Interestingly, the issue of "inclusive and accepting campus climate" ranked lowest among all three enrollment categories as a top stressor institutions saw for military and veteran students. MVE and HVE institutions tied for the highest response to this question (8 percent), and only 3 percent of LVE institutions responded that it was a top stressor. Academic-related stress was much more of a concern; 38 percent of LVE institutions, 34 percent of MVE institutions, and 28 percent of HVE institutions considered it a top stressor for their military and veteran student population. Job placement after graduation was also a higher concern across enrollment categories (7 percent at LVE institutions, 14 percent at MVE institutions, and 19 percent at HVE institutions) than an inclusive and accepting campus climate.

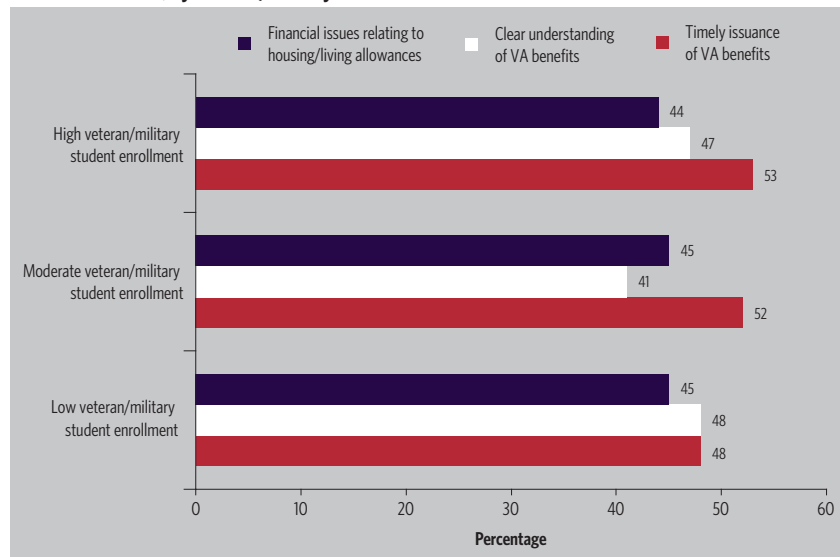
In terms of challenges faced by institutions in helping their military and veteran students get the benefits and services they need to attend school, regardless of level of veteran and military enrollment, VA payment delays were cited as a major issue. Payment delays varied by level of enrollment and length of delay; for instance, LVE institutions reported the lowest rate of payment delays of less than 30 days (17 percent) when compared with MVE (25 percent) and HVE (32 percent) institutions. But more than half of LVE institutions (54 percent) reported payment delays greater than 60 days, as opposed to

31 percent of MVE and 29 percent of HVE institutions. Overpayments, delayed eligibility notifications from VA, and multiple enrollment verification processing due to student course drops and adds were also consistent problems across enrollment sectors.

The new questions included in this year’s survey suggests that benefit processing issues and financial issues—from the institutional perspective—are a major challenge in serving veterans and military students. Institutions have added staff to deal with other campus-related issues and provide new or expanded campus-based services for their military and veteran students. However, much of the military/veteran educational benefit process is outside the student’s or the institution’s control. Thus, problems such as those

reported by respondents can be more difficult to resolve for both the student and the institution.

Figure 12: Top Three Stressors Institutions Perceive to be Affecting Their Military/Veteran Students, by Veteran/Military Student Enrollment



Chapter Three

Programs and Services by Presence of a Dedicated Office for Service Members and Veterans

An office exclusively serving veterans and service members centralizes the initial point of contact for this subpopulation. This centralized provision of student service promotes the development of a depth of veteran-related knowledge and campus resources that are accessible through a one-stop office. When individualized support or assistance is needed—whether academic, financial, or personal—a relationship built on trust can facilitate access to campus services. With this in mind, this chapter discusses the extent to which having a dedicated office that serves veterans and service members makes a difference in the level and depth of campus-wide support to veteran/military students.¹⁴ A new answer choice added to the 2012 survey asked whether campuses had such offices in progress; this was added based on feedback from the veteran/military education community after the 2009 survey.

Institutional Commitment

The presence of a dedicated office is an indication of institutional commitment; 71 percent (compared with 49 percent in 2009) of institutions that offer programs and services for veterans and military personnel have an office dedicated to serving these students. Forty-four percent of these institutions characterize their veterans/military department as an administrative office, 45 percent operated a student

center, and 11 percent offered an alternate description. The percentage of institutions characterizing the veterans/military office as a student center has increased by 31 percentage points (from 14 percent in 2009). Five percent of institutions that offered programs and services specifically for service members and veterans were in the process of establishing an office or department exclusively dedicated to them. Eighty-two percent of these offices also provide services to family members of veterans and military personnel.

The issue of improving campus services for veterans and service members became more prominent on college campuses in the aftermath of September 11, 2001. As a result, a number of institutions recognized the need to enhance their existing services and programs for military students. Among colleges and universities with a dedicated office providing support for military students, 91 percent (versus 75 percent in 2009) of institutions increased their emphasis on services and programs specifically for service members and veterans since September 11, 2001. Given the 91 percent figure, significant future growth should not be anticipated. Eighty-six percent of institutions without a dedicated office (versus 57 percent in 2009) increased their emphasis on veterans and military personnel after September 11, 2001 (see **Figure 13**). Ninety percent of institutions with a dedicated office under devel-

¹⁴ This chapter excludes a section on service to military personnel and veterans among all participating institutions because the question about presence or absence of a dedicated office, upon which all analyses in this chapter were based, was asked only of the 62 percent of respondents who indicated that they have programs and services specifically for service members and veterans.

opment had increased their emphasis on military/veteran student programs and services since September 11, 2011.

As shown in **Figure 13**, institutions with a dedicated office were more likely to make programmatic changes than institutions without a dedicated office. One of these changes was establishing new programs and services (77 percent of institutions with a dedicated office versus 68 percent of institutions without such an office). However, institutions without such an office increased the establishment of new programs and services for veterans and service members by 16 percentage points between 2009 and 2012 (52 percent in 2009 versus 68 percent in 2012). Fifty-six percent of institutions with a dedicated office in progress established such programs and services.

Establishing marketing and outreach strategies to attract veterans and military student populations grew sharply regardless of whether institutions had a dedicated office to serve them. In 2009, 62 percent of institutions with dedicated offices had established these strategies; 51 percent of those without such offices had not. In 2012, 81 percent of institutions with dedicated offices had established these strategies (a 19 percentage point increase); 80 percent of institutions without dedicated offices had established them (a 29 percentage point increase). An overwhelming majority of institutions with dedicated offices in progress (89 percent) had established marketing and outreach strategies, presumably to create awareness among veterans and service members prior to the offices' opening.

Increasing staff in existing programs and services for service members and veterans was a common theme regardless of whether an institution had a dedicated office (63 percent versus 34 percent in 2012 as opposed to 42 percent versus 13

Figure 13: Percentage of Institutions That Have Increased Emphasis on Services Members and Veterans Since September 11, 2001, by Administrative Structure

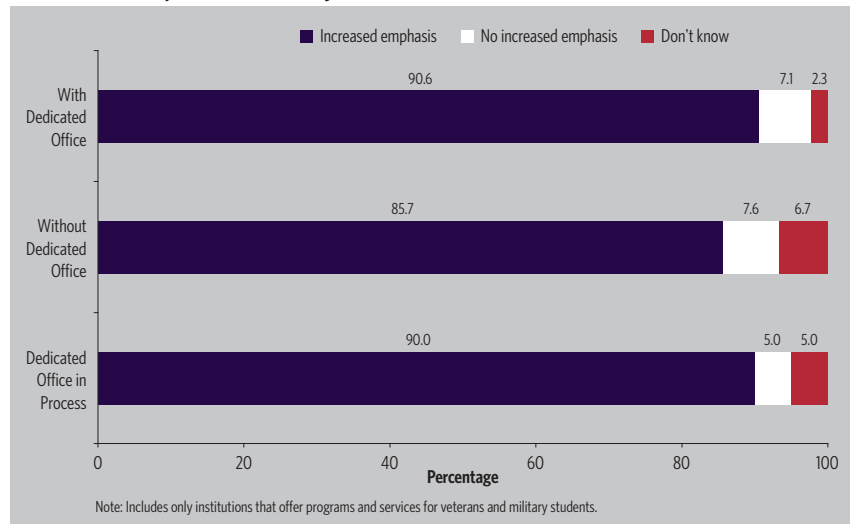
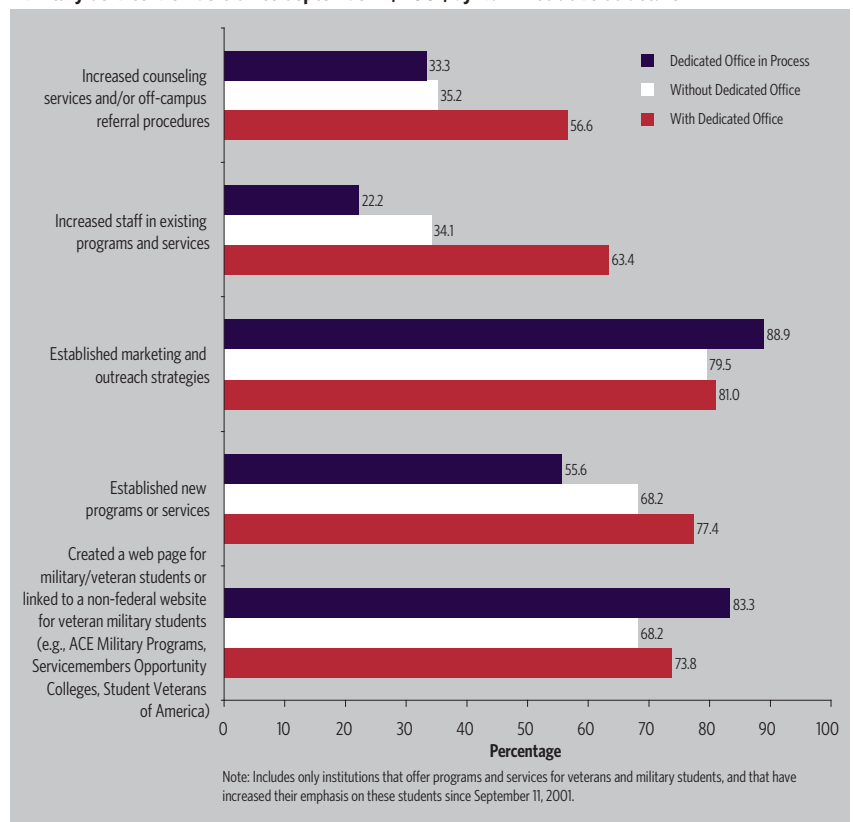


Figure 14: Percentage of Institutions That Have Taken Various Actions to Better Serve Veterans and Military Service Members Since September 11, 2001, by Administrative Structure



percent in 2009). Twenty-two percent of institutions with dedicated offices in progress added staff to existing programs and services.

Fewer respondents reported increasing counseling services and/or off-campus referral procedures to address veteran and military student needs (57 percent for those with dedicated offices versus 35 percent without in 2012, as opposed to 59 percent versus 42 percent in 2009). Thirty-three percent of institutions with dedicated offices in progress reported increasing counseling services and off-campus referral procedures. The reason for the minor decrease in the other categories is unclear, though it may be a function of the respondent pool for each survey.

Institutions with a dedicated office also were still more likely than those without such an office to engage in recruitment efforts targeted at service members and veterans (67 percent versus 56 percent)

and to offer training for faculty and staff regarding the transitional needs of these students (53 percent versus 43 percent). Veteran-specific student orientations were also more prevalent at institutions with a dedicated office (53 percent versus 40 percent); institutions with a dedicated office in progress were more likely to offer a veteran-specific student orientation than those without a dedicated office.

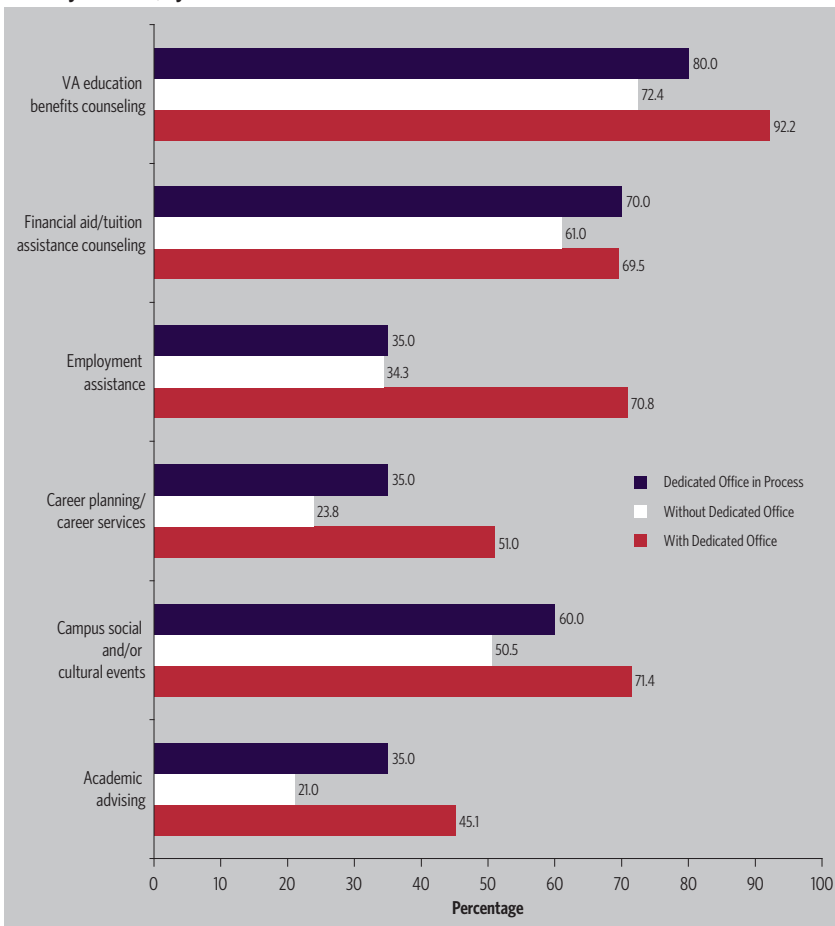
Academic and Co-curricular Support Services

Institutions that have a dedicated office for veterans and military personnel are still more likely to tailor common student services to these students. Among those with a dedicated office, 70 percent (versus 61 percent in 2009) have financial aid and tuition assistance counseling and 71 percent (versus 64 percent in 2009) have employment assistance specifically for veterans and service members. Ninety-two percent offer VA benefits counseling.

Even without a dedicated office or with one in progress, institutions are increasingly tailoring at least some support services to veterans and service members. For instance, 61 percent of institutions without a dedicated veteran/military support office offer financial aid and tuition assistance counseling, as opposed to only 34 percent in 2009. Seventy percent of institutions in the process of establishing such offices offer financial aid/tuition assistance counseling. However, institutions with a dedicated office are still more likely than those without such an office to offer academic advising, campus events, and career services tailored to the needs of military personnel and veterans (see **Figure 15**).

With regard to academic programs and policies, there were fewer differences between institutions that do and do not operate an office dedicated to military personnel and veterans. This is most likely

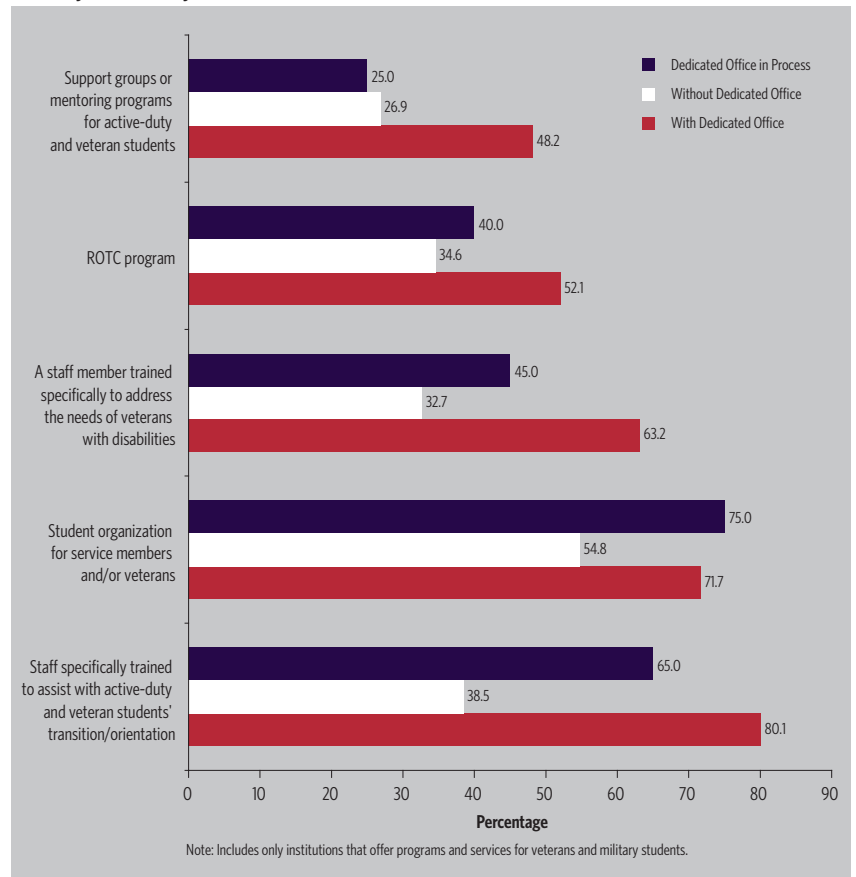
Figure 15: Percentage of Institutions Offering Various Campus Services Specifically for Veterans and Military Students, by Administrative Structure



because these broad academic policies are outside the purview of an office of military/veterans services. Institutions with a dedicated office were more likely than those without to offer weekend and accelerated courses (66 and 68 percent, respectively, in 2012, versus 42 and 62 percent in 2009). They also were more likely than others to evaluate credit for military training courses or occupational specialty. Among the institutions with a dedicated office for serving military and veteran students, 66 percent evaluated credit awards for military occupational specialty and 86 percent evaluated credit awards for formal military training courses. Among the institutions without a dedicated office, these academic evaluation services occurred somewhat less frequently, but still at a substantially high rate (56 percent and 76 percent, respectively).

There continued to be some notable differences in the availability of specialized counseling and support services for veterans and military personnel. As shown in **Figure 16**, 80 percent of institutions with a dedicated office in 2012 had staff who were specifically trained to assist veterans and service members with transitional issues, compared with just 39 percent of institutions without such an office. Thirty-six percent of institutions without a dedicated office reported having specifically trained staff in 2009, as opposed to 69 percent of institutions with a dedicated office in 2009. In 2012, 65 percent of institutions with a dedicated office in progress had staff specifically trained to assist service members and veterans with transitional issues. Likewise, institutions with a dedicated office were still more likely to sponsor a student organization for veterans and military personnel than those without such an office (72 percent versus 55 percent; in 2009, it was 41 percent versus 23 percent). Institutions still establishing a dedicated

Figure 16: Percentage of Institutions Offering Various Student Groups and Services for Veterans and Military Students, by Administrative Structure



office (75 percent) were slightly more likely to sponsor a student organization for veterans and military personnel than institutions whose offices were already in place.

Veterans and service members sometimes need special assistance to cope with physical and psychological challenges. Campuses with a dedicated office are much more likely than others to offer specialized counseling and support groups, and to refer students to support services offered by the VA, but peer support groups still seem to be unevenly utilized. For example, although 63 percent of institutions with a dedicated office have staff members who are trained to address the needs of veterans with disabilities (versus 40 percent in 2009), only 16 percent (versus 10 percent in 2009) of those same institutions have support groups for such

students. A little less than half of institutions with a dedicated office offer general support groups or mentoring programs for military and veteran students.

Challenges and Priorities

Regardless of whether institutions have an office for student veterans and service members, they generally identified the same challenges and priorities. Both institutions with and without such offices, as well as those with offices in progress, continued to identify financial aid and student retention/degree completion as their top veteran and military student challenges. Institutions with a dedicated office were more likely than those without to offer health care for conditions such as PTSD (86 percent versus 80 percent) and counseling for social acculturation of veterans and military personnel (48 percent versus 27 percent). The same five institutional pri-

orities were identified by institutions with and without a dedicated office, although the order of prevalence varied.

Unsurprisingly, securing funding for added programs and services remains a major concern, especially among those institutions that have not yet created a special office for veterans. Three of the remaining four top issues continue to relate to staffing: faculty and staff sensitivity to the needs and concerns of military students, staffing levels, and having qualified staff trained to address service members' and veterans' needs. These findings suggest that institutions are becoming more consistently aware of and concerned with how best to meet the complex needs of veterans and military personnel who are pursuing postsecondary education.

Chapter Four

Enhanced and Added Questions in 2012 Survey

Since the 2009 survey was the first of its kind, the partnering associations drew upon the 2009 data, feedback from the military and veteran education community, and subsequent research on military and veteran students to modify the 2012 survey. Revisions were made to some questions, as covered in previous chapters. Most notably, the revised survey asked whether institutions had dedicated offices for military/veteran students, faculty training, and staff training in progress, in order to allow institutions that are developing these services to respond. Other questions were also added to explore both the challenges institutions see their military and veteran students facing and the challenges they themselves face in getting these students the benefits and services they need.

With this dual purpose in mind, a new 2012 question asked respondents about challenges they (or their veteran and military program coordinator, if the respondent was not the coordinator) faced at their institution. The possible answers ranged from lack of space on campus for veterans and military students to gather to challenges in finding institutional, state, and private funding to issues related to identification and tracking of veteran and military students (see **Appendix B** for the full list). Across sectors, funding at the institutional level was identified most often (59 percent); public four-year institutions reported this as their greatest challenge (66 percent), while public two-year and private not-for-profit four-year institutions were relatively close behind (58 and 48 percent respectively).

The second-highest challenge identified for veteran and military services coordinators was funding from private sources (e.g., donations or private scholarships for veterans), identified by 55 percent of respondents overall. Identification and tracking of veteran and military students and space availability on campus tied as the third-highest challenge (54 percent).

When broken down by the presence of, absence of, or plan for a dedicated office for veterans and military students, the challenges differed slightly. For those institutions with a dedicated office, the greatest challenge was funding at the institutional level, tied with funding from private sources (57 percent each), followed closely by space availability on campus (54 percent) and identification and tracking of military and veteran students (52 percent).

For those institutions without a dedicated office, funding at the institutional level and identification and tracking of veteran and military students were tied for top place in the list of challenges their institution or veteran and military program coordinator faced (60 percent). It is possible that the identification and tracking issue and the institutional funding issue are linked—i.e., without knowing how many veteran/military students are on campus, advocating for institutional funding is more difficult for those campuses without a dedicated office—but more follow-up research would be required to ascertain this. Space availability on campus for veterans and military students was the second-highest challenge identified by institutions without a dedicated office (51 percent); funding from private

sources was the third-highest challenge (47 percent).

Finally, for those institutions in the process of creating a dedicated office, space availability and state funding levels affecting program support tied for top place in their list of challenges (72 percent). Funding at the institutional and private levels tied for second (67 percent); identification and tracking of military and veteran students was in last place (61 percent). This is logical given these institutions' being in the process of creating dedicated offices for military and veteran students: space and money are required to create such offices.

In general, the level of concern about space, funding, and identifying and tracking military and veteran students was a theme throughout both the new 2012 question regarding challenges and questions asked in both 2009 and 2012. For instance, in 2009 (though the question format was slightly different), 52 percent of all respondents were planning on exploring state or federal funding sources or writing grant proposals for veteran and military student services. In 2012—when private, state, and federal funding sources were broken out as separate responses to a question on what initiatives institutions had undertaken to serve military and veteran students and their families—31 percent had explored private funding, 24 percent had explored state funding, and 31 percent had explored federal funding for campus programs to serve this population. Thus, while the survey questions have changed slightly, respondents' continued exploration of different funding sources for their military and veteran students has not.

Another new 2012 question asked respondents to, based on their knowledge, select the top three most pressing issues affecting veteran and military students' educational progress at their institution.

Respondents were provided a list ranging from financial to health and academic stressors. (See the **Appendix B** for full list.)

Slightly more than half of all respondents (52 percent) cited "timely issuance of VA educational benefits" as one of their students' top three issues; just under half (46 percent) cited "clear understanding of VA educational benefits" as one of their students' top three issues. The third most frequently cited issue tied between "financial issues related to housing and living allowances" and "financial issues related to tuition and educational expenses" (41 percent).

Only about 16 percent cited "job placement after graduation" as a highly pressing issue and only about 8 percent overall cited "inclusive and accepting campus" as one of the top three issues facing their veteran and/or military students. Academic stress, while cited by almost a third of respondents (32 percent), still lagged well behind financial and VA-related issues.

When examined by higher education sector, the most pressing issues remain identical: timely issuance of VA educational benefits, clear understanding of VA educational benefits, and financial issues related to housing and living allowances. Academic stress was reported as highest at the public two-year level (38 percent); 29 percent of private not-for-profit four-year respondents reported academic stress as one of their veteran/military students' top three concerns. The public four-year sector showed the highest percentage of concern about an inclusive and accepting campus (12 percent); private not-for-profit four-year (2 percent) and public two-year (7 percent) respondents reported considerably lower results.

Concerns about health issues related to military service were highest in the public two-year sector (31 percent), followed by the public four-year sector (24 percent) and

the private not-for-profit four-year sector (21 percent). Overall, approximately 25 percent of institutional respondents considered health issues to be one of the top three issues affecting their military/veteran students' educational progress.

When examined by presence of, absence of, or plan for a dedicated military/veteran services office, financial and VA-related issues continued to be prominent. Institutions with a dedicated military/veteran services office reported timely issuance of VA education benefits as the most pressing issue affecting students' educational progress (52 percent); 45 percent of these respondents selected "clear understanding of VA educational benefits" as their secondmost pressing issue. Financial issues related to housing and living allowances were named as a pressing issue by 43 percent of these respondents.

Institutions without a dedicated office reported a tie between timely issuance of VA education benefits and clear understanding of VA education benefits as the most pressing issue facing their students (52 percent each). The third most pressing issue was financial issues related to housing and living allowances (39 percent). Academic-related stress followed closely behind at 38 percent.

Interestingly, job placement after graduation was reported to be much less of a concern at institutions without a dedicated office (8 percent) than at institutions with a dedicated office, where 19 percent of respondents reported it to be a pressing concern. It is unclear why this concern, which was selected as a pressing issue by only 5 percent of respondents from institutions with dedicated offices in progress, is different across these categories.

Institutions still in the process of creating a dedicated office reported that financial issues related to tuition and living expenses affected their students the most

(80 percent). Clear understanding of VA educational benefits came in second (50 percent), and timely issuance of VA educational benefits was third (45 percent).

Appropriate housing availability and an inclusive and accepting campus climate were both low-scoring issues across the spectrum of dedicated office configurations. The highest percentage of institutions rating appropriate housing availability as a pressing challenge was 5 percent for those with a dedicated office. No respondents with a dedicated office in progress selected housing availability as a pressing challenge, and only 3 percent of those without a dedicated office selected it as a pressing challenge.

This is most likely due to military and veteran students' status as a subpopulation of adult learners who often live off campus. In fact, the challenge of child care or other family issues scored higher across all categories than housing availability (12 percent at institutions with a dedicated office; 13 percent at institutions without a dedicated office; 11 percent at institutions still in the process of creating a dedicated office).

The issue of an inclusive and accepting campus climate for military/veteran students was most pressing among institutions with a dedicated office; however, the "highest" response figure was only 8 percent of respondents. Seven percent of institutions with a dedicated office reported the issue as a pressing concern for their students, slightly higher than the 5 percent of institutions with a dedicated office in progress who reported it as a pressing concern.

Given long-standing media attention to the issue of veteran and military students' adjustment to civilian campus life, as well as concerns expressed by 2008 survey focus group participants about campuses not understanding their needs, this is a puzzling data point. When combined with

institutions' considering social acculturation a priority for military and veteran students (as discussed previously on page 24), the data suggest further exploration of this seeming incongruence would be helpful.

The results of a related question on what challenges, if any, institutions' staff and students experienced in the 2009–10 academic year related to processing of GI Bill education benefits track with the data on financial stress being experienced by military and veteran students. Approximately 63 percent of respondents overall indicated that multiple enrollment verifications (based on student schedule changes and course drops and adds) were a challenge for their institutions. Just less than half (49 percent) reported delayed eligibility notifications from the VA; a total of 43 percent reported overpayments by the VA.

In response to whether institutions had experienced delayed payments by the VA (answer options ranged from less than 30 days to 31–60 days to more than 60 days, and respondents could check all that applied), 32 percent of respondents reported payment delays of more than 60 days by the VA. Forty-eight percent reported payment delays between 31 and 60 days, and 29 percent reported payment delays of less than 30 days.

Again, the data are relatively consistent across higher education sectors. Multiple enrollment verification processing challenges were reported by 62 percent of public four-year respondents, 47 percent of private not-for-profit four-year respondents, and 75 percent of public two-year respondents. Overpayments were reported by 46 percent of responding public four-year institutions; this was the highest individual sector response, with 42 percent of public two-year institutions and 38 percent of private not-for-profit four-year

institutions reporting overpayments as a challenge.

Payment delays of more than 60 days were reported by 40 percent of public four-year and 29 percent of private not-for-profit four-year institutional respondents. The public two-year sector response was lower (23 percent). Payment delays of between 31 and 60 days were reported by 45 percent of public four-year, 52 percent of public two-year, and 44 percent of private not-for-profit four-year institutions.

The presence or absence of a dedicated office did not make much difference in responding institutions' reporting of VA payment processing challenges and delays. Institutions with dedicated offices—who logically might be expected to have the fewest problems with VA benefit processing—actually led many of the categories in reporting delayed payments or other problems. For instance, 64 percent of institutions with a dedicated office reported processing multiple enrollment verifications due to student schedule changes and course drops and adds; 61 percent of institutions without a dedicated office reported processing multiple enrollment verifications, and 47 percent of institutions still creating a dedicated office reported processing multiple enrollment verifications.

Institutions with a dedicated military/veteran student office also reported a range of payment delays by the VA. Thirty percent reported payment delays of less than 30 days. Forty-nine percent reported payment delays of 31–60 days, and 32 percent reported payment delays of more than 60 days. A little less than half (46 percent) reported overpayments and almost half (49 percent) reported delayed eligibility notifications.

Institutions without a dedicated military and veteran student office, surprisingly, reported data similar to their counterparts with dedicated military and veteran stu-

dent offices in some categories of VA payment challenges and delays. Logically, one would expect an institution without a dedicated office and therefore no centralized repository of VA knowledge to experience more delays in processing VA payments. However, 44 percent of institutions without a dedicated office reported VA payment delays to their institution of 31–60 days—only 5 percent lower than those respondents with a dedicated office. Twenty-five percent reported payment delays of less than 30 days; 33 percent (1 percent higher than respondents with a dedicated office) reported payment delays of more than 60 days. Delayed eligibility notifications were reported by 49 percent of respondents without a dedicated office (equal to those with a dedicated office).

In summary, more than 75 percent of respondents reported delays in processing VA payments of 31 days to more than 60 days, regardless of what organizational structure or array of campus programs and services institutions provided for military and veteran student populations. Analyzing these two questions together, it is clear that payment delays by the VA and unclear information about VA benefit programs significantly concern both veteran students and the colleges and universities that serve them. These results, at least preliminarily, indicate VA payment processing and benefit education issues still need to be resolved.¹⁵

While the VA has made strides in adapting to its new interaction with higher education business processes under the Post-9/11 GI Bill payment structure—as opposed to the Montgomery GI Bill, where payments are sent to the veteran student—the data strongly suggest more progress on the VA’s part is necessary. In fairness,

higher education business processes are very different from those to which VA is accustomed. Also, VA initially had only 18 months in which to build an infrastructure to implement the Post-9/11 GI Bill. With this in mind, the higher education community has consistently reached out to VA since the Post-9/11 GI Bill’s signing to share its expertise and offer assistance.

However, the survey results regarding institutions’ experiences with the VA payment processing system still suggest that more operational engagement by VA with higher education would be in the best interests of VA’s veteran student constituents. This would also be in the best interests of taxpayers, not to mention the VA itself.

Turning from the external to the internal, institutions were asked, as they were in 2009, questions about their outreach methods to prospective military and veteran students and their family members. The response option of blogs or social media was specifically added in the 2012 survey because of the rapid expansion of social networking between survey administrations. While the 2012 response set for this item cannot be compared with 2009, approximately 41 percent of all institutions reported using blogs or social media as forms of outreach to prospective military and veteran students and their families.

Private not-for-profit four-year institutions (41 percent) were slightly more likely to use blogs or social media than private not-for-profit four-year institutions (40 percent) or public two-year institutions (39 percent). Institutions with a dedicated military and veteran student office were more likely than institutions without such an office or with one in progress to use blogs or social media to communicate

¹⁵ It should be noted that changes to the U.S. Department of Defense’s Transition Assistance Program (TAP) are in the works as of this report’s publication and may help alleviate some of the confusion reported about VA education benefits for those leaving the military in the future.

with prospective students. Forty-five percent of institutions with a dedicated office reported using blogs or social media in this way, versus 32 percent for institutions without a dedicated office and 21 percent for institutions still in the process of creating a dedicated office.

Another new survey question asked institutional respondents to rate the frequency with which military and veteran students used the programs and services they provided. The categories ranged from academic-related (e.g., academic support/tutoring) to financial (e.g., VA benefits counseling and financial aid and tuition assistance counseling) to social and cultural (e.g., veteran lounge, veteran-specific orientation, and special campus social and/or cultural events) to career-oriented (e.g., career planning and career services).

Unsurprisingly, given the complexities of the Post-9/11 GI Bill program, more than 96 percent of respondents across all sectors indicated that military and veteran students used their VA benefits counseling services either “often” or “sometimes;” 79 percent of respondents indicated that students used these services “often.” Financial aid and tuition assistance counseling was also overwhelmingly popular among military and veteran students, with 97 percent of respondents indicating these services were used either “often” or “sometimes” and 75 percent of respondents indicating they were used “often.”

Academic advising and support and tutoring services were also popular across sectors. Eighty-seven percent of respondents across all sectors reported that military/veteran students used academic support/tutoring services “often” or “sometimes;” 23 percent indicated that students used them “often.” In terms of academic advising services, 95 percent indicated that military and veteran students used them “often” or “sometimes.” Seventy-one

percent reported that military and veteran students used them “often.”

Seventy-one percent of all respondents reported that their students took advantage of orientations for military and veteran students “often” or “sometimes;” 37 percent reported their students took advantage of them “often.” These orientations were most popular in the public four-year sector (39 percent reporting “often”), followed closely by the public two-year sector (35 percent reporting “often”) and then by private not-for-profit four-year institutions (31 percent reporting “often”).

Results on the use of other offered services were mixed. Forty-eight percent of respondents across sectors indicated that military/veteran students used a veteran student lounge or other designated gathering place “often” or “sometimes;” however, 46 percent of respondents indicated the category was “not applicable.” The combined “rarely” and “never” response was almost 6 percent, suggesting that gathering places for military and veteran students are generally used at the institutions where they are offered.

The use of transition assistance programs was also mixed. Sixty-five percent of respondents overall indicated that their military and veteran students used these services either “often” or “sometimes,” but 17 percent indicated the students used them rarely, and another 17 percent indicated the question was not applicable. The “sometimes” response was 42 percent overall. Respondents from the public four-year sector reported the highest use of transition services by their military and veteran students either “often” or “sometimes” (73 percent). In the public two-year sector, 22 percent of respondents indicated their military and veteran students took advantage of these services “rarely”—the highest response for this answer among individual sectors.

The majority of respondents across sectors indicated their military and veteran students took advantage of campus social or cultural events specifically designed for them “sometimes” (58 percent overall). Private not-for-profit four-year sector respondents had the highest response in this category (59 percent), followed by public four-year institutions (58 percent) and public two-year institutions (57 percent). Another 19 percent overall indicated their military and veteran students “rarely” took advantage of these events; the private not-for-profit four-year sector had the highest response in this category (23 percent). Only 16 percent of overall respondents reported that their military/veteran students took advantage of these events “often.”

It is impossible to know from this data what other factors influence military and veteran students’ participation or lack thereof in these events (e.g., commuting time demands, child care or other family responsibilities, job responsibilities, and health issues). Military and veteran students are a subset of adult learners, whose priorities are often very different from traditional undergraduates. Thus, no conclusions should be immediately drawn from these data points without further examining these students’ particular—and sometimes unique—constraints.

For instance, a military student taking online classes while based at an installation in Europe or on a ship in the Persian Gulf is not going to be able to attend a special networking event for military and veteran students; her or his inability to attend says nothing about the quality of the networking event offered by the institution. Or a military spouse attending school part-time on transferred Post-9/11 GI Bill benefits while raising children in the absence of his or her deployed spouse may form bonds with other students in the

classroom or online, but must prioritize child care over attending extracurricular events on campus.

Two other response sets requiring more research to fully understand their nuances are those on the usage of campus-based career planning and career services and employment assistance services by military and veteran students. Since the survey did not ask the grade level of enrolled military and veteran students in 2009 or 2012 because of data limitations on the part of respondents, it is impossible to tell from the 2012 responses whether the majority of military and veteran students are new students or approaching graduation in 2012. Given that this is a broad-based campus survey, more specific questions were not asked. The issue of credit transfer and academic standing for military and veteran students also plays a large role in understanding how they specifically use career planning and employment assistance services; the data in a global study such as this one are insufficient to tease out these linkages.

Overall, institutions reported that the majority of military and veteran students used career planning or career services “sometimes” (62 percent); employment assistance was also used “sometimes” (55 percent). This held true across sectors for both questions. Nineteen percent of institutions overall reported their military and veteran students used career planning/career services “often,” and 15 percent of institutions overall used employment assistance “often.” Again, this “often” response held roughly true across sectors. In terms of individual sector responses, private not-for-profit four-year sector respondents recorded the lowest rate of military and veteran students’ using career planning/career services “often” (15 percent), but public two-year institutions

reported the lowest rate of using employment assistance “often” (13 percent).

Thus, the bulk of military and veteran students are using campuses’ career planning or career-related services either “often” or “sometimes,” but “sometimes” is more the norm for the subpopulation as

observed by the survey respondents. Further research on military and veteran students’ specific office usage patterns is outside the scope of this survey and would be needed to better understand these results.

Chapter Five

Conclusion

The Post-9/11 GI Bill has increased the participation of military service members and veterans in postsecondary education. The 2012 survey and report set out to identify possible changes in the types of programs and services that exist on college campuses for military and veteran students since the Post-9/11 GI Bill's enactment as an ongoing examination of higher education's readiness to serve a greater number of these students. The survey's findings continue to reveal many things that higher education is doing well, in addition to areas for improvement. In addition, the report has attempted to highlight new areas where further research could be useful in order to better clarify what works, and what might work better, for military and veteran students on campuses.

The following are among the areas in which higher education is meeting the needs of military/veteran students:

- Acknowledging the importance of serving military service members and veterans in strategic plans. Nearly 71 percent of institutions have service for military students in their long-term strategic plans.
- Offering programs and services for veterans. Sixty-two percent of campuses have programs that are specifically designed for military veterans. Eighty-nine percent of colleges and universities have increased their emphasis on military students since September 11, 2001.
- Recognizing prior military experience. Eighty-three and 63 percent of institutions with services for military personnel and veterans award college credit

for military training and military occupational training, respectively.

- Assisting military and veteran students with finding appropriate counseling services. Eighty-seven percent of campus counseling centers at institutions with services for military and veteran students coordinate and refer students to off-campus services when necessary.
- Providing financial accommodations for military students who are called to active duty. Eighty-two percent of colleges and universities with military students have an established policy for refunding tuition for military activations and deployments.
- Assisting veterans with their education benefits. Eighty-seven percent of postsecondary institutions provide VA education benefits counseling for veteran students.

The following are areas in which higher education can improve in serving military and veteran students:

- Assisting military and veteran students with their transition to the college environment. Only 37 percent of postsecondary institutions with services for military students and veterans provide transition assistance. Social acculturation for military and veteran students was identified by 55 percent of institutions as a priority, so there is at least awareness of the issue even if services have not yet been sufficiently developed.
- Providing professional development for faculty and staff on the transitional needs of military students. Only 47 percent of institutions that service mil-

ilitary students and veterans provide training opportunities for both faculty and staff to be better able to assist these students with their transitional issues.

- Raising faculty and staff sensitivity to the unique issues faced by military and veteran students and their family members. While 54 percent of institutions indicated this was a priority, more work remains to be done.
- Streamlining campus administrative procedures for active-duty military students returning from deployments. Only 28 percent of institutions with programs and services for military personnel have developed an expedited re-enrollment process to help students restart their academic efforts.

The presence of staff with some level of training in meeting the needs of military and veteran students as well as basic familiarity with the military can be a critical factor in the success of military service members and veterans. Given an environment where less than 1 percent of Americans have been in the military serving on active duty over the past decade of conflict,¹⁶ continuing effort is needed to educate members of the campus community on how to best help these students acclimate to the campus environment.

Campuses—as well as military and veteran students—continue to have problems with delayed VA benefit processing. The Post-9/11 GI Bill was amended significantly after its inception; this must be considered when examining current VA benefit processing. However, the preliminary data in this report suggest that veteran students would be well-served by VA's continuing to work with higher education representatives to make processing

decisions that adapt to the unique business environments of campuses.

In addition, the student-related data reporting confusion understanding VA benefit programs suggest that DoD and VA have more work to do in preparing service members for transition from the military and processing their benefits in a timely manner. This is not unexpected in a benefit program as complex as the Post-9/11 GI Bill. But this confusion must be addressed by governmental stakeholders, not just by campuses.

Although 62 percent of responding campuses have programs specifically for military and veteran students, there are still some key administrative and student support areas in which relatively few campuses provide services specifically for these students, such as transition assistance and academic support/tutoring. However, veterans are not necessarily asking to be isolated or have special programs created on their behalf. More than anything, they are looking for an educational environment that gives them tools and resources so they can succeed.

This report provides an updated look at the kinds of environments that institutions are providing for military and veteran student populations. As the Post-9/11 GI Bill continues to serve an increasing number of veterans from the conflicts in Iraq and Afghanistan, it will be important for institutions to periodically revisit their level of service. This survey provides an updated benchmark for institutions to measure their progress and improve the services they provide to active-duty military and veteran students. Further research will be necessary to ensure that our service members and veterans are receiving no less than the best efforts they deserve from higher education.

¹⁶ Pew Research Center, Pew Social and Demographic Trends. (2011, October 5). *The military-civilian gap: War and sacrifice in the post-9/11 era*. Retrieved from <http://www.pewsocialtrends.org/2011/10/05/war-and-sacrifice-in-the-post-911-era>.

Appendix A: Veterans Survey Data Summary, by Institution Type

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
1. Please provide estimated institutional enrollment of the following:					
N	232	145	26	210	613
Military students (Average)	344.0	438.0	2501.0	330.0	453.0
N	241	152	25	222	640
Veteran students (Average)	365.0	244.0	1433.0	341.0	370.0
N	240	147	25	208	620
Dependents (Average)	128.0	44.0	1148.0	79.0	133.0
2. Since October 15, 2009, enrollment of military service members, veteran students, and dependents of veterans:					
N	254	161	26	228	669
Declined through fall 2011	2.0	3.1	11.5	5.7	3.9
Remained about the same through fall 2011	9.8	17.4	11.5	17.5	14.3
Increased moderately through fall 2011	48.8	42.2	53.8	49.6	47.7
Increased substantially through fall 2011	39.4	37.3	23.1	27.2	34.1
Total	100.0	100.0	100.0	100.0	100.0
3. Are programs/services for military service members and/or veterans part of your institution's long-term strategic plan?					
N	253	161	26	229	669
Yes	72.3	67.7	76.9	69.9	70.6
No	6.3	11.8	7.7	7.4	8.1
Not at present, but in process	17.4	12.4	11.5	13.5	14.6
Don't know	4.0	8.1	3.8	9.2	6.7
Total	100.0	100.0	100.0	100.0	100.0
4. Which of the following initiatives has your institution undertaken to serve veteran and military students and their families?					
N	255	162	25	227	669
Sought private funding for campus programs	38.8	27.8	12.0	27.8	31.4
Sought state funding for campus programs	31.8	13.0	16.0	25.1	24.4
Sought federal funding for campus programs	36.9	21.0	32.0	30.4	30.6
Trained counseling staff to assist students with PTSD, brain injuries, and other health issues	54.5	35.2	20.0	43.2	44.7
Increased budget for services and programs	49.4	35.8	36.0	27.8	38.3
Increased number of services and programs	64.7	43.2	40.0	49.3	53.4
Increased staff	59.6	36.4	60.0	40.5	47.5
Established department	42.4	28.4	48.0	33.5	36.2
Established center	38.4	16.7	16.0	31.7	30.0
Provided professional development for faculty	45.1	25.9	24.0	43.6	39.2
Provided professional development for staff	60.8	45.1	68.0	54.6	55.2
None of the above	6.3	17.3	8.0	9.7	10.2
Other	22.4	16.0	24.0	18.5	19.6

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
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5. Which of the following is your institution considering in the next five years? Please select all that apply.

<i>N</i>	254	162	26	226	668
Sought private funding for campus programs	56.7	35.2	11.5	41.6	44.6
Sought state funding for campus programs	49.6	21.0	15.4	42.9	39.1
Sought federal funding for campus programs	54.3	29.6	26.9	45.6	44.3
Train counseling staff to assist students with PTSD, brain injuries, and other health issues	63.4	42.6	46.2	54.4	54.6
Increase budget for services and programs	65.7	52.5	57.7	50.9	57.2
Increase number of services and programs	80.7	64.8	65.4	65.9	71.3
Increase staff	62.6	46.3	69.2	46.5	53.4
Establish department	37.4	26.5	50.0	29.6	32.6
Establish center	53.1	29.6	34.6	42.5	43.1
Provide professional development for faculty	71.3	54.9	50.0	61.9	63.3
Provide professional development for staff	74.8	61.1	69.2	71.2	70.1
None of the above	2.4	9.3	3.8	3.1	4.3
Other	9.1	3.7	11.5	10.6	8.4

6. Is your admissions/financial aid staff aware of amendments to the Post-9/11 GI Bill?

<i>N</i>	257	163	26	232	678
Yes	93.4	89.0	96.2	92.7	92.2
No	1.9	0.6	3.8	2.6	1.9
Don't know	4.7	10.4	0.0	4.7	5.9
Total	100.0	100.0	100.0	100.0	100.0

7. Does your institution currently have programs and services specifically designed for service members and veterans?

<i>N</i>	262	164	26	238	690
Yes	74.0	51.2	46.2	58.8	62.3
No	11.1	34.1	34.6	23.9	21.9
Not at present, but in process	14.9	14.6	19.2	17.2	15.8
Total	100.0	100.0	100.0	100.0	100.0

8. What issues related to service members and/or veteran students have been identified by your institution as priorities? Please select the top three under each heading.

Student issues					
<i>N</i>	192	84	12	138	426
Financial aid	68.2	73.8	66.7	74.6	71.4
Degree retention/completion	78.6	72.6	66.7	79.0	77.2
Health care (PTSD, traumatic brain injury, sexual trauma or abuse, etc.)	49.5	44.0	16.7	50.0	47.7
Social acculturation	66.7	45.2	58.3	44.9	55.2
Student protests	0.0	1.2	0.0	0.0	0.2
No issues related to service members or veteran students	2.6	3.6	8.3	2.9	3.1
Other	8.3	3.6	8.3	9.4	7.7

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
8. (continued)					
Institutional issues					
N	191	82	12	137	422
Campus accessibility	12.6	14.6	0.0	5.8	10.4
Course withdrawals as a result of military deployment or mobilization	35.6	23.2	41.7	20.4	28.4
Faculty/staff sensitivity to issues related to this population	54.5	45.1	41.7	59.1	53.8
Locating funding sources for added campus programs and services	53.9	41.5	0.0	48.9	48.3
Sufficient staffing for military services and/or programs	50.3	37.8	33.3	51.1	47.6
Qualified staff trained to address service members/veterans' needs	37.7	39.0	50.0	39.4	38.9
Montgomery GI Bill does not adequately cover college tuition and living expenses	15.7	26.8	16.7	12.4	16.8
Pressure to enroll service members/veterans who do not meet entrance requirements	0.5	0.0	0.0	0.0	0.2
No issues related to service members or veteran students	3.7	11.0	16.7	6.6	6.4
Other	4.7	1.2	25.0	5.1	4.7

9. Since September 11, 2001, has your institution increased its emphasis on services and programs specifically for service members and/or veterans?

N	194.0	84.0	12.0	140.0	430.0
Yes	93.3	89.3	75.0	85.0	89.3
No	5.2	4.8	16.7	10.7	7.2
Don't know	1.5	6.0	8.3	4.3	3.5
Total	100.0	100.0	100.0	100.0	100.0

10. What campus services or programmatic changes demonstrate this increased emphasis? Please select all that apply.

N	180	74	9	119	382
Appointed committee to develop a campus action plan	51.7	33.8	11.1	35.3	42.1
Established new programs or services	78.9	79.7	77.8	63.9	74.3
Established outreach to veterans and military student populations	83.9	83.8	88.9	74.8	81.2
Increased staff in existing programs and services	61.1	45.9	66.7	49.6	54.7
Increased counseling services and/or off-campus referral procedures	55.0	36.5	44.4	52.9	50.5
Added or expanded faculty and/or staff development training on service members/veterans' issues	53.3	43.2	55.6	51.3	50.8
Increased or expanded institutional funding for veterans programs and services	41.7	54.1	66.7	26.1	39.8
Established tuition waivers and/or reduced tuition rates for military/veteran students	27.2	45.9	66.7	20.2	29.6
Made institutional policy changes to accept evaluated credit for military service	27.8	32.4	44.4	22.7	27.5
Created a web page for military/veteran students or linked to a nonfederal website for veteran/military students (e.g., ACE Military Programs, Servicemembers Opportunity Colleges, Student Veterans of America)	76.1	82.4	66.7	62.2	72.8
Other	15.0	12.2	11.1	10.9	13.1

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
11. Please indicate which of the following services and/or programs specifically for service members and/or veteran students exist at your institution. Please select all that apply.					
N	194	84	12	140	430
Academic advising	42.3	51.2	66.7	59.3	50.2
Academic support/tutoring	39.7	40.5	75.0	34.3	39.1
Campus social and/or cultural events	75.8	53.6	41.7	61.4	65.8
Career planning/career services	47.4	39.3	58.3	40.7	44.0
Employment assistance	69.1	48.8	33.3	57.9	60.5
Financial aid/tuition assistance counseling	70.1	69.0	83.3	60.7	67.2
Transition assistance	46.4	31.0	33.3	26.4	36.5
VA education benefits counseling	90.7	79.8	83.3	86.4	87.0
Veteran student lounge or designated gathering place	54.1	33.3	33.3	46.4	47.0
Orientation	53.6	48.8	50.0	42.9	49.1
None of the above	0.0	3.6	0.0	0.0	0.7
Other	12.9	7.1	16.7	10.7	11.2

12. Does your institution offer tutorial services or academic assistance specifically for service members and/or veterans beyond what is available to other enrolled students?					
If so, are there costs for the services?					
N	192	84	12	139	427
Yes; services are offered at no cost	31.8	31.0	66.7	31.7	32.6
Yes; services are offered at a reduced rate	0.0	0.0	0.0	0.0	0.0
Yes; services are offered at a standard student rate	3.6	1.2	8.3	0.0	2.1
No tutorial services or academic assistance specifically for service members and/or veterans is offered	64.6	67.9	25.0	68.3	65.3
Total	100.0	100.0	100.0	100.0	100.0

13. For what types of prior learning does your institution award college credit? Please select all that apply.					
N	193	84	12	140	429
College coursework at another institution	95.3	97.6	100.0	95.0	95.8
Evaluated credit awards for military training	80.8	78.6	91.7	87.9	83.0
Evaluated credit awards for military occupational training	59.6	71.4	91.7	61.4	63.4
National testing programs	85.0	85.7	83.3	85.0	85.1
Evaluated credit for corporate training programs, as recommended by the <i>ACE Guide to the Evaluation of Corporate Training</i>	25.4	48.8	50.0	33.6	33.3
Portfolio review or assessment	23.8	38.1	41.7	27.1	28.2
Challenge examinations or test-out procedures	42.0	45.2	50.0	54.3	46.9
None of the above	2.1	2.4	0.0	1.4	1.9
Other	8.3	6.0	0.0	4.3	6.3

14. Does your campus offer any alternative curriculum delivery formats? Please select all that apply.					
N	193	84	12	140	429
Online education	88.6	72.6	91.7	97.1	88.3
Hybrid courses (encompassing face-to-face instruction and distance-learning components)	70.5	58.3	58.3	93.6	75.3
Evening/night courses	89.6	83.3	83.3	100.0	91.6
Weekend courses	55.4	50.0	58.3	70.7	59.4
Accelerated courses (i.e., 6–8 week course completion time)	58.0	69.0	66.7	75.0	66.0
None of the above	3.1	6.0	0.0	0.0	2.6
Other	4.1	2.4	0.0	1.4	2.8

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
15. Does your institution offer professional development training opportunities for faculty and administrators regarding the transitional needs of service members, veterans, and/or disabled veterans?					
N	194	83	12	138	427
Yes	48.5	31.3	33.3	56.5	47.3
No	20.6	36.1	25.0	23.2	24.6
Not at present, but in process	30.9	32.5	41.7	20.3	28.1
Total	100.0	100.0	100.0	100.0	100.0

16. Does your institution have any of the following? Please select all that apply.

N	194	84	12	138	428
Staff specifically trained to assist with active-duty and veteran students' transition/orientation to college	74.2	61.9	66.7	67.4	69.4
A staff member, such as a licensed counselor or psychologist, trained specifically to address the needs of veterans with disabilities	62.9	41.7	50.0	52.2	54.9
Support groups or mentoring programs specifically for active-duty and veteran students	48.5	40.5	33.3	34.1	41.8
Support groups specifically for veteran students with disabilities	12.9	9.5	16.7	10.1	11.4
Support groups specifically for family members of students serving on active duty	8.2	8.3	8.3	8.7	8.4
Support groups specifically for dependents of deceased veterans	2.1	3.6	16.7	5.8	4.0
Counselor/specialist qualified to support/assist students with brain injuries	46.9	19.0	8.3	31.9	35.5
Student organization for service members and/or veterans (excluding ROTC programs)	78.4	52.4	33.3	65.2	67.8
ROTC program	73.2	56.0	16.7	9.4	47.7
Veterans Upward Bound program	7.7	2.4	0.0	7.2	6.3
Support groups specifically for women veterans	10.8	7.1	16.7	5.1	8.4
Civilian life skills management training	24.7	22.6	41.7	10.9	20.3
Veteran-specific student orientation program	42.3	34.5	33.3	30.4	36.7
None of the above	2.1	8.3	16.7	5.8	4.9
Other	10.8	7.1	8.3	8.7	9.3

17. Does your campus provide counseling to assist students who are combat veterans with the following issues? Please select all that apply.

N	172	60	3	82	317
Post-traumatic stress disorder (PTSD)	85.5	85.0	100.0	80.5	84.2
Depression	95.9	91.7	100.0	93.9	94.6
Social adjustment	89.0	98.3	100.0	89.0	90.9
Stress/anxiety management	96.5	96.7	100.0	92.7	95.6
Military sexual trauma or other psychosocial sexual violence issue	62.8	61.7	66.7	51.2	59.6

18. Does your counseling center offer the following? Please select all that apply.

N	191	82	9	132	414
Access to psychiatrist	67.0	46.3	33.3	16.7	46.1
Coordination and referral to support services off-campus	91.6	87.8	88.9	78.0	86.5
Coordination and referral to support services provided by the U.S. Department of Veterans Affairs	79.6	61.0	66.7	65.2	71.0
Site visits by or co-location of U.S. Department of Veterans Affairs personnel on campus	37.7	20.7	44.4	36.4	34.1
None of the above	2.6	9.8	11.1	15.2	8.2
Other	6.8	9.8	11.1	6.8	7.5

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
19. Does your institution have an office or department exclusively dedicated to serving service members and/or veterans?					
N	194	84	12	140	430
Yes	75.3	56.0	83.3	73.6	71.2
No	20.1	35.7	16.7	23.6	24.2
Not at present, but in process	4.6	8.3	0.0	2.9	4.7
Total	100.0	100.0	100.0	100.0	100.0
20. Does this same office or department provide services for family members of service members and veterans?					
N	146	47	10	101	304
Yes	80.1	85.1	100.0	81.2	81.9
No	13.0	8.5	0.0	16.8	13.2
Not at present, but in process	6.8	6.4	0.0	2.0	4.9
Total	100.0	100.0	100.0	100.0	100.0
21. Which of the following descriptions most accurately describes your campus structure for offering service member and/or veteran student services and programs?					
N	146	47	9	99	301
Veteran student center	50.0	42.6	33.3	41.4	45.5
Administrative office	41.8	48.9	44.4	43.4	43.5
Other	8.2	8.5	22.2	15.2	11.0
Total	100.0	100.0	100.0	100.0	100.0
22. Which office is the primary point of contact for enrolled students to receive information about institutional services and programs for service members and/or veterans?					
N	193	84	12	137	426
Academic affairs office	3.6	4.5	8.3	2.2	3.5
Admissions office	6.7	15.5	16.7	13.9	11.0
Counseling office	0.5	1.2	0.0	9.5	3.5
Registrar's office	23.8	17.9	8.3	5.1	16.2
Student affairs/student services	24.4	15.5	33.3	24.1	22.8
Office serving disabled students	0.5	0.0	0.0	0.0	0.2
Office serving nontraditional/adult students	2.1	8.3	0.0	0.7	2.8
No primary point of contact	2.1	2.4	0.0	2.9	2.3
Other	36.6	34.5	33.3	41.6	37.6
Total	100.0	100.0	100.0	100.0	100.0
23. Which campus unit(s) administers veterans' education benefits counseling? Please select all that apply.					
N	194	83	12	139	428
Admissions	10.3	22.9	25.0	18.0	15.7
Bursar	5.7	8.4	0.0	0.7	4.4
Business office	1.5	9.6	8.3	1.4	3.3
Financial aid	33.0	51.8	50.0	36.7	38.3
Registrar	50.5	48.2	16.7	12.9	36.9
Student affairs/student services	19.6	15.7	33.3	27.3	21.7
None of the above	0.5	0.0	0.0	0.7	0.5
Other	27.8	31.3	25.0	27.3	28.3

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
24. Does your institution have an established policy regarding tuition refunds for military activations and deployments?					
N	194	84	12	138	428
Yes	84.5	69.0	83.3	85.5	81.8
No	3.1	3.6	0.0	0.7	2.3
No set policy (handled on a case-by-case basis)	12.4	27.4	16.7	13.8	15.9
Total	100.0	100.0	100.0	100.0	100.0

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
25. What re-enrollment process must military students complete to enroll in classes following a military activation or deployment? Please select all that apply.					
N	192	83	12	136	423
Reapply to the institution and be readmitted	15.6	18.1	0.0	19.1	16.8
Complete a standard re-enrollment process for all returning students	42.2	43.4	50.0	57.4	47.5
Complete an expedited re-enrollment process to accommodate military students	34.4	32.5	50.0	14.7	28.1
None of the above	6.8	7.2	8.3	10.3	8.0
Other	14.1	16.9	0.0	8.1	12.3

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
26. Which of the following sources of financial assistance does your institution offer service members and/or veteran students? Please select all that apply.					
N	192	81	12	134	419
Discounted tuition rates for military students	8.3	43.2	75.0	9.0	17.2
Discounted tuition rate for veterans	7.3	27.2	41.7	3.7	11.0
Discounted tuition rate for spouses/dependents of service members	3.6	30.9	66.7	4.5	11.0
Eligibility for in-state tuition rates for military personnel, as long as state remains their home of record while stationed elsewhere	66.1	13.6	8.3	56.0	51.1
Eligibility for in-state tuition rates for military personnel who are assigned to the state	76.0	12.3	25.0	61.2	57.5
Eligibility for in-state tuition rates for spouses/dependents of active duty military members stationed in the state	68.2	13.6	25.0	58.2	53.2
Scholarships specifically designated for military students	25.5	24.7	58.3	17.9	23.9
Scholarships specifically designated for veterans	34.9	30.9	58.3	29.9	33.2
Scholarships specifically designated for spouses/dependents of active-duty and reserve service members	14.1	17.3	50.0	17.2	16.7
Scholarships specifically designated for spouses/children of deceased veterans	12.5	4.9	33.3	11.9	11.5
Tuition waiver	10.4	4.9	8.3	13.4	10.3
None of the above	7.3	16.0	8.3	8.2	9.3
Other	21.9	29.6	16.7	16.4	21.5

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
27. What communication methods does your institution employ to inform currently enrolled service members, veterans, and their families about existing programs and services designed specifically for them? Please select all that apply.					
N	193	84	12	138	427
College catalog	54.4	61.9	91.7	73.9	63.2
On-campus advisers	68.4	69.0	75.0	71.0	69.6
Targeted print advertising	38.3	35.7	50.0	41.3	39.1
Targeted web-based advertising	45.4	20.9	3.7	30.1	38.2
Targeted postal mailings	14.0	22.6	41.7	19.6	18.3
Targeted email	78.8	72.6	91.7	68.8	74.7
Dedicated campus web page	82.4	70.2	66.7	62.3	73.1
Blogs or social media	40.4	27.4	83.3	31.2	36.1
None of the above	0.5	2.4	0.0	1.4	1.2
Other	7.3	7.1	0.0	7.2	7.0

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
28. Does your institution engage in admissions or recruitment efforts specifically designed to attract service members and/or veteran students?					
<i>N</i>	194	84	12	140	430
Yes	63.9	79.8	83.3	54.3	64.4
No	28.9	11.9	16.7	35.7	27.4
Don't know	7.2	8.3	0.0	10.0	8.1
Total	100.0	100.0	100.0	100.0	100.0
29. What outreach methods to potential students does your institution employ? Please select all that apply.					
<i>N</i>	122	67	10	75	274
College catalog	50.8	59.7	70.0	64.0	57.3
Targeted print advertising	62.3	77.6	70.0	54.7	64.2
Targeted web-based advertising	54.1	65.7	70.0	52.0	56.9
Targeted on-campus admissions events	55.7	55.2	40.0	52.0	54.0
Partnerships with local National Guard and/or reservist units	54.1	49.3	70.0	52.0	52.9
Participation in special events on military installations	85.2	77.6	80.0	80.0	81.8
Blogs or social media	41.0	40.3	60.0	38.7	40.9
None of the above	0.0	3.0	0.0	0.0	0.7
Other	17.2	11.9	0.0	12.0	13.9
30. With what frequency do military and veteran students use the programs and services that your institution provides?					
Academic advising					
<i>N</i>	187	83	12	136	418
Often	63.6	73.5	75.0	80.1	71.3
Sometimes	28.9	20.5	25.0	17.6	23.4
Rarely	1.1	1.2	0.0	1.5	1.2
Never	0.0	1.2	0.0	0.0	0.2
Not applicable	6.4	3.6	0.0	0.7	3.8
Total	100.0	100.0	100.0	100.0	100.0
Academic support/tutoring					
<i>N</i>	189	83	12	134	418
Often	23.3	16.9	25.0	26.9	23.2
Sometimes	63.0	71.1	66.7	59.0	63.4
Rarely	5.8	8.4	0.0	7.5	6.7
Never	0.0	2.4	0.0	0.7	0.7
Not applicable	7.9	1.2	8.3	6.0	6.0
Total	100.0	100.0	100.0	100.0	100.0
Campus social and/or cultural events					
<i>N</i>	188	82	12	133	415
Often	20.7	8.5	0.0	15.0	15.9
Sometimes	58.0	58.5	66.7	57.1	58.1
Rarely	16.5	23.2	16.7	20.3	19.0
Never	0.0	1.2	0.0	1.5	0.7
Not applicable	4.8	8.5	16.7	6.0	6.3
Total	100.0	100.0	100.0	100.0	100.0

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
30. (continued)					
Career planning/career services					
N	188	83	12	133	416
Often	20.2	14.5	33.3	18.8	19.0
Sometimes	62.8	66.3	41.7	58.6	61.5
Rarely	11.7	14.5	8.3	15.0	13.2
Never	0.0	2.4	0.0	0.8	0.7
Not applicable	5.3	2.4	16.7	6.8	5.5
Total	100.0	100.0	100.0	100.0	100.0
Employment assistance					
N	186	82	12	127	407
Often	14.5	15.9	33.3	13.4	15.0
Sometimes	58.1	50.0	33.3	56.7	55.3
Rarely	17.2	23.2	0.0	17.3	17.9
Never	0.5	2.4	0.0	0.0	0.7
Not applicable	9.7	8.5	33.3	12.6	11.1
Total	100.0	100.0	100.0	100.0	100.0
Financial aid/tuition assistance counseling					
N	188	82	12	137	419
Often	75.0	69.5	83.3	77.4	74.9
Sometimes	22.3	25.6	16.7	20.4	22.2
Rarely	1.6	3.7	0.0	0.0	1.4
Never	0.0	0.0	0.0	0.0	0.0
Not applicable	1.1	1.2	0.0	2.2	1.4
Total	100.0	100.0	100.0	100.0	100.0
Transition assistance					
N	186	81	12	129	408
Often	27.4	23.5	16.7	16.3	22.8
Sometimes	45.2	37.0	41.7	39.5	41.7
Rarely	12.9	16.0	33.3	21.7	16.9
Never	1.1	3.7	0.0	0.8	1.5
Not applicable	13.4	19.8	8.3	21.7	17.2
Total	100.0	100.0	100.0	100.0	100.0
VA education benefits counseling					
N	190	83	12	136	421
Often	84.2	65.1	75.0	81.6	79.3
Sometimes	11.6	27.7	16.7	17.6	16.9
Rarely	0.0	6.0	0.0	0.0	1.2
Never	0.0	0.0	0.0	0.0	0.0
Not applicable	4.2	1.2	8.3	0.7	2.6
Total	100.0	100.0	100.0	100.0	100.0
Veteran student lounge or designated gathering place					
N	188	82	12	131	413
Often	28.2	20.7	8.3	26.0	25.4
Sometimes	23.9	19.5	33.3	22.1	22.8
Rarely	5.3	4.9	0.0	3.1	4.4
Never	1.1	4.9	8.3	0.0	1.7
Not applicable	41.5	50.0	50.0	48.9	45.8
Total	100.0	100.0	100.0	100.0	100.0

	Public Four-Year	Private Not-for-Profit Four-Year	Private For-Profit	Public Two-Year	Total
30. (continued)					
Orientation					
N	189	81	12	128	410
Often	39.2	30.9	50.0	35.2	36.6
Sometimes	33.3	42.0	33.3	30.5	34.1
Rarely	9.0	6.2	8.3	10.9	9.0
Never	0.0	2.5	0.0	0.8	0.7
Not applicable	18.5	18.5	8.3	22.7	19.5
Total	100.0	100.0	100.0	100.0	100.0

31. Regarding your veterans and/or military programs, what challenges, if any, are you or your veterans coordinator experiencing? Check all that apply.

N	185	69	8	132	394
Space availability on campus for veterans	53.0	44.9	0.0	64.4	54.3
Funding at the institutional level	65.9	47.8	0.0	58.3	58.9
Funding from private sources (donations, scholarships for veterans)	58.4	59.4	62.5	47.7	55.1
State funding levels affecting program support	56.8	23.2	12.5	46.2	46.4
Identification and tracking of veteran/military students	61.6	44.9	50.0	49.2	54.3
Other	11.9	5.8	12.5	15.2	11.9

32. To your knowledge, what are the most pressing issues affecting veterans and/or military students' educational progress at your institution? Please select the top three issues.

N	191	84	12	136	423
Financial issues related to tuition and educational expenses	42.9	45.2	25.0	36.0	40.7
Financial issues related to housing and living allowances	42.4	33.3	58.3	43.4	41.4
Appropriate housing availability	5.2	3.6	0.0	2.9	4.0
Clear understanding of VA educational benefits	41.9	54.9	66.7	45.6	46.3
Health issues related to military service or disability	23.6	21.4	0.0	30.9	24.8
Timely issuance of VA education benefits	47.6	58.3	41.7	53.7	51.5
Inclusive and accepting campus climate	11.5	2.4	0.0	6.6	7.8
Academic-related stress	30.4	28.6	16.7	37.5	31.9
Job placement after graduation	16.2	14.3	33.3	14.0	15.6
Child care or other family issues	15.2	7.1	8.3	11.0	12.1
Other	8.4	4.8	0.0	4.4	6.1

34. Based on your institution's experience in processing payments for GI Bill education benefits during academic year 2009–10, what challenges, if any, did your staff/students experience? Check all that apply.

N	174	79	9	127	389
Payment delays to your institution of less than 30 days	29.3	30.4	22.2	27.6	28.8
Payment delays to your institution of 31–60 days	45.4	44.3	66.7	52.0	47.8
Payment delays to your institution of more than 60 days	40.2	29.1	44.4	22.8	32.4
Overpayments	46.0	38.0	33.3	41.7	42.7
Delayed eligibility notifications	48.3	41.8	66.7	54.3	49.4
Multiple enrollment verification processing due to student schedule changes, course drops and adds	62.1	46.8	44.4	74.8	62.7

Appendix B: Survey Instrument

CAMPUS CHARACTERISTICS

1. Please provide estimated institutional enrollment (as of October 15 of the current academic year) of the following (even if it's zero):

- Military students (includes active-duty military personnel, Air and Army National Guard and reserve components from all service branches; excludes Reserve Officer Training Corps) _____
- Veteran students _____
- Dependents of veterans receiving benefits (i.e., family members receiving Chapter 35 Veterans Affairs benefits) _____

2. Since October 15, 2009, enrollment of military service members, veteran students, and dependents of veterans:

- Declined through fall 2011
- Remained about the same through fall 2011
- Increased moderately through fall 2011
- Increased substantially through fall 2011

3. Are programs/services for military service members and/or veterans a part of your institution's long-term strategic plan?

- Yes
- No
- Not at present but in process
- Don't know

4. Which of the following initiatives has your institution undertaken to serve veteran and military students and their families? Please select all that apply.

- Sought private funding for campus programs
- Sought state funding for campus programs
- Sought federal funding for campus programs
- Trained counseling staff to assist students with post-traumatic stress disorder (PTSD), brain injuries, and other health issues related to combat duty
- Increased budget for veterans services and programs
- Increased number of veterans services and programs
- Increased staff for service members and veterans programs and services
- Established department for service members and veterans programs
- Established center for service members, veterans, and their families
- Provided faculty training to better serve veteran and service member populations
- Provided staff training to better serve veteran and service member populations
- None of the above
- Other (please specify): _____

5. **Which of the following initiatives do you anticipate your institution having accomplished five years from now? Please select all that apply.**
- Sought private funding for campus programs
 - Sought state funding for campus programs
 - Sought federal funding for campus programs
 - Trained counseling staff to assist students with post-traumatic stress disorder (PTSD), brain injuries, and other health issues related to combat duty
 - Increased budget for veterans services and programs
 - Increased number of veterans services and programs
 - Increased staff for service members and veterans programs and services
 - Established department for service members and veterans programs
 - Established center for service members, veterans, and their families
 - Provided faculty training to better serve veteran and service member populations
 - Provided staff training to better serve veteran and service member populations
 - None of the above
 - Other (please specify): _____
6. **Is your admissions/financial aid staff aware of amendments to the Post-9/11 GI Bill (also known as the Post-9/11 Veterans Educational Assistance Improvements Act of 2010)?**
- Yes
 - No
 - Don't know
7. **Does your institution currently have programs and services specifically designed for service members and veterans? (If “no” or “not at present but in process,” you will skip to the end of the survey.)**
- Yes
 - No
 - Not at present but in process

INSTITUTIONAL CLIMATE: PRIORITY OF VETERANS AND MILITARY STUDENT SERVICES/PROGRAMS

8. **What issues related to service members and/or veteran students have been identified by your institution as priorities? Please select the top three under each heading.**

Student issues *{Choose all that apply}*

- Financial aid
- Degree retention/completion
- Health care (PTSD, traumatic brain injury, sexual trauma or abuse, etc.)
- Social acculturation
- Student protests
- No issues related to service members or veteran students
- Other (please specify): _____

Institutional issues {Choose all that apply}

- Campus accessibility
- Course withdrawals as a result of military deployment or mobilization
- Faculty/staff sensitivity to issues related to this population
- Locating funding sources for added campus programs and services
- Sufficient staffing for military services and/or programs
- Qualified staff trained to address service members'/veterans' needs
- Security needs for campus war protests
- Montgomery GI Bill does not adequately cover college tuition and living expenses
- Pressure to enroll service members/veterans who do not meet entrance requirements
- No issues related to service members or veteran students
- Other (please specify): _____

9. Since September 11, 2001, has your institution increased its emphasis on services and programs specifically for service members and/or veterans? (If “no” or “don’t know,” you will skip to question number 11.)

- Yes
- No
- Don't know

10. What campus services or programmatic changes demonstrate this increased emphasis? Please select all that apply.

- Appointed committee to develop a campus responsiveness action plan
- Established new programs or services for service members/veterans
- Established outreach to veterans and military student populations
- Increased staff in existing programs and services for service members/veterans
- Increased counseling services and/or off-campus referral procedures to address their needs
- Added or expanded faculty and/or staff development training on service members/veterans' issues
- Increased or expanded institutional funding for veterans programs and services
- Established tuition waivers and/or reduced tuition rates for military/veteran students
- Made institutional policy changes to accept evaluated credit for military service
- Created a web page for military/veteran students or linked to a nonfederal website for veteran/military students (e.g., ACE Military Programs, SOC, Student Veterans of America)
- Other (please specify): _____

11. Please indicate which of the following services and/or programs specifically for service members and/or veteran students exist at your institution. Please select all that apply.

- Academic advising
- Academic support/tutoring
- Campus social and/or cultural events
- Career planning/career services
- Employment assistance (VA work study, student work study, on-campus employment, off-campus job placement)
- Financial aid/tuition assistance counseling
- Transition assistance (housing, personal counseling, social adjustment referrals)
- VA education benefits counseling
- Veteran student lounge or designated gathering place
- Orientation (i.e., campus orientation sections specifically for adult learner populations or veterans)
- None of the above
- Other (please specify): _____

ACADEMIC SUPPORT SERVICES

12. Does your institution offer tutorial services or academic assistance specifically for service members and/or veterans beyond what is available to other enrolled students? If so, are there costs for the services?

- Yes; services are offered at no cost
- Yes; services are offered at a reduced rate
- Yes; services are offered at a standard student rate
- No tutorial services or academic assistance specifically for service members and/or veterans is offered

13. For what types of prior learning does your institution award college credit? Please select all that apply.

- College coursework at another institution
- Evaluated credit awards for military training (e.g., basic training and military training schools, as recommended by the *ACE Guide to the Evaluation of Educational Experiences in the Armed Services*)
- Evaluated credit awards for military occupational training (e.g., MOS and rate/rating experiences, as recommended by the *ACE Guide to the Evaluation of Educational Experiences in the Armed Services*)
- National testing programs (e.g., Advanced Placement, CLEP, DANTES)
- Evaluated credit for corporate training programs, as recommended by the *ACE Guide to the Evaluation of Corporate Training*
- Portfolio review or assessment
- Challenge examinations or test-out procedures
- None of the above
- Other (please specify): _____

14. Does your campus offer any alternative curriculum delivery formats? Please select all that apply.

- Online education
- Hybrid courses (encompassing face-to-face instruction and distance learning components)
- Evening/night courses
- Weekend courses
- Accelerated courses (i.e., 6–8 week course completion time)
- None of the above
- Other (please specify): _____

15. Does your institution offer professional development training opportunities for faculty and administrators regarding the transitional needs of service members, veterans, and/or disabled veterans?

- Yes
- No
- Not at present, but in process

STUDENT SUPPORT SERVICES

16. Does your institution have any of the following? Please select all that apply.

- Staff specifically trained to assist with active-duty and veteran students' transition/ orientation to college
- A staff member, such as a licensed counselor or psychologist, trained specifically to address the needs of veterans with disabilities
- Support groups or mentoring programs specifically for active-duty and veteran students
- Support groups specifically for veteran students with disabilities
- Support groups specifically for family members of students serving on active-duty
- Support groups specifically for dependents of deceased veterans
- Counselor/specialist qualified to support/assist students with brain injuries
- Student organization for service members and/or veterans (excluding ROTC programs)
- ROTC program
- Veterans Upward Bound program
- Support groups specifically for women veterans
- Civilian life skills management training (including career services for veterans)
- Veteran-specific student orientation program
- None of the above
- Other (please specify): _____

17. Does your campus provide counseling to assist students who are combat veterans with the following issues? Please select all that apply.

- Post-traumatic stress disorder (PTSD)
- Depression
- Social adjustment
- Stress/anxiety management
- Military sexual trauma or other psychosocial sexual violence issue

18. Does your counseling center offer the following? Please select all that apply.

- Access to psychiatrist
- Coordination and referral to off-campus support services
- Coordination and referral to support services provided by the U.S. Department of Veterans Affairs
- Site visits by or co-location of U.S. Department of Veterans Affairs personnel on campus
- None of the above
- Other (please specify): _____

ADMINISTRATIVE AND PHYSICAL INFRASTRUCTURE

19. Does your institution have an office or department exclusively dedicated to serving service members and/or veterans? (If “no” or “not at present, but in process,” you will skip to question number 22.)

- Yes
- No
- Not at present, but in process

20. Does this office or department exclusively dedicated to serving service members and/or veterans also provide services for family members of service members and veterans?

- Yes
- No
- Not at present, but in process

21. Which of the following descriptions most accurately describes your campus structure for offering service member and/or veteran student services and programs?

- Veteran student center (defined as dedicated campus space for veterans, active and reserve component service members, typically including lounge or meeting space and centralized office, with trained college employees[s] to facilitate administrative and/or campus services for veteran and military students)
- Administrative office (defined as an independent department, with college employee[s] to facilitate administrative and/or campus services for veteran students)
- Other (please specify): _____

22. Which office is the primary point of contact for enrolled students to receive information about institutional services and programs for service members and/or veterans?

- Academic affairs
- Admissions office
- Counseling office
- Registrar's office
- Student affairs/student services
- Office serving disabled students
- Office serving nontraditional/adult students
- No primary point of contact
- Other (please specify): _____

23. Which campus unit(s) administers veterans' education benefits counseling? Please select all that apply.

- Admissions
- Bursar
- Business office
- Financial aid
- Registrar
- Student affairs/student services
- None of the above
- Other (please specify): _____

ENROLLMENT MANAGEMENT/FINANCIAL ASSISTANCE

24. Does your institution have an established policy regarding tuition refunds for military activations and deployments?

- Yes
- No
- No set policy (handled on a case-by-case basis)

25. What re-enrollment process must military students complete to enroll in classes following a military activation or deployment? Please select all that apply.

- Reapply to the institution and be readmitted
- Complete a standard re-enrollment process for all returning students
- Complete an expedited re-enrollment process to accommodate military students
- None of the above
- Other (please specify): _____

26. Which of the following sources of financial assistance does your institution offer service members and/or veteran students? Please select all that apply.

- Discounted tuition rate for military students (active-duty and reserve components)
- Discounted tuition rates for veterans
- Discounted tuition rates for spouses/dependents of service members
- Eligibility for in-state tuition rates for military personnel, as long as state remains their home of record while stationed elsewhere
- Eligibility for in-state tuition rates for military personnel who are assigned to the state
- Eligibility for in-state tuition rates for spouses/dependents of active-duty military members stationed in the state
- Scholarships specifically designated for military students (active-duty and reserve components)
- Scholarships specifically designated for veterans
- Scholarships specifically designated for spouses/dependents of active-duty and reserve service members
- Scholarships specifically designated for spouses/dependents of deceased veterans
- Tuition waiver (military and/or veteran students are not charged tuition)
- None of the above
- Other (please specify): _____

27. What communication methods does your institution employ to inform currently enrolled service members, veterans, and their families about existing programs and services designed specifically for them? Please select all that apply.

- College catalog
- On-campus advisers
- Targeted print advertising
- Targeted web-based advertising
- Targeted postal mailings
- Targeted email
- Dedicated campus web page
- Blogs or social media
- None of the above
- Other (please specify): _____

28. Does your institution engage in admissions or recruitment efforts specifically designed to attract service member and/or veteran students? (If “no” or “don’t know,” you will skip to question number 30.)

- Yes
- No
- Don’t know

29. What outreach methods to potential students does your institution employ?

Please select all that apply.

- College catalog
- Targeted print advertising
- Targeted web-based advertising
- Targeted on-campus admissions events (i.e., open houses or special tours specifically for military and/or veteran students)
- Partnerships with local National Guard and/or reservist units
- Participation in special events on military installations (i.e., education fairs, transition assistance counseling, community meetings)
- Blogs or social media
- None of the above
- Other (please specify): _____

MILITARY AND VETERAN STUDENT USAGE OF OFFERED SERVICES/PROGRAMS

30. With what frequency do military and veteran students use the programs and services that your institution provides?

Academic advising

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Academic support/tutoring

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Campus social and/or cultural events

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Career planning/career services

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Employment assistance

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Financial aid/tuition assistance counseling

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Transition assistance

- Often
- Sometimes
- Rarely
- Never
- Not applicable

VA education benefits counseling

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Veteran student lounge or designated gathering place

- Often
- Sometimes
- Rarely
- Never
- Not applicable

Orientation

- Often
- Sometimes
- Rarely
- Never
- Not applicable

CHALLENGES WITH PROGRAMS AND SERVICES FOR VETERANS

31. Regarding your veterans and/or military programs, what challenges, if any, are you or your veterans coordinator experiencing? Check all that apply.

- Space availability on campus for veterans
- Funding at the institutional level
- Funding from private sources (donations, scholarships for veterans)
- State funding levels affecting program support
- Identification and tracking of veteran/military students
- Other (please specify): _____

32. To your knowledge, what are the most pressing issues affecting veterans and/or military students' educational progress at your institution? Please select the top three issues.

- Financial issues related to tuition and educational expenses
- Financial issues related to housing and living allowances
- Appropriate housing availability
- Clear understanding of VA educational benefits
- Health issues related to military service or disability
- Timely issuance of VA education benefits
- Inclusive and accepting campus climate
- Academic-related stress
- Job placement after graduation
- Child care or other family issues
- Other (please specify): _____

33. At your institution, have you identified any unique issues affecting military/veteran spouses and/or dependents? If so, please specify.

34. Based on your institution's experience in processing payments for GI Bill education benefits during academic year 2009–10, what challenges, if any, did your staff/students experience? Check all that apply.

- Payment delays to your institution of less than 30 days
- Payment delays to your institution of 31–60 days
- Payment delays to your institution of more than 60 days
- Overpayments
- Delayed eligibility notifications
- Multiple enrollment verification processing due to student schedule changes, course drops and adds

COMMENTS

35. Would you like your institution to be included on a website profiling programs and services for military veterans?

- Yes
- No

36. Servicemembers Opportunity Colleges (SOC) plans to expand its existing compendium of veterans and military support programs and services offered by institutions of higher learning. Please list programs or services that your institution provides for service members, veterans, and/or military family members. Please limit program description to a maximum of one paragraph, 30 words or less, per program.

CONTACT INFORMATION

Please provide your contact information so we may follow up with you if additional information is needed about your military programs:

Name _____

Email _____

Phone number _____