During the months of November and December 2012 we conducted a Big Ten benchmarking telephone survey with the intent to acquire a snapshot of veteran’s services and programming across the Big Ten conference. The following universities responded:

- Indiana University
- Penn State University
- Purdue University
- The Ohio State University
- University of Illinois
- University of Iowa
- University of Minnesota
- University of Nebraska-Lincoln
- University of Wisconsin

**Q1:** How would you describe your institutional support for veterans and veteran services? Who is your biggest supporter? How is this support leveraged?

- Provost and Dean of Students.
- President of University.
- State Governor mandated veterans’ educational services and Chancellor charged a committee to create veterans resource office.
- Registrar, Equal Opportunity, and Office of Diversity.
- Academic Support Resources.
- Student Affairs and Academic Affairs.
- Dean of Students, Assistant Dean.

**Q2:** Which stakeholder or groups have been put in place to support veteran efforts? What functional areas compose these groups? How are these groups leveraged?

- Forming two groups to monitor and improve veterans services; 1) policy 2) benefits.
- No committees, the office acts as a resource for campus.
- Veteran services were mandated by the State and a task force was charged to make recommendations. Out of these recommendations was the creation of stand-alone office.
- Veterans advisory team consisting of counseling services, disability services, student veterans organization, community veterans representative, the veterans representative from a local community college, a VE education representative, and a state VA benefit representative. They meet two times in the fall and one time in the spring.
- A task force issued a report in 2009 and updated it in 2011. Out of this came a center for vet excellence one stop shop.
- Veterans advisory committee consisting of veterans coordinator, student affairs, disability services, and career services. Hold one to two meetings each semester.
- Student veterans task force consisting of members of student affairs and a faculty and staff mix.
- Student Veterans Advisory Team made up of student veterans, student government representative, Vice Provost, Enrollment Management Officers, Coordinator of Military Veterans Programs, Student Success, ROTC Representative, and faculty members. The team addresses high-level veteran issues and has the ability and insight to fix them. Want to also create a benefits team made up of those who process veteran’s benefits on a daily basis.

Q3: How does your institution identify, track, and assess veteran data? What techniques and programs do you use?
- Not a lot of confidence in the data at this point.
- Only track numbers of those using benefits.
- Prior to the creation of a dedicated veterans office the numbers were not tracked, but now they are. Recently implemented specific admissions application questions and are in the process of tracking students better. State mandates to track data are coming soon.
- Using DMI Metrics to create needs based and qualitative data. Good information on numbers of veterans enrolled, resources used, numbers on guard and deployment, and looking into data for women veterans. They are using this data to place more focus on training faculty and staff, professional development, and to identify and overcome student gaps.
- Admissions application and track GIBILL usage. Utilizing admissions and graduate students to help gather data.
- Admissions application.
- Still learning, but not yet sure of the numbers.
- Currently only GIBILL usage and self-disclosure on admissions application, but the State is in the process of mandating data collection.
- Started working with Enrollment Management to develop validated reports. Started working with

**Stakeholder or Groups**

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Financial Aid and Bursar to develop an aggregate report for state benefits and tuition assistance.

Q4: Approximately how many of each do you have on campus: GIBILL veterans, GIBILL family members, other benefit veterans, other benefit family members, non-benefit veterans, active duty population?

- GIBILL Veterans = 266, GIBILL family = 136
- Total benefits = 950, online = 1400, non-benefit = unknown, plus ROTC units
- Total benefits = 2000+
- GIBILL Veterans = 320, GIBILL family = 80
- GIBILL Veterans = 438, GIBILL family = 114, non-benefit = 50, plus some officers in graduate school
- GIBILL Total = 750, other benefits = 60, active duty = 30-40, and no past tracking of non-benefit using veterans
- GIBILL Total = 450-600

- Fall 2012 Numbers: Veterans non-benefit = 124, Veterans GIBILL = 271, Family GIBILL = 122, Veteran State Benefit = 2, Family State Benefit = 347, National Guard State Grant = 104, TA Contracts 110, also approximately 70 active duty seeking graduate degree.

Q5: Do you have a veteran specific space? What services are offered? How is this funded?

- Office space for one full-time SCO, full-time benefits coordinator, with small meeting space, and a lounge with TV, computers, and coffee. Services; everything GIBILL, benefits, financial aid counseling, transcripts, degree planning, referrals to VA counseling and outpatient clinic, and partnership with SVO executive board.

- Large office with five cubicles, phones, and computers for six full-time staff; three of them are SCOs with master degrees in counseling, one disability service counselor, nineteen VA work study students. Services; GIBILL benefits, administrative and application support for students, email and outreach to veterans, housing, advisors, and all employees are veterans in order to establish rapport. Hard funded.

- New office in what used to be an old mail room in student services building with one coordinator, three SCOs, VA work study, guest office, waiting area, information area. Services; collaborative, transition
issues, one-stop-shop. Student life pays the rent for the space.

- Veterans lounge staffed by student veterans in the union with a study area and display case. Just opened in November
- Out of the registrar's office with a lounge, coffee, WiFi, TV, drinks and microwavable food.
- Office with four full-time staff all of which are SCOs. Lounge in conjunction with SVO space, computers, printers, and occasionally free pizza.
- Inside the multi-cultural center is SVO space, but it is not occupied all the time. Used for SVO meetings, new student orientations. The SVO is paid by Pepsi Funds.
- No, the Dean of Students is advocating for space.
- Current configuration; 1 and ¾ time veterans certifying official located in the Registrar’s Office and a coordinator of military veteran and nontraditional students housed in student success. Student veterans organization has own office with designated office hours. Awaiting answer for potential space in our union to combine at least the coordinator and student veterans organization.

![Veterans Specific Space](image)

**Q6: What type of training is provided to faculty and staff regarding veterans? Do you have any evidence of its effectiveness?**

- Ad hoc training. The tough question is how to reach faculty?
- Created five webinars free to faculty and staff all well received. In the process of creating a training module for faculty.
- One day conference for faculty, brought in video, breakouts, profiles of a veteran, interactive theater, students veterans from campus panel, small study groups. Six weeks later provide lunchtime book reading, 500 licenses for 30 minute online Kognito Risk Training, outreach and speak to staff, part of new advisors and TA training, in the spring training is part of all new faculty orientation, and whatever else to raise awareness.
• Conducted one and a half day training for faculty and staff with six discussion panels, hosted a diversity conference, focused on veterans, and articles on website.
• Advisors Council Military Educators (ACME), one freedom to talk about PTSD, and a statewide veterans conference.
• Two or three years ago started distributing to all new faculty a best practices PowerPoint on a thumb drive. After the first year distributed a survey to them and received helpful feedback.
• None, but working on an advisors conference.
• Developing and customizing Green Zone Training (originally developed by Virginia Commonwealth University-VCU) and a couple specific colleges reached out to work with our office to improve veterans relationships.

Faculty and Staff Training

Q7: Is there specific tutoring for veterans on campus? If so, what subjects? Do you have any evidence of their effectiveness?
• Based upon a VOCREHAB contract signed in 1969 and keeps getting renewed, offer free math 3 times a week.
• Nothing specific for veterans.
• Veterans have priority in the learning center. Working to get an endowment for study tables from the development office.
• Nothing specific for veterans.
• Nothing specific for veterans.
• Tutoring is free for veterans, but arranged for and provided by individual colleges.
• Nothing specific for veterans.
• No specific tutoring for veterans.

Veterans Tutoring

Yes

No
Q8: Describe your partnerships with the following service areas: 1) Disability Services, 2) Health Services, 3) Mental Health Services, 4) Career Services.

- Disability Services:
  - Same administrative unit and building.
  - Director is part of the advisory team and is actively involved in veterans needs.
  - Very good, collocated with a VA hospital so this helps.
  - Manager is a veteran and works closely with the veterans advisory committee.
  - Was involved in the initial task force.

- Health Services:
  - VA is nearby so no need.
  - Designated nurse for veterans, gave a presentation about veterans, and also presents at orientations.
  - VA hospital is nearby and everyone is enrolled in student health with fee-waivers.
  - VA clinic nearby.
  - Through the VA.
  - Connected to the VA hospital.
  - VA Clinic nearby.

- Mental Health Services:
  - One SCO does weekly vet-to-vet workshops.
  - Student life hired an Army veteran with a PhD in counseling.
  - Designated veterans counselor that also presents at veterans panels.
  - VA hospital is nearby.
  - Regional psychological services are nearby.
  - Through the VA.
  - Vet center on campus offers vet-to-vet counseling.
  - Just developing contacts.

- Career development:
  - Working very hard to designate a veteran’s representative, hold resume workshops and provide early access to veterans.
  - Nothing specific, but continually contacted by companies wanting to work with and speak to veterans.
  - There is a liaison and grad student veteran in career services.
  - Center for veterans employment representative is a former VOCREHAB counselor and partnered with them.
  - Staff trained to work with veterans and a veteran student worker.
  - Involved with veterans on the website and training in how to write Federal job resumes.
  - None at this time.
Q9: What are creative ways you engage student veterans?

- Minimal engagement.
- The State Department of Veterans Affairs releases a list of veterans recently released from active duty. Call all of them to see what their needs are, help facilitate the process of transition, help with military transcripts, and provide priority registration.
- Lots of press, especially around Veterans Day and free tickets provided by athletics, weekly email on a listserv of all student veterans.
- Writer’s workshop for veterans, combat paper project, shred old uniforms, the telling projects, and screen movies with panel discussions once a semester.
- Student veteran appreciation event.
- Rec center sponsors veterans in outdoors adventures, Facebook, welcome orientations, and community involvement.
- Newsletter, emails, communications on Facebook. Just received some great ideas from University of Arizona’s office for Non-Traditional Student Services.

Q10: Do you have a student veterans organization? If so, how would you rate their activity? How many active members? Are they engaged with more than social activities?

- Had a SVO, but disbanded. Currently have a small social only organization.
- Very active in some areas, but not in all areas. Trying to start a veteran fraternity called Omega Delta Sigma.
- Four to five hundred signed up, 50-75 active members, three years old and serves as mentors to incoming students.
- Monthly meetings of 45-50 students, weekly drinks, very responsible and accomplish service projects such as SVA homeless and care package drives.
- One of the first 12 SVOs in the SVA. Hold elections in April, partake in a summer transition, there are 250
members on Facebook, with 4-12 always hanging out in the office.

- Six to seven officers, stay in the lounge with free printing and pizza on Fridays.
- One meeting a month, eleven current members. This was a slow start mostly due to nontraditional student characteristics, but is slowly gaining momentum.
- Vet to vet program offered is part of the SVA.
- Five year old student veterans organization, two meetings a month, 5-15 at meetings, annual golf tournament for Wounded Warriors, annual go cart participation in a campus Grand Prix, participate in campus Veterans Day event, partner with local community college, do social activities such as shooting and bowling, meet occasionally at local restaurant/bar, involved with one of the local American Legions, and they have their own office space with office hours.

Q11: Do you provide veterans orientation? If so, please describe. Do you have evidence of their effectiveness?

- Originally did a lecture orientation to discuss resources available, but attendees grew really tired of it. Now meeting over a dinner with 50+ attendees. This is not the military transition assistance program. This is a conversation where students leave with a sense of value, have the opportunity to develop a relationship over a real dinner. Open to new and returning students, costs about $1,000 and is the first Tuesday of classes.
- Did orientations in the past.
- A week after the regular orientations there is a vet forum. Hosted in a large room with a buffet dinner and a 2-3 minute “sales pitch” from medical center, veteran’s service office and services provided. Very low key, conversation over dinner. If there is 25-30 students this is a big success.
- First one was two hours, but have it down to 1.5 hours now. Office of Admissions handles the invitations and the room. Presented are services available on campus and with the VA along with a formal packet. The intent is to let the incoming student veteran know that people care and to remember the office and phone number.
• One hour welcome with refreshments. Discuss financial aid, admissions, bursar, and veterans organization. About 30-40 attend each term.
• Week before classes is a vet’s only orientation run by the student veterans. There is an afternoon and evening one with a total of 50-60 that attend. Pizza is provided and they are given information from the OIF/OEF outreach coordinator, GIBILL experts, SCO, State resources, license plates, and forms.
• Prior to the fall and spring, send an invite email with multiple follow ups, and advertise on the web. This is a 1.5 hour orientation with the State DVA, also go over benefits, office information, campus resources, community resources, and provide snacks. Usually 50-60 attend. The orientation is also given one-on-one to students on a walk in basis.
• Dean of Students provides an orientation. Thirty minute offshoot of new student orientation. SVO is introduced and each student gives a personal history. Also provides a brochure, website, and card for office point of contact.
• Past orientations were one hour dinners with a parade of services providing information to student veterans. Participation levels decreased until there were more speakers than participants. Developing a mentoring program that will include a scavenger hunt introducing student veterans to the services they need on campus

and a low key orientation dinner for those who wish to participate.

Q12: Do you offer any veterans specific courses? Do you have any evidence of their effectiveness?
• Had one course, but there were never more than four or five students. This was a two credit elective facilitated by a PhD candidate. Most students did not think they needed it.
• There is a course used to dispel folk lore about war that has 15-30 students per class. As the course grows it is impossible to offer across all degrees. Working to design four or five general education courses and make them available.
• A “Life After War” course in psychology that also teaches study habits and reintegration skills for adult learners. Four new instructors, 15-20 students in the
past. Research from the course is currently being completed.

- Transition course that is one or two credits provided by the Dean of Students. Twelve students participated the first semester. Spread by word of mouth.
- In the fall of 2012 a veteran’s specific course was developed. Approximately thirty students were sent information about the course, but only one student participated. A survey of all students who were sent information indicated that for 40% it did not fit their schedule, for 40% it was not relevant to their needs, and 20% were not given enough information to make a decision. Trying to make the course happen for fall 2013 as well.

Q13: Do you offer a veterans learning community? Is the LC more like a Freshman Interest Group (FIG)? Is it themed housing? Is it tied to courses? Do you have any evidence of its effectiveness?

- There is talk about a learning community.
- Part of veteran classes. The veterans house is somewhat of a learning community. There are programming business luncheons, networking events, and Rotary lunches with an industry mentor.
- Student veterans regular meetings.
- Ad hoc veteran study groups mostly in languages.
- A LC was attempted in the fall of 2012 with an English course and a veterans specific course. There were not enough students to hold an English section and only one student for a veteran’s specific course. The Learning Community was discontinued for 2013.
Q14: Do you offer a veterans mentoring program? How is this funded? Do you have evidence of its effectiveness?

- Intend to, but not yet.
- Working on it; a formal luncheon, vet to vet group mentor with faculty and staff.
- Vet connect, SVO emails students, welcomes them and invites them.
- Business mentoring program, not faculty mentoring program.
- SVO provides peer to peer mentoring.
- Recently sent letter to all faculty and staff requesting participation and received 110 responses. First training is in January 2013 where they will provide information on veteran population, resources and a panel discussion.
- Assistant Dean of Students looked into it and there was not much interest.
- We are developing a mentoring program with a fall 2013 start. It is funding out of the Office of Military Veteran and Nontraditional Student Programs. The program will consist of initial communications from the coordinators office, a match between mentor and mentee, communications between mentor and mentee prior to the start of the semester, a campus scavenger hunt with mentee and student veteran peer mentors, a casual orientation dinner for mentees, mentors, and student veteran peer mentors, and then programming and meetings through the course of the academic year.

![Mentoring Program Bar Chart]
Q15: When veterans graduate do they have veterans graduation cords? If so, how are they funded?
- Yes since 2011. Veteran students and ROTC graduates can come to the office and get alumni cards and cords.
- Alumni veteran society is newly created and graduates can wear pins.
- Talked about it, but the student president said no.
- Not allowed to issue anything other than honor cords.
- Veterans can wear them, but they have to purchase them on their own.
- Awaiting approval from the Commencement Committee. They will be funded out of the Office of Military Veteran and Nontraditional Student Programs.

Q16: Are there any community partnerships that you would like to highlight?
- Produced a community guide.
- Normal connections with service organizations, involved in 10Ks and mini-marathons.
- Invitations to speak with community organizations.
- Thirty-fifth year participating in the county-wide military affairs association.
- Local bank is a big sponsor for the student veterans appreciation day.
- The VA and the ROTC.
- The SVO is involved with the VFW, local coffee shop in the community is a non-profit organization that is for veterans.
- Working to develop partnerships within the University, within colleges, and with the local veteran’s community. The SVO developed a partnership with a local community college SVO and host a Wounded Warrior Golf Scramble together.
Q17: What type of VA sponsored programming does your institution participate in?

- Tried Outward Bound, but not enough participating.
- Partner with the local vet center, OIF/OEF intake center, and disability services.
- Partner with the State VA on helping and hiring a hometown hero.
- Have an office available for VA staff members, medical representatives and the State VA.
- Participate in AMERICORPS, looking into Vet Success and hiring a VA Workstudy.
- VOCREHAB.
- Offer space for the VOCREHAB counselor to meet with students to approve courses.

**VA Sponsored Programming**

Q18: How is residency determined for veterans and family members? Does your university waive out of state tuition for benefit using veterans, benefit using family members, and/or members of the military? Is this a state or university driven decisions?

- No, but in discussions. Utilize Yellow Ribbon Program for out of state.
- Active duty orders get in state. Out of state veterans must meet residency requirements. Use Yellow Ribbon Program for out of state, but slots are currently full.
- In 2008 the State passed a law that any service member that served more than one year is given in state residency. Use Yellow Ribbon Program to help cover family members.
- No, but use Yellow Ribbon Program for out of state.
- Waived for veterans at all state schools.
- Mandated by the State for all undergraduate veterans who served greater than 180 days active duty, DD-214 showing it is their home of record and within one-year of discharge, receives a waiver for in-state tuition.
- If graduated from an in-state high school they are automatically a resident or if their last place of residence before joining the military was the state they are automatically a resident. Use Yellow Ribbon Program for those not.
- State mandated, if veteran they are resident status, does not apply to family member.
Veteran students fall under the same policy as other students, except if a veteran was previously a resident and changed while in the military, if they move back immediately upon discharge, they can become in-state after a one semester period being out of state. A committee was formed to discuss changes to the residency policy for veterans and their family members, but it is currently on hold due to pending state and federal legislation specifically related to veteran residency. Active duty members, even if they are from out of state, are waived the out of state fees.

**Q19: How does your institution process military transcripts?**

- Up to 13 elective credits from a DD-214.
- Admissions evaluates, not a lot of credit, but determines what fits degree/college. Main campus is not SOC, regional campuses are SOC.
- SOC institution, up to college to accept the credit. Created a master list for future references as they evaluate transcripts. A State elected official is working to create a joint military transcript. The university agreed to be a lead university in this process.
- No CLEP, no DANTES, only accept nuclear program and linguistics.
- Follow SOC guidelines as compared to declared degree field.
- Admissions evaluates and 99% get 1 PE credit, not SOC school.
- SOC institution, evaluated at individual college level.
- Admissions, life credit electives.
- Students can receive college credit for active duty by submitting a copy of the DD214 (or an LES, if still on active duty), preferably with their application for admission. This copy isn't required for admission evaluation but is necessary for credit consideration and consideration for other benefits such as reduced fees based on military service. Military training programs are not evaluated for transfer credit. Credits awarded are minimal and awarded as general electives—many programs have no space for general electives.
Q20: What is your institution doing to prepare for the DoD Memorandum of Understanding as well as the Principles of Excellence?

- In discussions on campus. Veterans office is actively involved in discussions with the DoD and the President’s Council.
- A committee made up of the Bursar, Financial Aid, and Legal is working on them. The President is going to sign them.
- Quite a bit the school is already doing. The veterans director outlines the direction needed to accomplish them, completes what needs to be done, and informs the chain of command including the President. There is cooperation with the State VA and all institutions to create common definition. Recommend the Big 10 work together to coordinate common practices.
- They are not signed and legal is looking into them.
- A lot is already done; created a worksheet to outline the cost/debt, altered documents to meet the needs, and worked with the Office of Undergraduate Education to implement them.
- Nothing yet.
- Standards are higher and the institution currently follows SOC guidelines. A cost benefit analysis was made between the Bursar, Registrar, and Legal that with so few TA students it was not economically advantageous. The Provost made the decision to not sign the MOU.
- We signed the latest DoD MOU as a non-SOC institution and will participate in the PoE. Recent state legislation passed requiring the creation of a Combat to College program and the creation of a tailored one-stop shop concept.

**Preparation for the DoD MOU and PoE**

Office of Military Veteran and Non-Traditional Students
ENAD 212 ● (765) 494-5708 ● dogtags@purdue.edu ● www.purdue.edu/veterans
Q21: Are there any other services or programs you would like to highlight?

- Class of 2011 created a veterans memorial.
- Have a Veterans House for 12 male veteran students, have housing for married veteran students, upper class housing for veterans, local realtors designate spaces for veterans to help with the transition for first year housing, a building was donated for veterans services and donations paid for renovations, athletics recognizes veterans, bookstore in the Union provides 10% off for veterans, and they have a veterans dinner with one guest.
- Library is going to tie veterans presence on campus, write ups in the college and regional newspapers, professional development for faculty and staff, receive a list of veterans from admissions and email them as early as possible.
- Challenge coins, Warrior Challenge 5K with 15# pack.
- Student veterans appreciation event during the week of Veterans Day, advisory committee, dedicated office, annual survey, a newsletter, active with the Pat Tillman Foundation, and students who are serving overseas do not pay an application fee.
- Trying to develop relationships with the VA.
- New veteran’s coordinator position.
- New position for Coordinator of Military Veteran and Nontraditional Student Programs. Slowly working to gather as much data about veterans as possible and get the word out across campus about services and programming being developed.
Q22: Other

- Started supporting veterans in 1991. In 2009 had 800 students and now over 2,000 students. Focus on the mission, start slow and build, small scale victories. Look at the process and policies that do or don’t make sense and try to change as needed. For example we had a policy that punished veterans waiting on GIBILL payments. We initiated a “positive payment” indicator, send no letter to them, no holds on their account, zero interest loan for 90 days out of an endowment, cleared through Bursar, Registration, and Trustees.
- Recommend connecting with the veteran committees in NASPA and NACADA. Also connected with the Sixth Soldier Project.
- West Virginia University has a good program and helpful contact.

**Other Information**