

## Offering Report

Serving Wounded Warriors 2010: Current Advice...: Wounded Warrior to US NACADA m...

## Summary

**Survey Name:**

Serving Wounded Warriors 2010: Current Advisement Practices

**Offering Name:**

Wounded Warrior to US NACADA members

**Offering Date:**

4/1/10 to 4/20/10

**Statistics**Started: **997** out of **7921**Opted out before starting: **110**Completed: **752**Drop outs after starting: **245**

Drop outs by page number:

- Page 1: **121**
- Page 2: **114**
- Page 3: **125**
- Page 4: **20**

Average completion times:

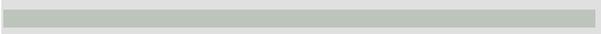
- Average Time To Complete Survey: **3 hours 3 minutes 41 seconds.**
- Average Time Spent Before Quitting: **1 hours 35 minutes 58 seconds.**

[top of report](#)**Note: Survey result percentages are always out of the total number of people who participated in the survey.**

## Page 1

**Question 1**

I have read and understand the risks and benefits associated with participating in this survey. I agree to participate voluntarily in this survey.

Yes		987 (99%)
No (skip to end)		4 (0.4%)
N/R		6 (0.6%)

**Question 2**

What is your gender?

Female		772
--------	--	-----

		(77.43%)
Male		218 (21.87%)
N/R		7 (0.7%)

### Question 3

What is your age (as of today)?

Under 22		1 (0.1%)
22-29		175 (17.55%)
30-39		257 (25.78%)
40-49		202 (20.26%)
50-59		248 (24.87%)
60-69		97 (9.73%)
70 or over		2 (0.2%)
I choose not to respond		6 (0.6%)
N/R		9 (0.9%)

### Question 4

Please check all that apply:

I am a veteran		71 (7.12%)
I served in combat		18 (1.81%)
I was wounded in combat		2 (0.2%)
I have a service-connected disability		25 (2.51%)
I serve or have served in the National Guard/Reserves		25 (2.51%)
I served in the U.S. Air Force, Army, Coast Guard, Marines, Navy but not in the National Guard/Reserves		49 (4.91%)
My partner or a child (children) currently serves in the National Guard/Reserves		10 (1%)
My partner or a child (children) serves in the U.S. Air Force, Army, Coast Guard, Marines, Navy but not in the National Guard/Reserves		42 (4.21%)
My partner or child (children) currently serves in a combat zone		11 (1.1%)
My partner or child (children) has a service-connected disability		22 (2.21%)
My partner or child (children) has a non-service related disability		13 (1.3%)

829

Not applicable		(83.15%)
N/R		12 (1.2%)

### Question 5

What is the highest educational degree you have received?

None		0 (0%)
High school or GED		4 (0.4%)
1 year certificate		1 (0.1%)
Associate's degree		3 (0.3%)
Bachelor's degree		185 (18.56%)
Master's degree		655 (65.7%)
Terminal degree (PhD, MD, JD, DDS, etc.)		142 (14.24%)
Not applicable		1 (0.1%)
N/R		6 (0.6%)

### Question 6

Please indicate the total years of experience you have in advising.

Less than 3 years		193 (19.36%)
3 years but less than 5 years		188 (18.86%)
5 years but less than 10 years		244 (24.47%)
10 years but less than 15 years		152 (15.25%)
More than 15 years		207 (20.76%)
Not applicable		7 (0.7%)
N/R		6 (0.6%)

[top of report](#)

### Question 7

What best describes your employer?

Public institution		687 (68.91%)
--------------------	--	-----------------

Private institution		184 (18.46%)
Proprietary institution		15 (1.5%)
Employed by an agency or firm-primary income not from an institution of higher education		3 (0.3%)
Other:		1 (0.1%)
N/R		107 (10.73%)

[View Other Text](#)

### Question 8

The highest degree granted by my employer is:

Certificate		3 (0.3%)
Associates degree		132 (13.24%)
Bachelor's degree		49 (4.91%)
Master's degree		173 (17.35%)
Advanced or terminal degree (post master's certificate, PhD, JD, MD, etc.)		526 (52.76%)
Don't know		7 (0.7%)
N/R		107 (10.73%)

### Question 9

My employer is located in (check only one):

Rural		95 (9.53%)
Town		282 (28.28%)
Suburb		134 (13.44%)
Urban area		366 (36.71%)
Don't know		9 (0.9%)
N/R		111 (11.13%)

### Question 10

What was Fall 2009 the total student enrollment (e.g., "head count" of undergraduates and graduates at your institution)?

Less than 2,500		80 (8.02%)
2,500 to 4,999		95 (9.53%)

# AXIO SURVEY

## User Responses

---

Close

What best describes your employer?

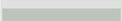
- Residential Placement Facility

---

Close

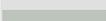
[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

5,000 to 9,999		141 (14.14%)
10,000 to 19,999		182 (18.25%)
20,000 to 29,999		194 (19.46%)
30,000 to 39,000		105 (10.53%)
greater than 40,000		85 (8.53%)
Not applicable		7 (0.7%)
N/R		108 (10.83%)

### Question 11

Which of the following services are provided for student veterans and wounded warriors at your institution? Please select any that apply.

Academic adjustments (priority registration, reduced course loads, etc.)		55 (5.52%)
Curricular accommodations making courses more relevant and applicable to veterans (e.g. "life credits" or exchanging military training for credit hours) or vet only classes		48 (4.81%)
Disability services		172 (17.25%)
Evening/online course options		40 (4.01%)
Financial counseling (FASFA)		37 (3.71%)
Veterans educational benefits (Montgomery GI Bill, New GI Bill)		227 (22.77%)
Physical therapy		1 (0.1%)
Psychological counseling or therapy		50 (5.02%)
Psychometric evaluations or other educational diagnostic testing		4 (0.4%)
Scholarships or other funds specifically for veterans or wounded warriors		24 (2.41%)
Special brochures, pamphlets, and other materials providing useful referrals to state vocational and rehabilitation resources		28 (2.81%)
Specific assistance converting military experience into transferable civilian employment skills through career counseling or job placement		25 (2.51%)
Veterans family support groups/activities		28 (2.81%)
Workshops, seminars, or institutes (e.g. topics related to reintegration, entrepreneurship, relationships, upcoming deployments, etc.)		26 (2.61%)

Don't know		123 (12.34%)
N/R		109 (10.93%)

### Question 12

Check all known types of disabilities evidenced/seen in the veterans at your institution.

Burned/disfigured		102 (10.23%)
Deaf and blind		62 (6.22%)
Deaf and/or hard of hearing		143 (14.34%)
Heath and mental conditions (e.g. diabetes, epilepsy, AIDS)		340 (34.1%)
Learning disabilities		361 (36.21%)
Mobility impairment (e.g. orthopedic, amputations, prosthetics, muscular/skeletal pain)		327 (32.8%)
Psychological/emotional (e.g. PTSD, TBI, substance, other mental abuse categories, and sexual assault or trauma)		477 (47.84%)
Speech and language disability or impairment		78 (7.82%)
Visual impairments without deafness		87 (8.73%)
Other:		96 (9.63%)
N/R		288 (28.89%)

[View Other Text](#)

[top of report](#)

### Question 13

13.1 How important is knowing the veteran status of a student to quality advising?

Not relevant		28 (2.81%)
Somewhat important		84 (8.43%)
Important		190 (19.06%)
Very Important		267 (26.78%)
Essential		194 (19.46%)

## User Responses

[Close](#)

Check all known types of disabilities evidenced/seen in the veterans at your institution.

- No Response
- Don't know
- We have not had any veterans with disabilities to my knowledge.
- don't know
- unsure
- I have not seen any evidence of combat-related disability.
- I don't know for a fact which are present
- No sure, most take online courses
- Financial counseling, Veterans edu benefits, psychological counseling, scholarships, special website and University committee on Veterans Student Services, New Veterans Student Organization
- military enrollments are about 30%, and there is a technical problem with question 11; can't check more than one in #11.
- No Response
- we only have one vet that i'm aware of
- Q11 1, 3, 4, 5, 8
- Don't know
- I don't know
- Don't know
- Don't know
- Q #11 wouldn't let me answer more than one category

- no veterans registered with disabilities services at this time

- I have no idea!

- Don't know

- not familiar with which students are veterans

- question 11 is not set up properly - can't check more than one box.

- blind

- n/a

- unaware of particular disabilities

- No Response

- amputation

- No Response

- don't know

- No one has identified their disability as a result of their service in the armed forces

- Unknown. This is not something I track.

- I don't know

- all of above

- Unkown

- Not well informed

- No Response

- Dont" know

- unsure

- No Response

not known to advisors: distance educ.

- Do not have any vets

- don't know of any

- I don't know

- No Response

- motorneuron disease

- I can only speak for myself, not my institution - TBI, LD, substance abuse

- Unknown - I know of none attending at the moment.

- None I am aware of

- Only know of one student who is a veteran, with no known disabilities

- Don't know about all of campus

- none

- don't know

- TBI

- Not Sure

- N/A

- haven't seen any

- No Response

- Not sure

- don't know

- None

- None evident

- don't know

- Not sure

- No Response

- Don't know

- I don't know

- ?

- Memory loss

- all the above

- question 11 does not allow me to choose more than one answer

- no knowledge

- unknown - distance learning institute

- Haven't seen any.

- none

- not sure

- don't know

- I have not encountered any wounded warriors.

- No Response

- No Response

- I don't know

- No Response

- unsure

- None

- not sure

don't know

- Don't Know

- note quest 11 would not let me check more than one answer

- Not sure

- Don't know

- i have not seen any veterans

- I don't work directly with veteran students so I'm not aware of the types of disabilities that are evident in our veteran students.

- I DON'T KNOW

- don't have this information

- Online Institution - hard to determine nature of all disabilities of our military students

- head injuries

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

N/R

(23.47%)

**Question 14**

Where do you rank the importance to knowing about other student veteran needs to quality advising?

**14.1 family needs (e.g. children's special needs, family support, etc.)**

Not relevant		14 (1.4%)
Somewhat important		92 (9.23%)
Important		211 (21.16%)
Very Important		287 (28.79%)
Essential		155 (15.55%)
N/R		238 (23.87%)

**14.2 past learning experiences**

Not relevant		4 (0.4%)
Somewhat important		47 (4.71%)
Important		164 (16.45%)
Very Important		296 (29.69%)
Essential		247 (24.77%)
N/R		239 (23.97%)

**14.3 financial needs**

Not relevant		13 (1.3%)
Somewhat important		61 (6.12%)
Important		214 (21.46%)
Very Important		292 (29.29%)
Essential		176 (17.65%)
N/R		241 (24.17%)

**14.4 goals**

Not relevant		5 (0.5%)
Somewhat important		16 (1.6%)
Important		79 (7.92%)

Very Important		240 (24.07%)
Essential		419 (42.03%)
N/R		238 (23.87%)

#### 14.5 student perceived challenges

Not relevant		4 (0.4%)
Somewhat important		11 (1.1%)
Important		87 (8.73%)
Very Important		262 (26.28%)
Essential		394 (39.52%)
N/R		239 (23.97%)

#### Question 15

Rank the importance to quality academic advising in making referrals to:

##### 15.1 career services

Not relevant		7 (0.7%)
Somewhat important		22 (2.21%)
Important		159 (15.95%)
Very Important		299 (29.99%)
Essential		272 (27.28%)
N/R		238 (23.87%)

##### 15.2 counseling (e.g. support groups, psychological testing, etc.)

Not relevant		5 (0.5%)
Somewhat important		19 (1.91%)
Important		108 (10.83%)
Very Important		237 (23.77%)
Essential		390 (39.12%)
N/R		238 (23.87%)

##### 15.3 disability services

Not relevant		3 (0.3%)
Somewhat important		10 (1%)
Important		105 (10.53%)
Very Important		236 (23.67%)
Essential		402 (40.32%)
N/R		241 (24.17%)

#### 15.4 veterans coordinator (Montgomery GI Bill, New GI Bill)

Not relevant		5 (0.5%)
Somewhat important		10 (1%)
Important		90 (9.03%)
Very Important		196 (19.66%)
Essential		457 (45.84%)
N/R		239 (23.97%)

#### 15.5 financial aid (FASFA)

Not relevant		5 (0.5%)
Somewhat important		17 (1.71%)
Important		112 (11.23%)
Very Important		268 (26.88%)
Essential		352 (35.31%)
N/R		243 (24.37%)

#### 15.6 LGBT (lesbian, gay, bi, transgender) services

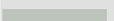
Not relevant		104 (10.43%)
Somewhat important		115 (11.53%)
Important		215 (21.56%)
Very Important		182 (18.25%)
Essential		138 (13.84%)

N/R		243 (24.37%)
-----	--	-----------------

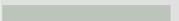
**15.7 student services**

Not relevant		8 (0.8%)
--------------	---	----------

Somewhat important		34 (3.41%)
--------------------	---	------------

Important		172 (17.25%)
-----------	---	-----------------

Very Important		263 (26.38%)
----------------	---	-----------------

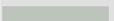
Essential		279 (27.98%)
-----------	---	-----------------

N/R		241 (24.17%)
-----	---	-----------------

**15.8 student orientation**

Not relevant		15 (1.5%)
--------------	---	-----------

Somewhat important		42 (4.21%)
--------------------	---	------------

Important		173 (17.35%)
-----------	---	-----------------

Very Important		262 (26.28%)
----------------	---	-----------------

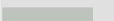
Essential		266 (26.68%)
-----------	---	-----------------

N/R		239 (23.97%)
-----	---	-----------------

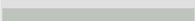
**15.9 student veterans organizations**

Not relevant		25 (2.51%)
--------------	---	------------

Somewhat important		35 (3.51%)
--------------------	---	------------

Important		148 (14.84%)
-----------	---	-----------------

Very Important		229 (22.97%)
----------------	---	-----------------

Essential		317 (31.8%)
-----------	---	----------------

N/R		243 (24.37%)
-----	---	-----------------

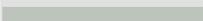
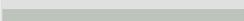
**Question 16**

To which of these off-campus organizations does your office refer veterans? Check all that apply.

American Legion		68 (6.82%)
-----------------	---	------------

CVSO (county veterans services)		73 (7.32%)
---------------------------------	---	------------

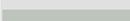
DVA (Disabled Veterans of America)		112 (11.23%)
------------------------------------	---	-----------------

DVR, DVS, BVR (state department of vocational rehabilitation or services)		134 (13.44%)
DVOP (disabled veteran outreach placement)		37 (3.71%)
Independent living center		18 (1.81%)
LVER (local veterans employment representative)		41 (4.11%)
Military base with an educational center for veterans		91 (9.13%)
VA (U.S. Department of Veterans Affairs)		334 (33.5%)
VA hospital or clinic		202 (20.26%)
Veterans center		164 (16.45%)
VEAP (Veterans educational assistance program)		122 (12.24%)
VEAP (Veterans educational assistance program)		26 (2.61%)
Other:		135 (13.54%)
N/R		401 (40.22%)

[View Other Text](#)

## Question 17

### 17.1 Rank the importance of making off-campus collaboration to quality advising for veterans?

Not relevant		42 (4.21%)
Somewhat important		118 (11.84%)
Important		224 (22.47%)
Very Important		223 (22.37%)
Essential		139 (13.94%)
N/R		251 (25.18%)

## Question 18

### 18.1 How important is training about veterans issues to improving quality advising?

Not relevant		9 (0.9%)
Somewhat important		46 (4.61%)
Important		153 (15.35%)

## User Responses

[Close](#)

To which of these off-campus organizations does your office refer veterans? Check all that apply.

- no veterans in our office loads right now
- I am not familiar with any of these organizations. Our VA coordinator handles any issues where veteran status is relevant.
- I've never worked with a veteran
- Not applicable
- Not sure
- No Response
- None
- unsure
- Unlknown
- on-campus unit
- our on campus Va office does the referrals for the most part
- don't know
- Don't know
- To my knowledge, we have had no veterans needing these referrals.
- Vet Services does this
- none, the veterans affairs advisor does referrals
- don't know
- n/a we are an online campus

- student org. for veteran

- No Response

- Veterans Upward Bound

- don't yet

- we are fully equipped to help vets with financial aid, and we have a team of military academic advisors, in addition to academic program advising teams, so I refer vets to our military advi team occasionally

- dont know

- No Response

- Don't know

- our office is not knowledgeable about these organizations. We do interact with Voc Rehab for a number of students.

- I don't know

- depends, i suppose. I've never referred anyone to any of these services

- I haven't referred to any

- State Wounded Warrior Program

- No Response

- don't know

- Veterans Transisiton Assistance Advisor

- VET CENTERS

- Students have come to me already knowing about these agencies or not stating they need any referrals

- don't know

- None used so far

- I don't know which of these apply.

- Veterans Upward Bound

Veteran's Office on campus

- Veteran Service Coordinator

- not sure

- don't know

- none

- Don't really know

- Campus services

- Not sure

- Red Cross

- don't know

- none

- don't know

- State Job Service

- unsure

- No Response

- campus veterans' office

- Don't Know

- campus and community vet groups

- Not sure

- No Response

- None

- not sure

- We do not make referrals

- We have a military and veterans student services center that makes these referrals

- Local Transition Center

- don't know

- VA office on campus

- DK

- Student Veterans of America

- refer to on campus support who then may refer out

- don't know

- Veterans Rep located on Campus 1 day week

- No Response

- Don't know.

- none

- don't know

- Don't know

- I DON'T NOW

- i don't know

- don't know

- We are not informed of this on our campus.

- Not applicable - few if any vets on campus

- No Response

- No Response

- verteran on campus services, who provide outside referrals

Don't know

- none

- I don't work directly with veteran students so I'm not aware of which off-campus organization our campus works with.

- Not Sure

- N/A

- veterans Upward bound

- don't know

- student disability office if applicable

- N/A

- Veterans Upward Bound

- Unknown

- unsure

- Not sure

- veteran benefits coordinator

- to sure

- No Response

- None.

- don't know

- Does not apply

- unknown

- unknown

- don't know

- Don't Know

- depends on student's needs

- We have a SERVE organization; also our Records office has a veteran's coordinator

- NA

- I have not encountered a wounded warrior yet and have not received training about available resources.

- No Response

- No Response

- Unsure

- Don't know

- I don't know

- Don't know

- N/A

- No Response

- veterans coordinator on campus

- Don't Know

- on campus VA assistant

- dont know

- no knowledge

- none

- local Veterans Helping Veterans group

- I refer to our military services center on campus who will refer them to outside resources

- Don't know--have traditional students

- I do not have contact infor for any of these

don't know

- No Response

- Veteran's Office

- Veterans Program Office

- Not sure

---

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

Very Important		269 (26.98%)
Essential		274 (27.48%)
N/R		246 (24.67%)

### Question 19

Which best describes your perceptions of the importance for academic advising to providing training on veterans issue? Choose only one:

Our office should be the main organizer/leader on training for student veterans		73 (7.32%)
The designated Vets Officer on campus should be the main organizer/leader for student veterans		499 (50.05%)
Our office should wait to be asked to provide training		10 (1%)
Our office should avoid giving training since it should be done by those with more knowledge of veterans issue		98 (9.83%)
I prefer not to answer		60 (6.02%)
N/R		257 (25.78%)

### Question 20

How successful are the following activities to encourage student veterans and wounded warriors to receive quality advising?

#### 20.1 posters in or near your area

Not relevant		151 (15.15%)
Somewhat important		130 (13.04%)
Important		201 (20.16%)
Very Important		129 (12.94%)
Essential		73 (7.32%)
N/R		313 (31.39%)

#### 20.2 posters in or near disability services

Not relevant		135 (13.54%)
Somewhat important		96 (9.63%)
Important		195 (19.56%)

Very Important		154 (15.45%)
Essential		91 (9.13%)
N/R		326 (32.7%)

**20.3 posters in or near disability services**

Not relevant		131 (13.14%)
Somewhat important		93 (9.33%)
Important		189 (18.96%)
Very Important		146 (14.64%)
Essential		91 (9.13%)
N/R		347 (34.8%)

**20.4 posters in or near student employment**

Not relevant		139 (13.94%)
Somewhat important		121 (12.14%)
Important		210 (21.06%)
Very Important		139 (13.94%)
Essential		60 (6.02%)
N/R		328 (32.9%)

**20.5 posters in or near student services**

Not relevant		127 (12.74%)
Somewhat important		88 (8.83%)
Important		189 (18.96%)
Very Important		169 (16.95%)
Essential		98 (9.83%)
N/R		326 (32.7%)

**20.6 posters at or near the LGBT office (lesbian, gay, bi, transgender) services**

Not relevant		215 (21.56%)
--------------	--	-----------------

Somewhat important		130 (13.04%)
Important		186 (18.66%)
Very Important		90 (9.03%)
Essential		40 (4.01%)
N/R		336 (33.7%)

### 20.7 posters at student orientation

Not relevant		133 (13.34%)
Somewhat important		81 (8.12%)
Important		192 (19.26%)
Very Important		149 (14.94%)
Essential		117 (11.74%)
N/R		325 (32.6%)

### 20.8 posters near student veterans organizations

Not relevant		126 (12.64%)
Somewhat important		50 (5.02%)
Important		133 (13.34%)
Very Important		160 (16.05%)
Essential		203 (20.36%)
N/R		325 (32.6%)

### 20.9 spot announcements on campus closed circuit television

Not relevant		198 (19.86%)
Somewhat important		96 (9.63%)
Important		197 (19.76%)
Very Important		96 (9.63%)
Essential		74 (7.42%)
N/R		336 (33.7%)

### 20.10 hold a separate new student orientation for veterans

Not relevant		176 (17.65%)
Somewhat important		117 (11.74%)
Important		168 (16.85%)
Very Important		116 (11.63%)
Essential		93 (9.33%)
N/R		327 (32.8%)

#### 20.11 encourage announcements from faculty in course syllabus

Not relevant		188 (18.86%)
Somewhat important		108 (10.83%)
Important		187 (18.76%)
Very Important		117 (11.74%)
Essential		68 (6.82%)
N/R		329 (33%)

#### 20.12 encourage VA representative to talk to veterans when they apply for VA benefits

Not relevant		56 (5.62%)
Somewhat important		30 (3.01%)
Important		110 (11.03%)
Very Important		198 (19.86%)
Essential		292 (29.29%)
N/R		311 (31.19%)

#### 20.13 notice on the front page of the institutional website

Not relevant		113 (11.33%)
Somewhat important		106 (10.63%)
Important		200 (20.06%)
Very Important		148 (14.84%)

Essential		102 (10.23%)
N/R		328 (32.9%)

#### 20.14 encourage veterans to recommend other veterans to visit disability services office

Not relevant		71 (7.12%)
Somewhat important		48 (4.81%)
Important		152 (15.25%)
Very Important		215 (21.56%)
Essential		187 (18.76%)
N/R		324 (32.5%)

#### 20.15 obtain number from registrar's office to determine how many veterans are on campus

Not relevant		112 (11.23%)
Somewhat important		82 (8.22%)
Important		170 (17.05%)
Very Important		157 (15.75%)
Essential		154 (15.45%)
N/R		322 (32.3%)

### Question 21

What is the level of preparedness of your campus to providing quality advising for veterans and wounded warriors?

don't know (e.g. not sure if it has been discussed)		179 (17.95%)
low (e.g. we've talked about it a little)		129 (12.94%)
fair (e.g. we're starting to get organized)		126 (12.64%)
average (e.g. on a scale of 0 to 10, we are a 5)		166 (16.65%)
above average (e.g. we are ready or we've done this for a long time)		138 (13.84%)
Other:		14 (1.4%)
		245

## User Responses

[Close](#)

What is the level of preparedness of your campus to providing quality advising for veterans and wounded warriors?

- Not relevant at this point
- Terrible!
- it has been a challenge getting the time to do the training
- I am an off-campus site so do not know how Main Campus handles this.
- our campus has been working hard to ramp up for increased veteran enrollment
- Not sure, I've heard a little about student services starting groups
- An office has recently taken over this responsibility and hired an Assistant Director.
- Our system chancellor has initiated Operation Military Friendly, phases I and II. Things have improved quickly in 18 months
- Varies by office
- most vets can afford our school
- Unknown
- varies by advisor; we have some who've been working with the VA for years and rank at a 10. Others of us are closer to a 5-6.
- varies by dept.
- between average and above average

[Close](#)

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

N/R

(24.57%)

[View Other Text](#)**Question 22**

Is there other information about quality advising or any of the questions in Part 3 you feel is important for us to consider? (note: answers are limited to 230 characters)

[Hide Responses](#)

question 11 would only let me select one option

The options in Question 20 should all be in use and thereby successful. However, these things are not visible at my institution. Veterans are served as regular students with little attention to their unique needs.

We have a non-traditional student task force which includes Vet organizations and a separate Welcome Event for these individuals.

In addition to academic adjustments issues, such as(priority registration, reduced course loads, etc.) Our faculty have participate in special training for curricular accommodations making courses more

racial and ethnic cultural issues quality support services for veterans. It would be important for veterans to be in contact with multicultural student organizations, also.

My campus does not have a universal thought on this and needs education.

I couldn't select all in question 11. Veterans have unique needs but also many of the same needs as non-trads, commuters, and other students with disabilities. collaboration and communication are most important.

no

i checked not relevant because to my knowledge our university does not do these things also, on the page before this, you say 'select all that apply' as far as services offered and the form will not allow that.

We are a distance learning school; in my academic unit, veterans make up about 85%-90% of our student base. We have a large and efficient VAFA office here.

Question 11 didn't work right, but you can fill in all of them for me, because I would have selected them all. You should correct this ASAP, because others may become frustrated and quit the survey at that point.

Question 11 will not allow me to select more than one answer even though that is how the question reads. Right now, we do not have a critical mass of verterans on campus. Those we do have were national guard.

Advisor needs to help plan out degree program for future career.

I think the advising offices, disability services and other applicable entities should work as a team with veteran services to help the veterans and wounded warriors. Neither group has all the answers.

I was not able to choose more than one option for Question 11. We have disability services, help with financial aid, and referrals to community organizations that are available from our staff who work with Veteran students.

Collaboration among colleges, TRIO programs and community agencies is essential to fully assist our veteran students as they navigate the educational world and attempt to meet their goals.

---

Advising on our campus is mandatory and caseload-based. We send emails to our students. We have received training on veterans' issues but will continue to build on that training.

---

I don't believe military academic credit is accurately nor fairly applied to student programs. I meet with many military who have extensive science and computer training and earned Military CC credit but nothing transfers.

---

Question 11 indicates that you should select all that apply. However, it is formatted as a radio button that only allows one response.

---

No

---

It certainly couldn't hurt for advisors to learn more on the matter with regards to veterans returning to college, but I'm not sure that "exclusive" services should be offered.

---

I don't think our office (vs. the whole institution) has ever even worked with a veteran.

---

We currently do not have a Veteran Affairs office or point person the Vets can speak with - due to funding. None of our advisors have been trained on anything Veteran Affairs. The campus is getting frustrated.

---

For question 20 I think that using electronic means would be important to encourage students veterans and wounded warriors to receive quality advising.

---

I really don't think our institution does anything for veterans other than help them navigate VA benefits and course choices (in other words, verify that their classes count for VA benefits). I wish we did a lot more.

---

We have formed a broad based committee to improve the services we offer to veterans.

---

No

---

unsure

---

This is a poorly designed survey, e.g., ask for multiple responses to early question, but does not allow for it; repeated questions 20.2 and 20.3. Need to get your act together. Not sure I would value the survey results.

---

Q 11 does not allow for more than one answer; it says check all that apply. I think the wording is unclear in Q11 & Q14 - "Importance to" instead of "importance of". Ask about size of campus vet population? Would affect answers.

---

Q 11 won't allow me to select more than 1 answer. It's important to consider advisors' perception/bias of the war and veterans because not all advisors will support our gov't view of military activities.

---

our services to veterans have earned us awards!

---

Serving Veterans can only be done through a comprehensive campus effort. Students, faculty, staff, and administration need to work with each other and military officials to learn more about services needed and what not to do

---

I come from a military family so am familiar with veteran's and disability issues. In my opinion advisors are woefully unprepared for this generation of wounded warriors and the multiple issues they bring with them.

---

Question 11 did not allow me to list more than one answer. Very important to recognize the wide variety "veterans". Someone can be called a veteran who is 18 years old and just joined the National Guard.

---

We do not have a designated Vet's Coordinator, nor do we single vets out from other students. While our campus has a large vet pop., our for-profit nature means marketing & services are limited to those approved by home office.

---

Question 20 repeated "Posters in or near disability services" for 20.2 and 20.3 -- please combine when tallying final results

---

Hanging posters is hnot the most effective method of communication. Also on a prior question- 3 I believe when asked to select all options- the survey only allowed selection of one option and therefore answer not accurate

---

Please note that for Question 11, there is only one choice someone can make, not multiple choices.

---

could not respond fully to question 11...was only allowed one choice

---

Question 11 does not allow multiple selections. You may want to fix that so that you are getting accurate information.

---

no

---

na

---

Question 11 would only allow one answer.

---

As a primarily distance learning college we do not have on site posters etc. Your survey did not allow me to "uncheck" my initial answers.

---

question 11 allowed only one answer, had others to mark

---

Question 11 only allowed me to select one choice, even though it asked me to select all that apply.

---

We have several advisors who "specialize" in advising our veteran population.

---

I do not understand questions 14 or 15 - the phrasing is ambiguous or difficult to decipher.

---

I just want to note that I wanted to check off multiple items for question #11, but the system would only allow me to choose one item even though the question said to check all that apply.

---

We are an online institution so many of these questions were not relevant.

---

Question 11 does not allow you to select multiple answers as indicated in directions. Question 20 should have a N/A option for on-line institutions to use. We just do not put posters up for students since they are not here.

---

This survey isn't well organized... 1 question said to "check all that apply" but only had the buttons where you could check one. Please check the survey again, & I think you'd get better results!

---

Advising center or student support centers, Deans offices and other student's related services must have a specialized "veteran issues" experte in each office and create a network among them to assist the veternas on campus.

---

One of the questions with multi-answer options on this survey did not work. We offer the majority of the services listed but could only select one

---

Feature a Military Education Center on campus, with a Director. We offer a separate onine orientation course for vets. Military advisors located around the country near bases. We offer GI Bill and Post 911 fin aid advising also.

---

n/a

---

I'm in a large advising center, and specialized advising for veterans has not been emphasized. I'm sure that we are serving veterans on our campus, but we are addressing their needs in the same ways we would for any student.

---

Question #11 says "check all that apply" but it allows you to only select one option.

---

A designated point person at an institution for veterans is CRITICAL to 'connect the dots' for these folks returning to school. The point person should be connected throughout the institution in order to obtain student services.

---

I feel PTSD training and other training for working with Veterans should be required for all staff and faculty.

---

No

---

Question 11 would not allow me to click more than one answer and there were several I could have chose.

---

Question #11 did not allow multiple answers.

---

Quality advising should occur without the student needing to ask for it.

---

Question #11 I it would not allow multiple answers like some of the other questions; Question #12 had says "heath" instead of "health"; and 20.2 and 20.3 are the same. Survey better suited for disability coordinator.

---

I am impressed with this survey. I am the VA CO at the college. The awareness of the Advisor of all of your points covered makes a difference with the Vets I see in my office. Completing training for Advisors is my next step.

---

Frankly, I've never thought fully about advising vets differently. But the survey brings up really good questions, which I now think I need to answer for our school.

---

We are currently building a campus wide network of advisors for Veterans and seeking Veterans input on the types of services they want and need. We will build a program on what we think Vets need and what they want.

---

Question 11 would only allow me to check one answer while many are applicable.

---

In question 11 was unable to click on multiple areas that the question stated could be done.

---

Contact the VET CENTERS to have their outreach service providers on campus. The VET CENTER is an independent service from the VA. Their counseling records are completely confidential. We have a rep. on campus to provide services

---

Bummer--question #11 only allowed one answer. Our univ. has FAFSA counseling, a veteran's center, workshops and institutes for veterans, and a student-veterans group. Veterans use disability services, counseling, advising, testing

---

Yes, the Post 911 GI bill has some stipulations that advisors must be aware of - for example, students using this bill need to take one f2f course verses all online or hybrid. Understanding the rules is essential to advisors.

---

We have a very small number of veterans and I don't know if we have discussed preparedness in relation to veterans. We haven't in academic advising but the disabilities coordinator may be more involved.

---

no

---

This is a new issue that hasn't been discussed much. On several of the questions I assume our Veteran Student Services office is addressing these issues. As far as advising, don't we take these issues into consideration for all

---

Note: I was not able to select more than one answer on Question 11 which would make a difference.

---

Question 11 said to check all that apply, but it only allowed me to mark one box.

---

On question 11 the survey would not allow me to input more than one answer. Our campus has most of the services listed.

---

Training of all offices that deal with (veteran) students how to approach veterans who have problems, perhaps with anger control or other (offices like student services, cashier, admission and records, financial aid etc)

---

Our college has participated in WEB series on wounded warriors from NACADA. We have recently opened a new Vet Center and staffed with counseling and advising. We have started our first veterans club.

---

As a Departmental Advisor I have less infirmation and contact with our veteran's Office. I do know we have one and it is active.

---

More of a comment, item #11 would only allow me to select one of the services we provide when the directions said to select all. Thought you might want to know.

---

no answer

---

Question 12: Would not allow me to select more than 12 option.

---

Re19:In addition to the provided answer:This campus has a Vets Advisory Council through the Student Affairs Ofc.However,in its infancy.I'm an advisor to Student Vets of America and using that and hopefully other tools wkng w/vets.

---

FYI Question 11 only allowed me to select one answer.

---

Question 11 did not allow for multiple answers.

---

Question 11 only allowed one answer. Question 20 needs a "don't know" button. I don't go around reading posters. I did too answer question 10.

Question 11 would not let me check more than one.

access to occupational information and outside support; Question 11 only allowed for one answer

no

Question 11 only permitted one response although the question indicated I could list more than one item.

No

Campus newspaper ads/articles

None

Question 11 does not allow multiple answers!

Unsure about what training would benefit our advisors.

As we advise, we should take into consideration the trauma they have gone through and address it; support them in their academic pursuit. Be available to meet with them.

Question #11 did not allow me to answer all the correct options. Your data will be inaccurate.

Please note the radio buttons on Question 11 allowed me to choose only 1 choice. I chose the most important.

NA

We have a Veterans Resource Office established in 2009 and is beginning to function very well. We also have a veterans person in the registrar'ss office to process paperwork.

collaboration across offices on campus

Know veteran needs but don't make them so exclusive. We try to help ALL studernt and their individual needs.

? asked what accomm. we made for vets wouldn't let me choose more than 1. Answer: curricular accomm.-disability services-evening/online courses-fin. counseling-vets' educ. benefits-psych. counseling-acad. adjustments-& psych. eval.

n/a

Question number 11 would only allow me to make one response yet the question asked to check all that apply.

Question #11 in Part 2 only allowed one answer to be checked even though it said select all.

---

On question 11 I could not click on additional statements.

---

Understand that when I checked not relevant in question 20 it was because we do not publicize any special care for veterans. Also question 11 indicated to check all that applied but only allowed selection of one.

---

Question 11 is set up incorrectly--only allows one answer, while clearly we should be choosing any that apply.

---

more veterans Upward Bound programs on campuses.

---

no

---

Our campus has recently established a free standing Veterans Center. The director of that center works very closely with academic advisors as well as student services (counseling, disability, billing, housing, etc.)

---

We don't have any targeted programs right now for Vets and that was not an option in the questions. I do think that is important info though.

---

I believe as a whole the veterans want to blend in with the student population. Our college does offer an organization for veterans, plus DSS and advising for them. Plus we have Career counseling and Workforce Dept.

---

We're in collaboration with the VA office on campus, which houses benefits allotted to veterans. A student group has also been formed to bring together veterans. Our office uses these to refer students to have a full experience.

---

In question 20, it isn't that I didn't really think any of those things were not relevant, it's that to my knowledge, they do not exist on our campus.

---

Your question number 11 should have been check boxes, since radio buttons only allow one answer.

---

The VA office on campus is only staffed by part-time advisors and so it is difficult for Veterans to get hold of them, and when they do, get the help that students need with all of the paperwork.

---

Was not able to click all of the options available for campus resources on page 2. How students self identify? Language used to support wounded warriors.

---

Question 11 did not allow for multiple selections

---

We have primarily a traditional student body. Hence, we have had very few veterans. As this population grows, it will be of strong importance to supply appropriate advising.

---

Questions on page 2 that ask choose all that apply would not allow multiple checks. I chose the disability services (for its overall impact with our VA students).

---

Is it in fact surprising that a large technological/engineering focused public Institute like ours, with a relatively high % of active ROTC students, that the awareness of veterans and their issues is so low.

---

Question 11 asks that I pick any that apply, but the program only allows for one option. Question 12 needs an unknown. This survey assumes that all veterans have disabilities.

Question 11 instructions indicate multiple answers are possible, but only one is allowed. The wording of Question 20 is so obscure that I'm not really certain how to answer.

I am not the first point of contact for advising Veterans.

Your earlier question (on a previous page) does not allow for respondents to check off more than one service that is available for veterans

no

None.

N/A

The wording, particularly for Question 14, is confusing. Also, no options exist for institutions who don't have vets (or who have at most 1 or 2 vets) on campus. My responses should probably be ignored since we have no/few vets.

No

no

In general academic advisors are not aware of the challenges for veterans. Question #20, I am in an academic department--there are no posters.

No.

We have a Veteran's Task Force to discuss and collaborate on these types of issues.

I do not work with the traditional day program, so some of the above would not apply.

Our student population is about 500 and we have maybe 3 vets on campus.

To my knowledge, there hasn't been a concerted effort at my institution to specifically target information about advising to veterans.

None

A committee of individuals from different offices, always looking at ways to make the institution more military friendly.

Question #11 allows only one answer when many are relevant.

NOTE: Section in survey about resources available, only allows one choice.

No

No

Re #20: Student Veterans encouraging one another to visit disability services would only touch a minority of

our vet population. Asking about advising services or the certifying official would rate much higher priority

---

I think it would be beneficial for all advisors on campus to receive some training about how best to help veterans when we work with them. Right now, I don't know whether an advisee is a veteran unless it comes up in conversation.

---

We really don't have that many veterans on our campus (less than 15). So, we have not seen any of the impact other school have and we have not felt the need to cater special programs for them. No requests for anything different.

---

Your question 11 boxes don't work if you choose more than one. We have several services we provide for veterans besides Disabilities.

---

Because of the expense of Baylor tuition, the VA is hesitant to allow veterans to attend so we see very, very few vets.

---

Question 20 did not make sense to me.

---

n/a

---

Veteran advising has not been brought up in our small dept.

---

We do everything we can to welcome veterans to our campus, incl. registering them for classes while they are still on active duty. Securing overrides into closed classes. Students called to active duty receive a 100% refund.

---

Not at this time.

---

Question 11 would only let me select one option but I would have clicked several

---

Implementation of developmental advising!!!!

---

no

---

Question 11 only allows one answer, but asks to mark all that apply.

---

no

---

ongoing education of staffs with respect to veterans and special needs

---

We should receive training from the Federal VA office as well as the VA official on our campus.

---

Universities may have off-site centers that may not have easy access to many services listed in question 20 so advisor may handle or connect students to needed services. Off-site centers may also be located on military posts

---

Question 11 would only let you give one answer and it said multiple answers. Question 20 options are not done on my campus in any form.

---

I do not advise veterans

---

Small, private universities do not fall into the parameters of many of the questions.

---

We have a campus committee that is looking at offering enrollment to veterans, not specifically wounded veterans. We are just beginning.

---

We are a regional campus of The Ohio State University and it would be nice to have someone in our offices specifically trained to work with veterans.

---

Our main VA office is on the main campus about 1 hour away. They hire a student representative to help here on our campus, but our vets say he is not much help. I have not had much luck working with the VA, but continue to try.

---

Communication among university offices. If admissions knows a student is active duty or veteran, let the college know so we can be proactive in the approach to students.

---

Not sure what you're asking in #19 Haven't noticed any of the options in #20 so not know how effective they are.

---

We have not received any training on Veteran Services.

---

no

---

We are a one stop shop for veterans. We do intake, VA certification, academic advising and DSO accommodations if necessary. Question #11 would

---

N/A

---

None.

---

N/A

---

There has been no initiative for or focus toward veterans with regard to academic advising. The veterans representative on campus attends to submitting paperwork and maintaining appropriate files.

---

Our university has a long history of catering to current and former members of the military. While this may be a new challenge to other universities, our primary focus has been on the military member.

---

Question 11 only allowed one selection; I would have marked ALL boxes EXCEPT "Physical therapy" and the last three (Veterans family support groups/activities; Workshops, seminars, or institutes; Don't know) . )

---

n/a

---

I do feel that our organization could do a better job in tracking and supporting our military personnel.

---

Question 11 did not allow multiple choices and Question 17 made no sense to the reader.

---

Your survey seems to be making a lot of assumptions about how advising is handled at institutions and some do not seem to me to be valid assumptions.

---

No additional information.

---

NO

I am an advisor for a new program and we have not had a veteran participated yet in the program.

students in our academic unit are all required to meet with advisors prior to registration. Each student is viewed as an individual and as such each student has specific needs whether they be veterans, wounded warriors, first time

We are a university with a strong military history that is still prominent today so we are very prepared to handle the needs of veterans.

Question #11 takes only one answer, though it asked for "any that apply."

I think it's important to give veterans the option to self-identify for veteran-specific programs; they might be trying to start a new life/blend in with the crowd.

I think a general awarness of issues that a veteran has faced and will face is essential to relevant, quality advising.

Multiple selected items in question 11 would have applied.

RE: #19 - the two offices should collaborate...neither is fully able to provide a complete training on its own.

This is not an issue that has been discussed in depth. However, our advising office has formed a work team dealing with under-represented populations. Returning veterans is one group specifically identified for action by our gro

Connections to ROTC office are helpful, too. Also, there are several worthwhile webinars for advisors and faculty.

We are an online institution that has students located around the world. Approximately 50% of our degree-seeking students are either on active duty or veterans. Our advisement services are provided primarily by telephone & e-mail.

They want to be like all other students, not singled out in lots of ways as being "different" or asking for more because they're vets.

Question #11 does not allow you to select more than one option!

No.

No

I was on active duty and later in the Army Reserves. I work in career services but interact with academic advising. Although I've suggested training for STudent Affairs, there doesn't seem to be interest.

Biggest impact is the 1 to 1 interaction/advising between advisor/faculty mentor and the veteran. Knowledgeable advisors can be a wealth of info for the vets and provide moral support in seeking out the needed/appropriate resources

no

No

It would be important to be informed of Veteran's Issues that may be associated with learning conditions, so that advising me tailored.

For questions 20.6, 20.10, 20.11, and 20.14, one should mindful that maintaining respect is critical and single these individuals out is counter productive. We must be careful not to imply that all veterans are disable.

Staff in our large advising center have recently had a special training session about the needs of veterans who have just left active duty. We are likely to have a follow-up session when more veterans come to our school soon.

We have worked with Veterans for many years. Our Counselors and Advisors are trained to work with a diverse student population including Veterans.

It hasn't been an issue--not sure we have any wounded warriors on campus.

This is a new program create in the last year for veterans: <http://www.upj.pitt.edu/21211/>. Might be helpful in your research.

Question 11 wouldn't let me pick more than one resource

On Question 12 I could only check one box. You will not be able to use that question as people cannot identify more than one option. I would have also checked "disability services" and "evening/online courses"

This area is highly under-developed at my institution.

Question #11 did not allow me to check more than one item.

Institutions of Higher Education should be reaching out and doing everything possible to assist, serve, and provide services for our Veteran's as they did for us/their Country.

All answers marked "not relevant" are because we do not have that office/service on our campus.

We only have a few veterans attending our institutions and we advise them based on individual needs.

As a veteran myself who now works in higher education, I found what I valued most was the educational funding. My identity as a veteran was less important as I struggled to learn what it took to be successful irregardless of past.

Your number 11 only allows one answer but asks for "all that apply."

I couldn't answer more than one question on I think question #11--the question was written to obtain more than one response, but I could only select one. The other multiple answer questions allowed multiple answers.

I know we do have a dedicated office doing the advising for veterans and wounded warriors. I would like to think that it is no different with what we give to our first year students.

Question 20: We don't do posters. Our research shows email or information on our student web portal is MUCH more effective in reaching students. I'm surprised you didn't include either as options.

none

Your question 11 doesn't allow multiple responses. Your survey makes no mention of academic assistance -- tutoring or Student Support Services (TRiO) programs.

Institutions need to provide support staff, dependent upon number of clientele as most are resource poor and have other duties and responsibilities with veteran coordination being one function assigned.

Question 11 is set up as radio buttons instead of a check box so only one option can be picked.

not available

Questions 11, 19 & 20 are flawed: #11 allows only one choice; #19 doesn't provide any options that pertain (e.g., as a collaboration between advising & student services); #20 allows nothing below "somewhat important."

I do not believe that we have any students who are veterans of a war.

20.2 and 20.3 are the exact same question.

[Hide Responses](#)

[top of report](#)

**Question 23**

What should be done to provide a veteran and wounded warrior friendly environment for quality academic advising?

[Hide Responses](#)

Knowledgeable advisors and an institution that is willing to extend time and resources to the students and those who serve them.

I'd like to know which students are vets

Everything possible should be offered and advertised to these honorable students.

Training on what opportunities and services are available to veterans. Maybe a veteran's assistance hand out to give to students would be helpful.

We always mention that we have special services available for veterans and allow them to identify themselves and self-select participation in those services much like learning disabilities.

create an advising office that is open an non-judgmental, one that does not discriminate against an older student.

More training for advisors.

Educating advisors and respect

seperate trained counseling areas

---

provide veterans affairs office

---

Knowedgable advisors who can refer student to other support services

---

Have someone in charge of advising vets, put resources behind it.

---

universities need to isolate the population so that we can reach out to them specifically so they know what services are offered

---

On large campuses, satellite office would be helpful

---

I always thank the Veteran for their service. I listen to what they tell me about what they want from their education.

---

Allow plenty of time to listen so that the veteran knows you care.

---

I think we need to listen. Encourage them to speak freely, and continually inquire about how the classes are going for them.

---

a more welcoming atmosphere; advisors should mentor as well as guide the veteran students.

---

Affiliate competent staff, advisors and a comfortable seating area with an area for discreet conversation..

---

Advisors need to understand the special needs and experiences of these students.

---

Routinely thank them for their service to their country at least once during an advising relationship. Most veterans respond very positively to this recognition.

---

Training and awareness

---

See response in question 22.

---

I would say give them the same respect and treatment you would give a non-military student.

---

Preparedness

---

Somebody should know that status and be familiar with the benefits available to them.

---

Can't comment since we don't have any registered students who fall in this category.

---

Make sure they are aware of all services and how to contact.

---

I feel our advisors would be warm and welcoming to any student. We would determine what a veteran's specific needs were while we were meeting with him/her and address them with the services that our campus offers.

---

They should be included as any other student we would see. If they disclose that identity then it can be focused on and addressed.

---

I have 1500 students. I need a note on the record to remind me a student is a WW

---

Have a seperate VA department.

---

don't know

---

Let them know right away that they are not the only ones going through re-entry and that there are services available for them, then outline those services. Also, give them the contact name for the veterans' org on campus.

---

There needs to be a central office one stop shopping if you will to keep veterans from what can be a bureacratic nightmare in terms of benefits and resources.

---

It is important for advisors to understand VA benefits and be sensitive to issues like family/school/work balance and PTSD.

---

Identifying veterans early in the admissions/transfer process and provide information to them for the Office of Veterans Affairs. Close relationship between Office and advisors on campus.

---

one central location for vets to get all help except for the specialized academic advisement for their major.

---

unsure

---

Letting the veterans know that we're accessible, approachable, and supportive is the most important aspect. Also letting them know that we are thankful and grateful for their service is critical.

---

Make it available and widely known but don't be pushy.

---

On our campus just doing SOMETHING. I don't see anything out of the ordinary being done and it should be required.

---

We strive to provide quality advising for all students regardless of personal characteristics

---

Learning more about our veterans and getting the word out of how advising can assist student find their passion academically and personally.

---

Show respect. Take the time to sit and talk through all aspects of college entry.

---

Create a welcoming, quiet space for advising (which we just completed)

---

Training of advising staff, support groups for veterans, transition services, career services for veterans

---

Train advisors about concerns/issues this population faces, and in what ways we can support them -- i.e., how do we help them persist? what learning challenges do they tend to face?

---

familiarity with financial programs at institution and through military

---

As a veteran I notice that my colleagues who are the same age have very poor impressions of veterans.

---

Education and training for faculty and staff.

---

---

Raising awareness among advisors about the number of vets on campus and their unique needs.

---

Identification of Veteran friendly programs and faculty

---

I think we just need to be aware that many of the issues that they come home with are not always visible wounds. I had a young man who helped liberate a prison for children in Iraq, those wounds were hidden.

---

I know our university does some work around advising for veterans, but I know very little about it because it is done in a different department. I should know about it!

---

Understanding, training, and implementation

---

Collaboration among resource providers is important. Training should probably be delivered to this group rather than just individual offices.

---

Advisor familiarity with special services and pricing.

---

We do have a number of veterans, but I don't recall ever advising wounded veterans with disabilities. Vets need help in getting back into academics. Most do better than the younger students once they get back into swing.

---

I believe our environment is already friendly to all students -- and we provide quality advising to all students.

---

be sensitive to the experiences they have been through - and that their lives have changed so much - and sometimes it is hard to get back in the mundane day to day activities that sometimes seem so trivial.

---

The VA rep should provided relevant and accurate information to the advising office and other offices that will have regular contact with veterans. Training should also be provided to front-line staff members.

---

Training. I've had little exposure to veterans and wounded warriors.

---

Making advisors aware of student status through administrative means. Conduct staff trainings on issues relating to vets, and present unified University goals for advising these students.

---

Only necessary accommodations should be provided. Otherwise, "quality academic advising" should be offered to ALL students.

---

We should treat them as we would any other advisee, while still holding the knowlege of their status in the forefront of our minds.

---

Knowledge and understanding of what their lives are like. The vet I'm currently working w/ has 4 kids, loans, a mortgage... that's different than most of my juniors.

---

Someone to listen and provide information for a veteran's network.

---

Though special knowledge about vets and their needs in general and the programs available to them, quality academic advising for everyone should be the norm--not the exception.

---

Designate a specific veterans advisor

---

The veteran center needs to be physically located near the student serv. offices of counseling, acad advisement and disability services! Better opportunity for walk in traffic and a higher comfort level of relationship building!

---

Mostly, I need to know the veteran's status. The veteran's advisor is a champ on filling me in with all the other things I need to know.

---

Be as welcoming as we are to our other students. If we have a knowledge base of quality referrals we can better serve these students.

---

Accurate information available to staff and faculty so as to better serve

---

At my institution, I wish there was more communication between our veteran's representative and academic advising so there's more collaboration

---

dont know

---

I have been unaware of any wounded warriors in my caseload. I think it would help to know that they had special needs.

---

Training! Having sessions for advisors to learn what the veterans are like coming back from service. It helps us understand more of what they have been through.

---

We need to be continually trained and updated in issues that pertain to veterans; for example, veterans now need to declare majors earlier-they will lose their benefits if they remain undeclared.

---

Advisors must understand how benefits are paid the vet.They need to understand sometimes the vet doesnt have patience for going through lots of paperwork. Tell them straight out what they need to do and what is required of them.

---

I think veterans and wounded warriors should be given the same consideration and individualized attention as other students. Each student comes with a unique backstory. Listening and working with each is key.

---

Orientation classes for veterans

---

knowing military branches of service and how military operates; advisor should know & understand challenges faced by active duty and veterans; know and understand diff chapters of GI Bill

---

I don't know.

---

Openness to hearing about the student's needs. Don't make presumptions about the student's prior experiences.

---

Information about the individual and a specific assigned advisor in the department the student is choosing to pursue -- or a designated VA Advisor.

---

teach at least all advisors and counselors about PTSD,

---

The same standard of advising attention for all students should be maintained.

---

Advisor training and easy access to information can help advisors help Veterans adjust and thrive on campus.

training

Any additional support possible and make sure they are well informed.

Keep advisors up-to-date on issues related to vets.

Safety and patience are probably most helpful in providing an environment which will allow the individual to openly express themselves about their academic needs.

Each campus should have a Vet Center - place for Vets to gather to study, talk, etc.

There should be more discussion about the needs of this student population so we can more adequately serve them. I think the more people understand about the obstacles and stress they are facing, the better we can serve them.

Training and having individuals put their beliefs regarding the military aside of the advising practices

Be empathetic and understanding

Veteran students on our campus want to fit in, not be singled out.

More training done by the VA.

Ensure the veteran that the advising office is a safe space to ask about resources or to ask for help.

A Veteran Center and trained advisors

advisors should have all necessary training (i.e. PTSD, disability related to veterans, etc.) and information (how long he/she was deployed, what types of benefits, etc.) in order to provide quality advising

Training of staff by VA. Awareness of internal and external support services.

Offering a group location for vets to get together and talk about their experiences while in the military. Both Domestic and Foreign.

Have staff familiar with new Post 9/11 GI Bill and who are familiar with the process of application and enrollment. Have other veterans involved in orientation programs.

A specific office for veterans services.

This is a new area, so I'm not sure how to respond. In many cases, we don't know a student is or isn't a veteran unless they tell us. Currently, we offer a few veterans only classes, but that's about the extent of my input.

Identification is the beginning, openness can come out of that.

Adequate training for all professional advising staff. There is very little information or knowledge-sharing about veteran's/wounded warriors' issues (such as the New GI Bill, combat experiences, family issues, etc).

There should be people willing and able to listen to veterans, understand their challenges, and refer them

to the appropriate resources both on and off campus.

Have a vet coordinator on campus

Awareness training and a periodic refresher training

Advisors need to listen to what the student wants, and take their specific circumstance (family, financial need, prior experiences) into consideration. Develop a personal relationship with them.

make them feel welcome and supported

Make sure all advisors are trained in veteran issues and make sure to ask a veteran what services they might need.

Referrals to specific academic advising offices from Veterans Affairs offices.

Publicize it well so that they will be aware that academic support is available to them in terms of advising.

training on veteran issues and benefits

More training for advisors would be helpful. Perhaps materials specific for veterans and wounded warriors on the advising web page.

I think acknowledging their status and needs leads to some of the other issues. Everyone returning from war deals with the pain and issues differently.

It is a difficult balance. Certainly it is important to make sure the veteran students have specific information on how to utilize their GI benefits. And specifically trained counselors that can assist with PTSS.

Maybe a poster in the office to show support, so they feel free to discuss any issues they might be facing. Veteran status should be indicated in students records, so advisor is aware of student background.

Give them a specific contact

discourage advisors from posting any anti-war items in and around offices, discourage advisors from voicing their own opinions about the war

Better understanding of needs.

Veterans like to see and meet other Veterans. I have a student worker who is a Veteran. He is my first contact for new Veteran students. It makes an instant connection with the new student. It has made a world of difference.

As with any student, it is important to listen to their concerns and be open to what they have to say. They have special circumstances that are important for advisors to know, so it is important to build a trusting relationship.

n/a

Campus wide training given by veterans/wounded warriors about the issues they face. Visual signs letting them know they are in a "safe" place. Educating advisors about the issues and needs of this unique population.

---

resources

---

Need an advisor/career counselor who is a veteran, if possible. Vets do have unique experiences and they impact thinking about what to major in and directions to graduating. Minimally, advisors need an understanding of the veteran.

---

Educate advisors and faculty. Have an office where vet students can gather. Ensure that faculty are educated about disabilities and changes in cognitive functioning. Have social events for veterans. Get the VET CENTERS on campus.

---

We have a veteran on staff. If a veteran is more comfortable with seeing another veteran then it is make possible

---

?

---

Administrators need to provide professional development on advising this population of students.

---

Treat them as you would any student- as an individual with his or her own goals, talents, and life experiences.

---

have at least the establishment of the service

---

In my experience, veteran students do not demonstrate special academic advising needs different from other students (specific needs may be met by other offices on campus).

---

The VA and Academic Advisors should work together to make sure the academic and financial needs of veteran students are being met.

---

Informative advisors and support office on campus

---

Reach out in a direct way to veterans .

---

Understanding of the veterans needs and listening to the veteran

---

A true veteran's center with VA representatives and their own advisors.

---

The Provost's office has created a task force on Veteran's issues. The main proposal we are looking at is creating a veteran's center for easier access to University services.

---

Advisors should be knowledgeable and well trained to work with veterans and to make the appropriate referrals.

---

Office and staff should be inviting just as they are to be for other students.

---

Understanding the issues, training specialists to deal with these students.

---

Provide veteran sessions at new student orientation. Promotion of advising to vets should begin the day they arrive on campus.

---

Having the knowledge and resources available.

---

Training on special needs of wounded warriors.

Inform advisors of classification.

Respectful environment. One that integrates the veteran into the fabric of civilian processes.

Should be an advising system that is easy to navigate, ie 'one-stop shop,' to be most friendly. We do call other offices when there is a question, rather than chasing the student around campus when not necessary.

Since sometimes they do not identify themselves, we should provide the same friendly, welcoming environment we always do for our students, but if they self-identify, we can discuss ways to make things easier for them on campus.

Advisors need to be trained on vert experiences, expectations, etc. Advsiees need to have a set of separate techniques and tools for dealing with the unique challenges vets face

More advisor training. We had PTSD training offered for our campus. Many other needs.

more dialogue on campus; accomodations for early enrollment; better communication between faculty and advisors/counselors

Accessible and inviting offices. Possibly a specific advisor/counselor for veterans. Training for faculty advisors.

Acknowledge they are a veteran, but treat them as close as possible to being a "normal" college student.

training to insure that the adviser/faculty understands the unique issues and concerns of returning soldiers who are now our students

Already in programs.

good to know about issues affecting veterans, mental, physical and academic

office arrangement, advisor education - knowing what to ask

Direct access to other veterans via a designated center. Streamlined and organized access to services. Encouragement to access services. Sensitivity training for faculty, staff and students. On campus VA representative.

College leadership needs to provide support of student services efforts. We will be interviewing our current vets to ask them what services that need/want.

not sure

Good student services/vet rep conatct people. Our Veterans resource Center. Better ability to contact the VA in St Louis ina timely manner.

I believe outreach to advisors to TAKE NOTICE of this population is crucial. There are a few particulars of the N-GIB which are essential for advisors on my campus to know, but of which most seem unaware.

Advisers are always willing to talk to students and if needed, refer them to student disabilities or student counseling services, or VA.

---

More information and trainings

---

Provide counseling for the student's needs, and know the resources available through our school and the local VA organizations to assist the student.

---

They should have resources and services available to them at school (which we currently do not) and have a special orientation just for them

---

Make it very easy to locate and access services.

---

Advisors should make connections with veteran's units on campus and receive adequate training to meet the needs of this special, and critically valuable, population.

---

Work with VA campus rep.

---

I believe that training should be provided for us on working with veterans, particularly since there is a military base in our city and we have a fair number of military personnel as students.

---

Ensure that the political environment on campus is supportive of their needs; awareness of issues (training from counseling services on how to recognize concerns and how to address)

---

easy accessibility to VA coordinator and counseling

---

Have professional development opportunities for advisors to become educated about the needs of veterans, etc.

---

A team approach with an academic advisor and counselor should be used.

---

Procedures need to be in place so that staff know where to direct calls to service vet's needs, if any particular department doesn't provide those services already. We are a huge school, with many departments for various issues.

---

Communication between departments is key. Training to understand what these students are facing in coming to academia.

---

Someone who is trained to deal with the unique concerns of vets is very important. Also someone who can navigate the federal/VA bureaucracy, to efficiently help veterans get the benefits to which they are entitled.

---

We need to start by acknowledging that a good deal of these people come home with trauma's that academic advisors are not qualified to deal with. We need to be able to provide access to specific professional health counselors

---

Plan and organize programs that apply to the vets group and culture.

---

A lot: training staff and faculty; setting up programs that promote acclimation and transition for vets to the student community; support lines and social groups/opportunities.

---

Privacy and a place where they can feel welcome and comfortable to be able to speak and share their concerns without major concerns.

---

Allowing a designated area where veteran students can meet, hang-out together and including time in that location for advising would be helpful in supporting veteran students academically AND emotionally.

---

part time loads under the GI bill should be acceptable to ease transition

---

We put together an ongoing taskforce including veterans and service personnel to develop and manage our veteran options. This is working well. One must be mindful that some majors can and others can not use military credit depend

---

There should be training on campus about veteran issues and there should be an office to provide resources to advisors and to veteran students.

---

Training from the Military organizations for the adviser's--what is available and where the resources are and who to contact (including phone, email, etc.).

---

We treat all students equally. A comfortable veteran, in our office, is no different from a comfortable student. Veterans who are uncomfortable as students, should be advised by disability services or our school VA coordinator.

---

Center advisors who are veterans have agreed to serve as advisors to veterans who want someone with that experience. NACADA: sessions at conferences; webinar; inclusion in special populations publications

---

Inform advisors of changes, seminars, etc to refer veterans on campus.

---

We have what are called veteran's navigators who can help with referring vets to services both on campus and off

---

More collaboration between the VA on campus advisors & the academic advisors and also more communication.

---

Staff need more training as to what to expect of the unique needs of the returning veterans. Students need to be educated as well..asking someone if they "killed someone" while "over there" is not cool!

---

meeting in a setting that provides privacy. Regard for their maturity. An attitude of acceptance and consideration in transitioning into the academic environment and coaching on developing and applying academic skills.

---

Attendance of webinars and conferences for advisement training for this population.

---

Each campus should have a designated Veteran Center that can provide advisement specific for Veterans

---

I believe that advisers need more information about the needs and conditions of vets in order to help them; and of the services available to them in the community and on their on campuses. All most of us know is what we see on TV.

---

Without students self-identifying, I feel its important to have posters available to let them know they have options for a safe environment.

---

treat them holistically, as we would any other student, but with sensitivity to the specific issues a vet may be dealing (or not dealing) with

---

Treat the veterans as an essential part of the campus. Help them adjust in a normal environment with the

same level of support that all students receive.

---

Services available

---

Veterans should be given a veteran on campus to interact with.

---

ID vets when they enter, so advising knows they are vets. Use advisers specifically trained to ID issues, also those who work with adults

---

Provide several different ways to advise students so that they can choose a format that best fits them- in person, email, phone, screen sharing/chat

---

More training for advisors from the veteran's affairs office - we need a better understanding of the policies related to their money and bills and how to help them in the best way possible!

---

Having trained advisors that can meet their needs.

---

Treating the wounded warrior as one of the student body does not help the wounded warrior. However, she/he should also not be singled out for "special" treatment. They should be given priority, but not special, treatment.

---

My husband just retired from the military and I know from first hand experience the challenges he faces. This enables me to speak the "language" of a vet along with providing an understanding to their circumstances.

---

should be readily available through a specific office with designated contacts; Ideally it would be a one stop shop, so they have access to financial aid, disability services and academic advising all at the same time.

---

Na

---

N/A

---

More education for advisors about the expectations of the wounded warrior coming to campus as well as more education about transition issues specific to this population.

---

Awareness of limitations (without violating privacy/ calling bad experiences to mind) to be able to best advise students.

---

Easy access to services and information about services.

---

Easy access to information on the requirements/regulations of the GI Bills. Clear "chain of command" for working with veteran students that can be communicated to the student (i.e. all questions referred to Veterans Coordinator).

---

Haven't thought about it.

---

Question 11 continued: At the University of North Texas, we provide the following to all students: - Disability services - Some evening/online course options - Financial counsel

---

Provide a point of contact for them and communicate this to all advisors for referral purposes

---

Our advisors need training in working with veterans and their unique needs. I think the willingness is there but people are nervous that they don't have the information or knowledge needed.

---

Our campus has a Veteran's Center and a separate Veteran's Advisor.

---

More trainings about concerns and issues of our veterans.

---

spread awareness and make staff and faculty aware of resources

---

Training should be in place to educate advisors about the experience of combat veterans, effect of PTSD on academic endeavors, and campus resources to help advisors better appreciate potential obstacles and make appropriate ref

---

We don't have many on our campus.

---

Veteran students should be assigned to a trio of advisors(academic, counseling/disability svcs and va). These individuals would come together to create a academic,social and career action plan for the veteran student.

---

include information during recruiting and orientation

---

Not sure

---

Every college should have a position to handle vet affairs. That position/person should meet with relevant offices on campus - Advising, Registrar; COounseling, Disability Services, etc -- to discuss the unique needs of vets.

---

support, peer mentoring

---

Treat them with the same care as we do any other student. Refer them to VA representative on campus.

---

Provide a centralized service area/contact person; provide interruption-free and extended time appointments

---

The language of government documents is difficult, so students and staff members are not sure what they qualify for. Better wording or instructions would be helpful in determining what vets are eligible for

---

hopefully all academic advising environments are welcoming/friendly

---

being aware of their VA status is most helpful so advisors can encourage them to meet with the appropriate departments who handle VA affairs on campus so they can find out what VA services the insitution provides

---

Not sure.

---

Know resources, conduct training, knowledge of where Veteran's are on campus, offer assistance on a regular basis

---

Understanding their needs and policies that influence their post-service educational opportunities

---

Coordination between discharge activities and admission, through all the student service functions, including advising. A comprehensive system and approach.

---

A packet of information about all of the services available to them.

---

Make Advisors aware of some of the issues or concerns verans and wounded warriours face (i.e. transition from service to civilian; psycho-social concerns, etc) and the questions to ask to get pertinent information

---

Better coordination with VA counselors.

---

Training

---

Advisors need to be aware of the special needs of military members and take that into account when advising them.

---

Our campus since it is located near an Army post and a large VA hospital should do more for the veteran. We need to know which student is a veteran and assist them differently from the 18 year old because they have unique experie

---

The same things taht are done to provide EVERYONE that environment

---

More activities promoting vertans enrollment and success at college

---

The same thing that we do to provide all students a friendly environment for quality academic advising. We extend hours, are centrally located, ADA accessible, working closely with OSD.

---

It is important to be informed on the special needs of this popultation. This will help the conversation.

---

Whenever possible veterans and wounded warriors should find a welcoming and friendly environment--all students should! They should be treated as close to "normal" as possible.

---

I think our campus should allow academic advisor to work more closely with our veteran affairs office to ensure that students are recieving accurate advising.

---

Advisors trained in veterans benefits and privacy options.

---

If the student has a disability, the advisor should be made aware. A private space to advise students is essential for ferpa as well as comfort for the student to discuss things that are important.

---

As with all special populations, veterans/wounded warriors require skilled and knowledgable advisors who have been trained in the specific needs of this population and a strong identification/outreach/tracking component.

---

An understanding of what they have gone through, and that the stress of academics, while different, can trigger other issues.

---

Consider needs of each individual.

---

First, training to all advising units on this subject in order to better serve the students.

---

Have someone from the Veteran's Administration come in a train us on the legalities in regards to V.A. benefits, course credit transfers from the military, military agencies available to our studnets, etc.

---

Recognition of service and how student feels service will or has impacted education. Don't pry--let student

open us as he/she is ready and able. Know on/off campus resources.

\_\_\_\_\_

We try to provide the same welcoming environment for all our students being mindful of each individual set of circumstances.

\_\_\_\_\_

Advisers should know that their new student is a veteran and should have - at their fingertips - all of the resources available to our vets. We can't do or provide everything, but we should know who can help.

\_\_\_\_\_

Advisor must set the tone of supportiveness by understanding their background and situation, and then considering their needs when advising.

\_\_\_\_\_

Veterans should be identified and organization and/or support groups for veterans should be established on campus.

\_\_\_\_\_

Mentors who are fellow veterans, upperclassmen

\_\_\_\_\_

EDUCATIONAL PROGRAMS FOR FACULTY/STAFF/STUDENTS ON VETERANS; OPEN HOUSE FOR VETERANS ONLY AFTER START OF ACADEMIC YEAR.

\_\_\_\_\_

More training and information should be conducted on campus with advising department through veteran organizations of officers.

\_\_\_\_\_

Veteran specific training for Advisors

\_\_\_\_\_

Should be a main site for veterans with links to academic advising and other relevant information; Advising representative at Veteran Student Organization meetings

\_\_\_\_\_

Encourage sound academic goals and continued intellectual growth

\_\_\_\_\_

Education of advisors on military culture, VA benefits, and referrals. Making advisors aware of the importance of accuracy when advising a VA student (because of funding).

\_\_\_\_\_

Actively encouraging them to see the advising staff who work with servicemembers

\_\_\_\_\_

While sensitivity to their experiences and possible disabilities is important, it is also important to treat everyone individually and not make assumptions.

\_\_\_\_\_

I have worked with several student veterans who would like to apply to law school and I encourage them to think about their life experiences for topics on their personal statements. Being mindful of student veterans as students fi

\_\_\_\_\_

A coordinated program emanating from advising to bring a range of campus resources together to address veterans' unique needs.

\_\_\_\_\_

Training specific to this population's needs.

\_\_\_\_\_

We provide great academic advising to all of our varied students, regardless of their situation. We take each student individually. Our strength is customer service, to everyone.

\_\_\_\_\_

Having a designated advisor who is familiar with issues and can make appropriate referrals.

\_\_\_\_\_

training

---

The veterans' services office should be the starting point, since they are most familiar with benefits, etc. Our campus advising center should offer training as well.

---

Advisors should be open and an active listener to veterans and wounded warriors.

---

Begin a support group

---

Veterans and Wounded Warriors shouldn't have to wander around a campus trying to figure out who can provide the assistance they require. Institutions should put military specific contact info on their homepage.

---

We should be sensitive to their other needs as well as their academic needs.

---

Advisors should be prepared to listen to wounded warriors accounts of service but should not be prying for this information nor treating the student differently as this has been identified by veterans as undesirable treatment

---

Personal recognition and expressed appreciation by the campus community of the veteran's service to our country. Providing a welcoming place where they may talk about their experiences, if they desire.

---

More can always be done.

---

mentoring

---

-

---

Be friendly and listen to him/her during advising. They are people with goals and challenges, like many of our students, so getting to know them and their situation, including their goals is helpful in quality academic advising.

---

offer support in whatever capacity needed

---

To provide good inservice training for advisors on the topic.

---

Make sure that veterans know and see that college is a "friendly" and supportive environment

---

As with any student make sure that they are provided the proper services in order to make sure they are able to learn and grow in the best possible environment.

---

Accessible space available - first floor.

---

Avoid references to disabilities or the disability resource center. Encourage prior service faculty and staff to assist. Treat veterans with respect, not as victims with special needs.

---

I think that veterans and wounded warriors should be treated with respect but not overly patronized. In this sort of situation, it is easy for advisors to become too accommodating in that they can take on responsibilities that sho

---

I find that if a student mentions his/her service, acknowledging the challenges that are associated with returning to school lets them know you understand their situation is different from traditional students and ask for help.

---

visible, positive veteran friendly signs in the advisors office,

---

Provide training to staff, support for veterans and have a clear method of communicating services available to veterans.

---

services specific to Veterans that are easily located

---

As much as possible. Mostly, they should be communicated from the beginning the services available.

---

Don't treat them any differently than any other population. Determine what their needs are and connect them with the appropriate resource, as you would do with any student.

---

I don't know.

---

Knowledge of their needs and services provided to them

---

Education on the issues veterans face in adjusting or re-adjusting to college.

---

Provide a place for warriors to meet and share educational experiences...professional development for staff

---

I think all advising is quality whether for vets, declared, disabled, etc

---

An understanding of their previous educational background.

---

For students majoring in sciences/engineering they need to know that they should have taken some type of math or have a math score before enrolling.

---

Aside from creating a welcoming environment I don't know.

---

Additional training in veterans issues; perhaps a panel of veterans discussing their specific concerns.

---

segment of new student orientation for them specifically

---

I don't think anything is being done at my institution for this group of students.

---

Nothing, they are treated with respect and just like any other student. Since I am a veteran myself, I make sure they are treated just the same as any other student.

---

Poor diagnosis for veterans should be done to facilitate academic advising and/or counseling.

---

A welcome orientation

---

Advisors should THANK these people for their service and do whatever you can to honor that service! Ask questions about their goals & offer encouragement. Provide lists of resources, especially student groups for vets.

---

Need to know what the major issues are with returning vets, and how our services can address them.  
Need better institutional leadership in dealing with veterans.

---

Advisors should be aware of veteran concerns and adjustment issues that may require additional

recommendations or referrals for support.

---

All of the above. To have a representative/office at the campus, to have information about students we advise and to be informed about services available.

---

First, we need to be better educated/informed on the experience of the WW as student.

---

More communication with the student's departmental advisor and Veterans Services. Also, some type of designation somewhere on their records which indicates they are a Veteran.

---

Listen to what they have to say.

---

make sure the office is accessible.

---

By and large, more training or at least more discussion needs to take place so that as advisors we are prepared and well equipped to address the unique needs of wounded warriors.

---

In my opinion, there should be programs not only for the veterans and wounded warriors but also for their family. They should be informed of the academic support services offered at the school of their choice.

---

Moral support, good listening skills, and knowledge of programs/services to best serve the vets

---

Have the administrative campus support. Have a separate area for VA. Vets need a place on campus to hang out....they support each other

---

No comment.

---

Not sure.

---

privacy

---

Send a representative to a student veteran meeting.

---

not sure -- but maybe hire academic advisors who have served in the military who have first hand knowledge of what a soldier can/does experience while serving which could make the advising experience better because they are speaki

---

We want to provide structure, yet have a warm and friendly atmosphere. We need to let these students know that they can contact us at any time for help and advice.

---

The should be assigned to one counselor who will offer a high level of support to assist them through the college process.

---

n/a

---

The same that should be done for any student - employ advisers who are caring individuals and are very knowledgeable about relevant campus resources, policies, and procedures for a wide variety of students including veterans.

---

We have a different office which takes care of it.

---

Training for advisors

---

Train us!

---

Quality time, knowledge of services available. Open & friendly discussion of challenges w/functional solutions for the student. Each student is different, may be similarities but appreciating the uniqueness of each situation.

---

Designated knowledgeable person to guide them through to enrollment in courses as well as continued academic advisement. Eliminating obstacles for transfer of military credit as well as career counseling in determining how those

---

Flexibility with the academic schedule is a must for veterans.

---

Our campus serves mostly traditional students who attend directly from High School. We would have a very small number of veterans. We would need to identify them first.

---

Provide professional development opportunities for advisors on an ongoing basis

---

Awareness on the resources available for veterans from all sources

---

the same as for providing quality academic advising to any student

---

Training is essential for advising of veterans. It should include PTSD, TBI, and other issues common in the veteran population.

---

Identify advisers who are veterans themselves or who have received training to work specifically with vets so vets know they are in a comfortable and safe space with that person.

---

not sure

---

Overt manifestations of support, such as a Veterans Ally sticker.

---

Provide more useful college resources.

---

Rather not answer

---

Make them feel comfortable and safe in the office.

---

we need an appointed advisor at all of our campus locations who reports to a centralized coordinator/office.

---

staying informed of the veteran's learning conditions/ issues

---

An understanding of what they went through over seas and what things to look out for while advising. I know that they face many challenges adjusting back to life but I think we should know more than we do.

---

campus wide education for faculty and staff. we do not know enough about their differences and needs to help them as much as possible.

---

A centralized hub of information for veterans should be available online.

---

For advisors to be trained on basic veteran's benefits and veteran-specific issues.

---

Like veterans, all the adult students I advise need individualized advising and university support services; we should be a friendly environment for all students.

---

Younger advisors, as well as some more mature advisors need training and help in becoming comfortable when working with a wounded warrior. Actively practice appreciative advising.

---

We have one person designated to assist with our Veterans who are utilizing VA benefits. With the increase in volume, we may need to add to our staff to continue providing friendly and efficient service.

---

Recognition of veteran's needs, referral of relevant services, advocacy for transfer credit curriculum changing.

---

sensitivity to their issues

---

The understanding that veterans are as welcome as any other student who wants to participate in higher education.

---

good knowledge of procedures for them to follow to get all their services.

---

An office is important, computers terminals near the office. A special space for them to feel comfortable and welcomed.

---

We should treat them with respect, listen to their needs and concerns, and help them as best as we can when selecting courses for their degree.

---

If this issue has not been addressed then committees, institutes, or whatever is necessary to address this issue should be put in place immediately.

---

Need quality referral. A student obviously suffering PTSD; only referral I had was VA. VA very unresponsive & didn't follow up on effectiveness of meds. He was academically dismissed & faculty concerned of potential violent actions

---

?

---

Provide accurate and timely advisement services. Be a voice of encouragement during advisement appointments when the student expresses the belief that he/she cannot complete a specific course or pursue their chosen degree.

---

Important to have an office on campus that advisors can refer veterans to for specialized assistance.

---

Provide additional appointment time so student doesn't feel rushed. Be sure setting is light and accessible, and not crowded. Have campus information posted, available in brochures, or a computer available with campus website.

---

Academic Advisor's awareness and knowledge of the issue(s).

---

Education for the staff members who help veterans, an understanding of appropriate resources on and off campus for referrals, flexibility.

---

Educate advisors, faculty and staff to the special needs of veterans through training, webinars, panel

discussions, etc.

---

Knowledge of his/her status

---

Proper training.

---

Treat veterans as individuals, informing them of the services available and reminding them as appropriate. In my experience, veterans don't want to be pushed to use services they don't perceive that they need. Timing is critical!

---

First and foremost counselors specifically trained in the area's of PTSD, depression, TBI, and MST should be made available to all veteran students.

---

Marketing tools like brochures, posters, buttons, bubble statements and magnets, to name a few. Communication openers like questionnaires and academic assessments.

---

no comment

---

Acentral contact person on campus.

---

Treat them with respect. Some would rather not be treated differently from other students. They still view themselves as they were before their service even though they have visible disabilities. Let them lead the discussion.

---

The same thing we would do for any advisee.

---

More training across for academic advisors. Some type of campaign to increase knowledge of the need.

---

As advisors we must be understanding, sympathetic, and supportive to those who have served our country - whether we believe in the war or not! We need more information about services available.

---

Keep posted hours of operation. Consider weekend hours, not just for veterans but students who also work during normal weekday operating hours for the university.

---

We need more training, workshops, education available for all types of staff members, not just professional advisors.

---

Families of wounded veterans do need time to adjust to the new routine of a loved one who has been wounded. Therefore meals should be provided them like "Meals on Wheels" program for Senior Citizens.

---

They should be told about their veteran's preference for federal jobs and advised what courses or majors would enhance their qualifications.

---

I think the important thing is to make sure that it is known that we provide the services

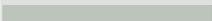
[Hide Responses](#)

## Question 24

Have you observed or are you aware of any distinctions between female and male wounded warriors or student veterans?

Yes (please specify)

63 (6.32%)

No		586 (58.78%)
N/R		348 (34.9%)

[View Comments Text](#)

### Question 25

Do you have other observations you wish to share?

[Hide Responses](#)

It would be nice to be able to answer more than one option for Question 11.

none

Not all veterans

not at this time.

question 11 only allows you to select one reponse--I marked I don't know but we would've marked several responses.

no

I'm a combat vet, my brother is a combat vet, one son is a vet, another son is preparing for a third combat tour, my son-in-law is a disabled vet attending school here, I teach vets. I believe I am aware of vets needs.

We probably need more training for working with recently discharged veterans.

Have not had much interaction with veterans.

Our Vets. and active duty service members are working hard to improve their lives by getting a quality education, as well as serving their country. I admire their spirit.

No.

Question #11 did not allow multiple answers.

No

my institution has relatively few wounded warriors in its population compared to other areas in the country

not at this time.

Survey doesn't screen between answers from people who have a clue & those of us who have never worked with a veteran & have no clue if we do anything as an institution beyond what we would do for an other student w/similar needs

No

## User Responses

[Close](#)

Have you observed or are you aware of any distinctions between female and male wounded warriors or student veterans?

- women veterans seem to be invisible on my campus
- It is more complicated for women
- No experience with female vets
- I advise both female and male and I see a great dedication to service and school from both.
- I haven't seen this.
- Women tend to hold their negative/"hard" emotions in more than men do.
- We have not seen any wounded warriors in our advising office here in the college of business.
- Female veterans tend to have much more mixed emotions about their service, for a variety of reasons - even if they were not victims of harassment, trauma, etc, they tend to feel more ambivalent about the military and military leadership than men are
- Different issues
- So far female students who are veteran's have not presented adjustment issues that were different that the male population.
- Never met one
- Not applicable
- All experience the same issues.
- Females are much more likely to have encountered sexual harassment or rape, but not reported it.
- different needs, and issues
- I have not interacted with any female vets at present
- no aware of any distinctions

- Have not encountered a female wounded warrior at this time.

- Issues regarding sexual assault

- Young men don't talk, young women will when prompted and when they feel safe.

- Haven't worked with many veterans.

- I have no experience here.

- We have had both men and women veterans present workshops to our staff and faculty. They talk about the differences themselves.

- We have relatively few veterans on campus, but we DO have veterans of non-US military services.

- Females are less likely to disclose veterans status or injuries but among those that do they are more likely to actually use disability services

- It seems the females have less comfort level with services offered. Not as likely to use services.

- I am proud that this College celebrates and aids female veterans to the extent it celebrates and aids male veterans.

- so far their issues seem pretty much the same.

- Women seem to start talking easier than the men but both seem to get frustrated at the same level if they feel they are getting the run around or if they feel you are not being straight with them. They don't like sharing info about them more than they have to.

- I have not to my knowledge worked with any female veterans or wounded warriors

- 90% of my students are male; I work in the technology degrees

- Have not observed.

- usually when we go online to choose a student, it will say "VA" behind if it is a veteran. They seem to do that less (or expect it less ) with female veterans

- I am a male advisor and was a non-traditional student, with some National Guard (equivalent [Non US]) service, so male Veterans tend to open up to me about some of their difficulties when they realize I am not judging them.

- Most staff and faculty refer to Vets as "male". Many times, female Vets are not addressed. People tend to forget that women are involved also.

- women have a disadvantage because they are deemed feminized thus not able to do as much as men in the military.

- Females are much more aware of what their benefits are and more knowledgeable about what benefits they qualify

for.

- Female veterans seem to have more family issues (childcare, etc.)

- Not enough to comment

- The females are more driven in making sure their education benefits paperwork is completed correctly.

- Programming is much more focused on male veterans.

- Females are tasked with raising children, that adds to the stress in their lives

- Females seem to be more determined.

- Both men and women wounded warriors are uncomfortable talking about their experiences until they know you will not judge them.

- The few I've worked with (4-6) seem more calm and self-aware.

- Women who have served have different issues from the men. Sexual harassment and trauma are very huge. The VET CENTER does sexual trauma counseling. The majority of their counselors are veterans with social work or counseling degrees. Get them on campus.

- I am aware there are differences but have not encountered female veterans at my institution yet.

- I honestly have never met a woman student who identified herself as a veteran.

- Greater family issues.

- We do not have a huge population.

- I believe the males are more able to identify as a veteran sometimes and the females sometimes seem to want to distance themselves from the experience more so than the males.

- although I am VERY sure there are major differences - I really haven't met any female vets to date

- financial concerns for single female parents; trust issues

- NONE

- different concerns

- I am aware of differing issues and obstacles, but these are not evident in compartment or socialization.

- female less open

- Females tend to request/seek out assistance.

- Female veterans seem to have a much greater number of family-oriented concerns.

- na

- All staff are thoroughly trained in diversity issues and we employ a large and widely diverse staff as well.

- I have not had an opportunity to observe differences in the male/female dynamics within our veteran student population.

- not so far

- Not aware

- haven't observed yet.

- Women seem to be coping better and better able to identify needs, seek support and resources, and bridge the gaps in their academic preparation/ readiness and seek guidance in developing effective learning strategies.

- Only when it comes to issues of the sexual harassment/abuse that sometimes happens.

- N/A

- Currently we have no female veterans.

- Have not observed any female wounded veterans on campus.

- Have not observed

- not any more than the distinctions between males and females in general

- I have advised both female and male student veterans and have not observed any distinctions.

- Some of the male student veterans seem to take advantage of their education benefits strictly for monetary reasons, whereas the females seem to focus on their educational goals. The females seem more likely to ask for assistance if they are struggling in their academic work.

- 

- Females self-identify, communicate more freely, seek services more often, and seem to assimilate more readily into the university; males are more often visibly reactive (e.g., quick to anger when dealing with process/bureaucracy, assertive/aggressive in dealing with conflict, impatient, bullying, impulsive).

- We have only had two female veterans that I am aware of

- Women less likely to share Veteran status

- Obvious sexual distinctions. Not discrimination.

- I am under the impression that female veterans are able to seek out support easier than male veterans are. I haven't advised any female vets, only males.

- I've only advised a very few males and no females.

- Our female vets seem less "battle scarred" or affected by their experiences overall.

- Have not observed.

- I don't know enough veterans on campus to answer this question.

- LIMITED CONTACT WITH FEMALE VETERANS

- None.

- I have met only one or two female veteran students, but they seemed to come from a very similar background/experiences. This is probably not the general consensus (as I know the military experience can be very different for a female). Also, there are other issues with spouses/children of veterans/wounded warriors.

- I have seem a smaller number of women, but they do seem to be a little more of a "take charge" attitude about understanding degree requirements and are very focused.

- have not observed this

- So far I have worked with very few veterans, so I can't really answer this question.

- Sometimes they don't even identify themselves as a veteran

- I have noticed that female wounded warriors do not speak of their service at all--I have usually found out after the fact via records and other paperwork that was associated with the student's record

- I have only seen male vet's over the past 5 years.

- -

- Women appear to acclimate easier.

- I have only met with male veterans that have disclosed their status.

- There are more male warriors seeking our services but we have provided services for female warriors and have one female on the Veterans services team

- I have not served enough female veterans to have informed insight here, and the one that I have served was an officer whereas most of the men were enlisted.

- Female veterans make a greater effort to create an impression that everything is fine.

- haven't had the chance to work with many veterans.

- Not aware of any - both can be concerned about studies and family time

- The males seem to be more of a wounded warrior--like they have been through more traumatic experiences. More wary, over-controlled, rigid, tense at first.

- n/a

- Female wounded warriors have expressed more openly the difficulties they are having.

- If we're open to them, they're much more likely to respond positively to us. Thanking them for 'service' is always a good start...

- Haven't seen female veterans but our Book Connection used a book written by one

- Distinctions noticed have been more with the student's challenges (TBI, lost of limb, etc.).

- I find that females are usually more concerned about their families and will make greater sacrifices in order to maintain their family unit.

- no comment

- More females seem to be getting counseling or other services for their issues than males.

- Vets I have worked with are all similar age group and most have no children, so needs are the same.

- We have had both but so far most have integrated easily with the student population.

- gender brings different experiences

- my own ignorance of any distinctions which should or do exist.

- There are more males, so females may have more difficulty identifying and connecting with other females. the general population still refers to vets with male descriptors.

- Males are more likely to discuss the fact that they are veterans (bringing it up in general conversation) whereas females rarely do.

- I have heard about it in training but have not personally witnessed the distinction.

- Female veterans are often more open to services and tend to have more realistic expectations for themselves. Male veterans often expect themselves to immediately achieve at a high level, despite a weak high school background.

Many female veterans are overlooked within supposedly veteran friendly populations and by many civilians.

- If we have any femail veterans, I am unaware of it.
- Females seem to have less support with family issues than males.

---

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

Question 11 I could not check all that applied. There were several that did but I could only choose one.

The student who admitted to scheduling difficulties resisted having rules bent for him.

no

no

NO

Question 11 only allowed one choice to register. I would like to choose the following answers: #1,2,3,4,5,6,9,10,11,12,13. Thank you.

Standardize the application of military credit for basic general education requireemnts.

no

What about the veterans from Vietnam and post-Vietnam wars/conflicts? Many have participated in covert ops and have issues but nobody seems to care about them. It's only about Iraq and Afghan veterans...very hipocritical!!

None

This semester I have noted an increase in Vets with PTSD. This needs to be addressed better.

Our biggest challenging is educating faculty on disability services and accommodations.

Question 11 said "check all that apply" but it only allowed me to select one

unable to click more than one answer to #11; should have been able to select 1, 3, 4, 5, and 11 also

na

Institutions need to be more military friendly and there have got to ways to make it work campus wide

The vast majority of vets have an easier time adjusting back to school. It's the severely disabled ones that will struggle. I just haven't had experience advising them to date.

no

Counselors/Advisors need to be aware of everything involved in the new GI bill AS well as veterans!

It would be great if there were online workshops to learn more about veteran advising issues. Partnership for Public Service provides such workshops to help us with advising and government/public sector career opportunities.

No.

Question 11 only allows one answer

Question 11 is goofed up, several questions were duplicated. Needed to beta test the survey better!

We are a very traditional institution. We do not offer on line courses or a continuing education/adult student program, so we probably won't be the first university for a veteran to consider. We do not have a veteran's office.

Most vets want to fit in with the general population and need time to acclimate to their environment

n./a

Question 11 would only allow one response.

The most noticeable situation I work with is post traumatic stress within my students. They are usually juggling how to get back into the swing of education and sometimes how their medication makes them feel/focus.

Only about this survey--on question 11, our campus provides many of those services but the program allowed me to select only one.

Both groups are afraid to get disability assistance because they are afraid that the info will be shared with future employers and that will mess up chances for work in the future.I love working with veterans and they are loyal!

90% of my inbound calls and emails are from vets and active duty. They are the single largest population we serve. They help me get up every day, and inspire me to do better, whether they know it or not.

Have not worked with veterans or wounded warriors that I am aware of.

Institutions must make a committment to serve this population of students -- otherwise, they will get as lost in the shuffle as many other populations.

we all need to learn how to treat student veterans and have the right intuition: some of them want to be treated like any other student, and don't want to be treated like veterans, others want to get special attention for their in

Most younger veterans returning to school complain about the same issues as any returning student in their age group. They all feel strange about being in college "at their age". Obviously more mature students do not report so.

The gender based response in Q24 might be more a reflection of the advisor, rather than the student?

no

No

no

Question 11 only allowed ONE answer, I had many to put down - sorry. Many Vets are too proud to ask for help, it is a process in advising to help determine needs and present options with dignity!

No

The communication between the VA office and the advising offices could definitely be better.

---

question 11 would only let me choose 1 answer.

---

This is such a new area, so I don't feel I have much expertise or experience in this issue. Some kind of training for advisors is definitely warranted.

---

Again question 11 would only allow me to check one item. The check cleared from the other items when I tried to check multiple items.

---

Veterans numbers enrolled will continue to increase and I do not feel adequately prepared to meet their needs.

---

on question 11, it will not let me mark multiple answers, I had to choose 1 only.

---

Addressing the needs of veterans is critical. Awareness training in how to advise veterans for all advisors is critical.

---

My veteran students are some of my best; I wish all advisors would take the time to connect with these students on an individual level. They may need additional help and support, but many won't ask unless they feel comfortable.

---

We had started a veteran's support group on campus, but the participation is very low. Not sure how to remedy that.

---

There needs to be an inclusion of information about Veteran Affairs at the graduate and undergraduate advisors meetings each semester. These are not currently included!

---

None.

---

This is a difficult topic and I feel that we have not done enough to prepare for this population of students. As a small school, it is hard to find the time or the materials to do this.

---

Veterans have commented how challenging it is to get the financial benefits - lots of hoops to jump through.

---

Most just want to be treated like any other student. They don't want to draw attention to themselves.

---

Question 11 only allowed one response where more than one would apply

---

None

---

I think it is hard for them to adjust to civilian life after returning from combat. If they come to school right after they return, they seem to be less successful. If they wait a few months before going back, it seems better.

---

Veterans don't seem to know that they are eligible for GI assistance.

---

Advisors need intensive training to understand the issues/support our vets. We held a campus forum and from that bought dvd's and books, recommended by wounded warriors to help us better understand what they've been through.

---

no

Shocked at how little attention is given to this population for quality counseling, advising and attention in a University community. I think the public is embarrassed or just doesn't want to see what has happened to vets.

We are just getting started with this venture and don't have many wounded warriors on campus.

Educators can help produce the next "greatest generation." But only if we recruit, retain, graduate, and employ veterans. We need to be aggressive about financial assistance beyond the GI Bill and Yellow Ribbon. Instate Tuition.

I think that the veterans especially the ones who have lost limbs and wear shorts, are welcome accepted by our campus. They are respected and thanked by many of our students.

The question regarding services provided for veterans did not allow me to "select any that apply."

No

No

No

None

No.

Our recent veterans have faced a type of war unknown to previous generations, so it is hard for them to be able to share their experiences with veterans from previous wars...I wish it was different...

veterans need help with self-disclosure - it's not always evident that they are veterans unless asked; poor record of college credit transfer which is always disappointing and frustrating;

The few veterans I have advised are all fine young men and very capable college students. I was happy to have been their advisor and to have developed a student/advisor/friend relationship with them.

a center on campus for veteran students to gather, study, meet, etc. is very important

None.

no

Veterans deserve more than a hollow thank you for your service or magnetic ribbon. How we welcome them on our campuses is the golden opportunity we have to show them our appreciation.

no

NA

I'd add to Question 23, that more outreach could be done to veterans to help them understand the role of advisors and the critical alliance that can be formed with advisors to advance student veteran's success at

the institution.

---

n/a

---

We have a small student body, and we have relatively few military wounded students. Most services, like disability services, are provided through our home campus in Columbia, Missouri.

---

none

---

I have not seen or heard of any special outreach or resources for veterans, even though I have several veteran advisees. I think the college should be prompted to develop some veteran resources.

---

1) lack of motivation and lack of desire to get help (even if they know how to); 2) lack of preparation for coursework; 3) adjustment to campus and non-military life (lots of freedom). Amazing people but hard to help

---

We are a distance education provider with a military enrollment of over 30,000 (approx. 30% of enrollments in liberal arts, business and technology are military students.) BTW..I could only select one answer for question 11.

---

There is no box to check for partner is retired military, only current. Wouldn't that distinction perhaps color my answers in a way you'd like to know about? There should be a choice for "don't know" or "does not apply" in answers

---

There need to be better services, in general, for veterans with long-term behavioral/mental health issues (not just on campus - in society). The military is great at treating and managing physical wounds, mental ones, not so much.

---

NA

---

no

---

Veteran's students should a student run organization in closed space where they can feel more open among themselves and they can feel that they can bring speakers or people to help them without scrutiny of others.

---

Although it is important to offer veteran students a 'safe' place to congregate and support each other, I think there is also a desire of many to blend or feel comfortable in participating with the regular student population.

---

Not at this time.

---

Veteran students are always quick to point out that they are veterans, but I do not think it affects how I will advise them in any way.

---

NO

---

My brother has PTSD and is in college now. I know little about the symptoms or signs and wish I did; he doesn't talk about it. But, we have some students here that are vets, too, and I feel we should be educated on the dynamics

---

The Veteran students are neglected by the VA office on campus simply because low staffing and turn around of staff in that office. However, we do not include the VA office in our "Early Alert"

communications.

---

No

---

Individuals within this institution recognize/discuss concerns re unmet needs of veteran students, but little has been done to rise to serving their unique needs. Their failure rate is too high. We are troubled by

---

I think this survey was poorly constructed and confusing in the questions it asked.....#11 wouldn't even allow for a selection of more than 1 answer.

---

Until I saw the list in question 16, it never actually occurred to me to refer vets to services off campus. I made the assumption they would already know about them. And I don't know anything about them to make a referral

---

Format of a question on page 2 needs adjustment. One of our social worker/disability counselors on campus runs a "Lifestyle Redesign" program for Veterans and she has formed a campus-wide committee to improve our resources.

---

this pop seems to be a 'hidden' population on many campuses - they aren't self-advocating for themselves as far as requesting services, etc... on my campus

---

I only know if a student is a veteran if he/she chooses to self-identify or if he/she has received credit for military training. While I do not want to violate a student's privacy, it might help if I knew what the student needs.

---

I think it is redundant to have special advising to members of the homosexual population. They are vets regardless of their sexual orientation.

---

Question 11 did not allow multiple answers.

---

No.

---

N/A

---

No

---

No

---

no

---

Question 11, I believe it was, did not allow multiple responses.

---

no

---

no

---

No

---

No.

---

Some of your survey items said to check as many as apply but would only allow one answer. Another item

was duplicated.

---

No.

---

no

---

None

---

None

---

Many of our college's other campuses are on military bases and those advisors meet with many more servicemen and servicewomen, both active-duty and veteran, than we do on our particular campus.

---

Our vets do not want to be treated differently than other students in the advising process, so many do not share that they are vets. It is the funding that they are concerned about and that is the difficult part to understand

---

no

---

No.

---

My veterans tend to be highly motivated individuals. Vast majority are incredibly respectful and only a few have a condescending or arrogant attitude. I typically enjoy my work with Veterans.

---

Retention rates--Some of the student veterans joined the service instead of attending college because they may have struggled in high school. Now that they have an opportunity to use their education benefits,

---

We've worked online with active duty military/spouses 30+yrs; we're designated military friendly (scholarships, mil. cr. options, VA clinic/armory on campus, Army ROTC & Mil Sci minor ). It's STILL hard to serve returning vets.

---

No.

---

no

---

If veterans & wounded warriors need special services, we should treat them differently than others. Basically all students, regardless of Armed Forces status should receive the widest range & best quality of benefits available.

---

No

---

None at this Time

---

No.

---

Question 11 did not allow for multiple selections.

---

No.

---

Our students that are vets, are used to everything being done in a very timely manners and unfortunately, academic does not work in such a swift and timely manner.

Despite the many warnings that many of our returning vets are suffering from various forms and degrees of PTSD, none of my vets have exhibited anything but exemplary behavior and attitudes and all are doing very well academically.

I have only worked with one young veteran (male) who had PTSD and my college had no counseling support for him. Eventually he left to move on to another college in another state.

nO

NO.

No

I think our institution needs to make a concerted effort to provide advising and support services for these students. They have unique needs that need to be addressed and must start with the support of the administration

I think the academic preparedness of the student at our institution is fairly high, but this may differ vastly for community college students.

I have worked with both veterans and spouses of veterans or active duty military. In my experience I rarely hear a complaint from an active duty or veteran student. If there is a concern, it would come from the significant other

CU is behind the curve on this, but our office is headed in the right direction. Unfortunately, I don't think the administration will commit significant resources for effective programming.

n/a

I wish our university had a veterans/military services center and a student organization. It would be a nice way for these students to find each other, know they are not alone, and share resources.

don't have any

there is some bad coding on this survey. :) Other than that - I think all advisors could benefit from knowing more about these students and their needs so we can help.

no

None at this time

None

Not at this time.

The veterans I have advised are much more goal oriented, hard-working, and disciplined than the typical 18-22 year old college student. They are a pleasure to teach and to advise.

no

The VA will only pay for certain degrees. This may cause tension between the advisor and

advis, especially when they want to major in something else.

---

No.

---

No

---

-

---

no

---

Central administration needs to place a greater priority on assisting veterans in every aspect of higher education. Without President and Provost support, beyond lip service, money and resources will always be too limited.

---

no

---

Some veterans are very upfront with their issues, while others you can hardly tell they are veterans at all.

---

Question #11 is not configured for multiple answers; I could only check one button. Questions #20.2 and 20.3 ask for the same information.

---

Many are coming to campus unprepared and need developmental courses to prepare them for college level math, reading, and/or english. Many seem very excited about obtaining an education especially with the assistance that the GI Bill

---

no

---

This seems to be a topic that is never discussed at my institution.

---

no- as of this time we do not have many wounded vets on campus however we are a very welcoming community.

---

Even though my institution does not explicitly offer support to this group of students, I think that it is because there may not be any veterans currently enrolled.

---

VA coordinator is based on the main campus; thus, interaction is limited other than referrals for educational benefits and services.

---

Ideology is barrier that professionals may fear is that military vets tend to be politically conservative and academics tend to be liberal. Dealing with negative feelings about war and thanking vets for service goes a long way.

---

Veterans want to be integrated in the educational system without being stigmatized. Therefore, we should make adjustments as needed and treat them as students in all other areas.

---

No

---

No

---

Currently, WW population is low, almost non-existent in the major that I serve. I believe this will be changing for all majors, so training of advisors now would be a great idea.

---

no

Faculty who are required to act as academic advisors must have training to help them meet the needs of this special population of students.

we have specific veterans/wounded warrior programs and a designated office , but it is not specific to academic advising in our office, so I couldn't answer some of your questions--I'm sure we have more services than marked

None.

Quest. 11 only allows 1 choice but choices 1 thru 6 & vet scholarships apply to us; we have 2 military bases nearby & have a high number of vet family members who are students impacted by loved ones' condition/deployment status

No.

No

no

n/a

Most veterans want structure--orders. Do this, do that. They must be weaned away to have opinions & suggestions and make decisions in the "loose" university environment that requires initiative, individuality, & creativity.

I think our ADA office should be much more involved.

n/a

Veterans go into all sorts of majors so it is important for there to be cross-disciplinary talks among advisers to share experiences about the special needs of veterans (as well as other students with special needs).

NONE

The question about resources available in this survey would not allow me to check multiple items

No.

I have trouble with the attitude that veterans are "more special" than other students with special needs for whatever reason, the idea they are entitled.

Colleges need to recognize and adjust to the needs of veterans.

Just a comment on the questions: I would re-phrase the Question 2 to "WHat is your sex?" instead of "gender." Additionally, I was unable to choose multiple answers for QUestion 11. My options would be 1-3, 5-12.

Transition is difficult for military students especially wounded warriors. Take special care w/o enabling wounded warriors. Many don't know the questions that should be asked. Advisor should volunteer

information, ask questions.

no

#11 only allows one answer, yet you ask for all that apply.

I have only worked with a few veterans.

none

Veterans need to do a better job of self-identification.

That it takes me longer to deal with VA students. They seem to operate under different rules, but when dealing with 500+ students, I can't do something different for all of them. I want to help, but I can't hold their hand.

No

Getting VA benefits should be more available to veterans.

No

n/a

I could not answer question 11 it would not let me select more than one option?

Question 11 only allowed one answer

I felt this survey had some confusingly-worded questions.

I was unable to answer several questions, either because none of the choices fit my view, or because I didn't understand the question.

Vets seem somewhat afraid to reveal that they are vets until I ask and talk about my deceased husband who was 30 yrs military and a veteran of Pearl Harbor, Korea, Cambodia. Sharing some of my knowledge about it seems to help.

We have documented a 45% increase in the number of students using VA Benefits since the implementation of the POST 9/11 bill.

none

Alcohol and drug addiction are a major issue with many of the vets with whom I work.

My service as a veteran was involuntary. I was drafted. My first tendency is to treat veterans just like everyone else. That was the way I wished to be treated when I returned to education. And yet there is a raw nerve of unquiet.

Again, this area is very under-developed at my institution.

This is very late in coming. I applaud the effort to address the needs of our Vets!

---

Most of my students not show issues. Often only know vets when absent to serve.

---

It's a very difficult population to serve effectively and without any military background myself, sometimes I find it difficult to relate to these students or or their families. The waves of veterans just keep coming...

---

Assisting our active duty servicemembers and veterans is extremely important at our institution. For over 15 years we have had an Office of Military Education with representatives on military based across the country.

---

I found some of your questions difficult to interpret.\

---

Question 11 only allowed one answer and our campus offers most of the services listed there. Spouses of veterans can serve as wonderful resources and they are usually not recognized. Efforts need to be made to include them.

---

I totally appreciate and applaud you all for what you're doing. When I worked for a community college in Tampa while completing my mental health internship for my Masters, I worked closely w/ veterans and it changed my life.

---

It is difficult to get programs started.

---

Good veterans' websites are very useful, especially if they link to all services available on campus. Also, I let veterans know that I go over support services with ALL students and I'm not singling them out.

---

Key to more veterans transitioning into college, and thriving in college is the coordination of resources for those veteran students in creative ways.

---

not available

---

none

---

At my institution, most (my guess is 95% or more) undergraduates are between 18 and 24 years old. I do not cross paths with veterans that I am aware of.

---

Some get have problems academically because it seems difficult for them to ask for help or to indicate they are having emotional difficulties.

---

As a veteran, I'm eager to help with any study of related topics. Call me at 919-962-6622.

---

To my knowledge, we do not have any veterans on campus.

[Hide Responses](#)

[top of report](#)

- End of Survey -

