

Promising Best Practices

Veteran-Supportive Institutions of Higher Education in King County

By Timm Lovitt
Veterans Empowerment Team (V.E.T.)



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50 Best Practices

The following document was developed based on the research on promising best-practices for veteran-supportive institutions of higher education. The research revealed 50 common practices that were being implemented by institutions across the United States. These practices were noted in multiple sources and are listed in a natural order of sequence. Each practice has an explanation below it that goes into more depth about the reasoning that was given for the practice. Some of the practices also have a model of practice that gives an example of the specific practice and some also list websites that can be accessed for more information on the practice. Finally, each practice has a section that lists the institutions of higher education in King County that are currently implementing the practice.

In order to determine what practices were currently being implemented a survey, designed via survey monkey, was sent out to each of the institutions. Key personnel at each of the institutions were identified, via web searches, and sent a direct link to the custom survey used for their institution. Participants were invited to complete the survey based on their role at the institution and the survey was designed to take less the 10 minutes to complete.

It is important to note that not all institutions responded to the survey, nor had participants for each of the separate sections. For this reason, if an institution is not listed under a specific practice, it does not mean that they are not currently implementing the practice, means that they might not have had someone complete that portion of the survey. A complete list of the institutions that did respond is included in additional supporting documents section (section 6).

1. Incorporate veterans and military family members into the institution's long-term strategic plan (E).

There has been a significant amount of veterans enrolled in higher education since the end of World War II. This is because one of the main benefits that a service member earns is an education award. Commonly known as the government issued (G.I.) Bill, it allows veterans the opportunity to go to college for free, or at a reduced rate. In the past ten years there have been over 2.5 million men and women who have earned the G.I. Bill. Many of them are, or will be soon, transitioning out of the military and pursuing a degree in higher education. Many institutions have recognized this fact and have incorporated veterans and military families into their long-term strategic plans. Doing so delivers the message that the institution is committed to being veteran-supportive for years to come.

Model of Practice:

Edmonds Community College has recently made veterans a part of their long-term plans. The institution has vowed to create an entire veterans program, complete with a veteran's resource center and a director of veteran's services. As a part of this effort they have set the strategic goal of raising \$1 million dollars to start this program and to fully fund it for many years to come.

King County Institutions Implementing Practice:

Art Institute of Seattle, Cascadia Community College, Central Washington University, DeVry University, Green River Community College, Lake Washington Institute of Technology, North Seattle Community College, South Seattle Community College

2. Create a veteran's advisory committee to help direct institutional policies, programs, and services (C).

Creating a veteran-supportive institution is a complex and comprehensive endeavor. It involves crafting a strategic plan, establishing metrics and collecting data, and facilitating collaboration between numerous departments. Often times these efforts are completed without staffing. Many institutions have found a way around this by forming a veteran's advisory committee. These committees are made up of individuals from various departments and positions, and are responsible for helping the institution move towards becoming a more veteran-supportive institution. Below is a list of suggested committee members.

Ideal Advisory Committee Members:

Admissions Officer, Assistant Director of Development, Certifying Official, Dean(s) of Academic Program, Director of Counseling Services, Director of Student Programing, Disability Services Officer, Faculty Member(s), Military Family Member, Registrar's Assistant, Student Veteran (both man and women representative), Vice-President for Student Services

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, DeVry University, Eastern Washington University, Green River Community College, Renton Technical College, Seattle University, South Seattle Community College

3. Ask about ‘*prior military service*’ on enrollment forms (D).

Most institutions of higher education already ask incoming students about possible veteran status. This is because some grants ask for the data, or the institution has set a strategic goal that requires this kind of information. However, it should be noted, that not everyone who has served in the military identifies themselves as a veteran. This is because the term ‘veteran’ can be confusing, even to those who have served. There are some agencies that define veteran status by length of service, some by condition of discharge status, and others by location or duty station. Therefore, it is becoming more common for institutions to simply ask incoming students about ‘prior military service’ on admissions and/or enrollment forms. This allows those who have served in the military, but do not consider themselves to be veterans, to identify themselves and provides more accurate data to the institution.

Example of Reframed Screening Question:

- a. Have you ever served in the military (Air Force, Army, Coast Guard, Marines, Navy, National Guard or Reserve components)?
- b. Has an immediate family member ever served in the military (father, mother, brother, sister, partner, son, daughter)?

King County Institutions Implementing Practice:

Antioch University, Argosy University, Art Institute of Seattle, Cascadia Community College, Central Washington University, DeVry University, DigiPen Institute of Technology, Divers Institute of Seattle, Eastern Washington University, Fuller Theological Seminary, Green River Community College, Highline Community College, Lake Washington Institute of Technology,

North Seattle Community College, Northwest University, Renton Technical College, Seattle Pacific University, Seattle Central Community College, Seattle University, South Seattle Community College, University of Washington- Bothell Campus

4. Track veteran-specific data and use it to help develop policies, programs, and services (A).

One of the most critical pieces in becoming a more veteran-supportive campus is being able to track and measure progress. Progress is a measurement of efficiency, and is needed in order to justify an increase, and/or sustain, in the allocation of resources. Without the ability to objectively analyze programs designed for veterans and/or military families the institution won't be able to determine if their efforts are having an impact. Therefore, it is essential that institutions analyze what type of data is currently being collected and then determine if they need to add additional areas that are being tracked.

Key Pieces of Data to be Tracked:

- a. Total number of veterans currently enrolled in courses.
- b. Total number of veterans collecting education benefits.
- c. Total number of military family members currently enrolled in courses.
- d. Total number of military family members collecting education benefits.
- e. Number of veterans enrolled in each academic program.
- f. Total number of military family members enrolled in each academic program.
- g. Total number of veterans accessing different academic resources and services (disability services, tutoring services, writing center, counseling services, etc.).
- h. Retention rates for veterans and military family members.

-
- i. Graduation rates for veterans and military family members.

King County Institutions Implementing Practice:

Divers Institute of Seattle, Green River Community College, Highline
Community College, Renton Technical College

5. Attend veteran cultural competency trainings and learn about the invisible wounds (A).

Many veterans and military family members deal with different issues than a lot of traditional students do. Some of these issues may include: being a first-generation college student, having to relearn successful studying habits, adjusting from service member to student, becoming accustomed to physical injuries, and living with invisible injuries. These issues are fairly complex and can have a significant impact on their transition onto campus and into the academic environment. It is important to learn about the issues they face from subject matter experts. Building your cultural competency about veterans and military family members will help ensure that you and your institution are better equipped to serve them effectively.

General Areas of Competence:

Veteran and Military Culture, Women Veterans, Post-Traumatic Stress, Traumatic Brain Injury, Mild Traumatic Brain Injury, Military Sexual Trauma, Communication with Veterans, Accommodating the Invisible Injuries, Impact of Deployment on Military Families, Employment for Veterans, Crisis Intervention, Suicide Prevention

King County Institutions Implementing Practice:

Art Institute of Seattle, Cascadia Community College, Central Washington University, Divers Institute of Seattle, Eastern Washington University, Green River Community College, Highline Community College, North Seattle Community College, Renton Technical College, Seattle Pacific University, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, University of Washington- Bothell

6. Encourage faculty and staff to attend annual trainings on veteran-related matters (A).

Going to trainings on veteran-related issues is important. It helps build up cultural competency about veterans and military family members and ensures that the campus is better equipped to serve them effectively; however, it can be difficult finding time to attend such trainings.. Therefore it is recommended that institutions provide additional incentives to encourage faculty and staff to take advantage of available opportunities. These incentives could include: encouragement from department head or supervisor, continuing education (or some other professional development) credit, lunch and/or refreshments, or recognition from campus leadership.

King County Institutions Implementing Practice:

Art Institute of Seattle, Cascadia Community College, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, South Seattle Community College

7. Welcome and recognize veterans by using familiar signs and symbols (S).

Transitioning to a new environment can be quite overwhelming. One must learn where various offices and services are located, figure out key points-of-contact, and try to learn about the different policies in place. For veterans this transition can be exceptionally difficult, as most of their questions and issues, while in the military, are taken care of in one centrally-located place. Therefore it is recommended that institutions identify key locations on campus with familiar signs and symbols. This will help veterans identify places on campus that can help point them in the right direction.

Model of Practice:

The following example comes from Cascadia Community College. They welcome student veterans to their veteran's center by using the five service flags for each branch of the military.



King County Institutions Implementing Practice:

Cascadia Community College, Divers Institute of Seattle, Eastern Washington University, Green River Community College, Highline Community College, Lake Washington Institute of

Technology, Seattle Central Community College, Shoreline Community College, University of Washington-Bothell Campus

8. Welcome veterans to your campus instead of thanking them for their service (U).

Thanking a veteran for their service has become an increasingly common tradition. It is believed to be a sign of respect that communicates gratitude for all that the individual has had to sacrifice during their time in the military. However, it should be noted, that not all veterans receive this gesture with the understanding of it being grounded in warm intentions. Some veterans may perceive the act as being in-genuine, while others may not appreciate the old memories and emotions that are stirred up (not all veterans leave the service with a positive experience). Therefore it is recommended that you welcome veterans to your campus, get to know a little bit about them, and then thank them for their service, once a relationship has been established and only if it seems appropriate. Doing so should help reduce the chances that your gesture is taken offensively, or in a negative perception.

Model of Practice:

The following example comes from Cascadia Community College. This piece is from a quick list of campus resources that all student veterans receive once they enroll at the college.



VETERANS SERVICES

Welcome to Cascadia! We're glad you made the decision to continue your education with us. We are here to help:

9. Recognize that criticism of the military can be taken personally by student veterans and cause them to feel isolated (C).

While sharing our personal and political beliefs is an important part of the higher education experience, as it helps us create a more informed understanding of the world, staff and faculty must be aware that there are many instances in which these beliefs can be taken as a personal insult. This is especially true when it comes to topics like the military and war. Some opinions can cause veterans and/or military family members to feel isolated from others. When students begin to feel isolated, they are less likely to stay engaged with the content and their performance will suffer. Therefore it is important for staff and faculty to recognize the signs when this happens and to possibly reach out to them in private if deemed appropriate.

10. Identify the needs of student veterans by conducting annual focus groups (E).

Each campus is different in terms of student populations and their needs. Some campuses have higher numbers of veterans and military family members attending and some only have a

few. What works on one campus may not work on another; there is no cookie cutter mold. Therefore it is highly recommended that institutions take the time each year to sit down with their student veterans and listen to their needs. This can be done through formal, or informal, focus groups. By giving the students a chance to express their needs the institution is gaining a more informed perspective on what will have the greatest impact, in terms of what is offered. Institutions can then decide on priority areas to focus on and increase the impact of their efforts.

Examples of Possible Focus Group Questions:

- a. What were some of the factors that made you want to attend courses at our institution?
- b. Before coming to our institution, did you visit our website?
- c. Did the website contain most of the information you needed in order to make to decision?
- d. As a student veteran, how well do you feel supported by the institution?
- e. Are you aware of the various services that are available to you on campus (writing center, tutoring services, disability service, etc.)?
- f. In your opinion, what are some areas that the institution can better support you as a student and as a veteran?

King County Institutions Implementing Practice:

Central Washington University, Lake Washington Institute of Technology, Renton Technical College, Seattle University

11. Evaluate current policies, programs, and services and their impact on student veterans (K).

The next step after determining what the student's needs are is to determine what the institution currently offers. Perhaps there is a need that is already being addressed, but the students do not know about it. Perhaps there is a need that has been over looked and is not being addressed. By taking the time to understand what is and is not being offered the institution can then understand its own strengths and weaknesses and begin to compensate for those. If your campus has the resources, the preferable method would be to have a third party to review these and report back to the veteran's advisory committee.

12. Learn about the various services that are available to students on and off campus (C).

The amount of services that are available to veterans and military family members are incredible. Everything from financial planning to health care is offered by organizations at the federal, state, and local levels. It is important to learn about the various services that are offered to veterans and military families in order to better serve them. Attend workshops that are offered in the community to learn more about the relevant programs. Doing so will also give your campus a better idea of what is not available in your community and what your campus might be able to do to fill in the gaps.

Sources of Information on Available Services:

- a. Department of Veterans Affairs- <http://www.va.gov/>
- b. American Council on Education- <http://www.vetfriendlytoolkit.org/>
- c. Student Veterans of America- <http://www.studentveterans.org/>
- d. American Legion- <http://www.legion.org/>
- e. Veterans of Foreign Wars- <http://www.vfw.org/>
- f. Wounded Warrior Project- <http://www.woundedwarriorproject.org/>
- g. Iraq and Afghanistan Veterans of America- <http://iava.org/>
- h. Washington Department of Veterans Affairs- <http://www.dva.wa.gov/>

13. Align the needs of student veterans with the goals of policies, programs, and services (A).

After conducting focus groups with your student veterans to determine their needs, and then surveying the services offered on your campus and in the local community, you will have a better idea of what still needs to be addressed. Most often, these are going to be the barriers that keep veterans from enrolling and/or staying enrolled until they graduate. This information will give your institution the ability to create goals, and those goals will allow you to create programs, policies, and services directed at meeting your desired outcome(s). Goals are driven by need. Programs, policies, and services are driven by goals.

14. Provide services that are designed specifically for student veterans (E).

The transition from military life to that as a student can be very difficult. This is sometimes attributed to the kind of ‘culture shock’ that happens during this period. Student veterans leave an environment that is very structured and disciplined, with a clear mission at hand and trusted team members at their side, and come to an environment that has less structure and discipline, a mission that sometimes takes multiple years to complete, and is put in teams that may only work with each other for a few weeks for a single project. Everything that they have been trained on and have gotten used to has changed and now they must adapt to a new set of rules and standards. These changes can leave some veterans feeling isolated and reluctant to ask for help. Therefore it is suggested that institutions provide services that are specifically designed for veterans. These services should make veterans feel comfortable, with familiar faces who also know about the military culture and can have conversations with them about it, and not feel as if they are going to be judged on what they might say.

Examples of Specialized Services:

- a. Financial Aid Services
- b. Counseling and Mental Health Services
- c. Academic Advising
- d. Tutoring Services
- e. Campus Orientation
- f. Career Services

15. Create a centralized location for all veteran-related resources (C).

In the military, service members handle any personal matters they might have in one place. They can fix issues with their pay, schedule a dental or health checkup, even turn in recommendations for rewards and promotions in the same place. The process is simple and efficient for the service member, which gives them much more time that can be devoted towards training. When veterans come to a campus, in most cases, they aren't really sure where to go. This is because they don't have the experience of knowing how things are done at that institutions and where certain offices and/or services are located. Many institutions have started creating veteran resource centers on campus. These centers vary from campus to campus and can house anything from all veteran-related resources and information to being a place where someone is on hand to help point the veteran in the right direction.

Model of Practice:

The following example comes from Eastern Washington University. Their campus has created a veterans resource center that is roughly 2,000 square feet. The space includes offices for the veteran's program staff, a veteran's lounge and study space, and an attached computer lab.



King County Institutions Implementing Practice:

Cascadia Community College, Central Washington University, DeVry University, Eastern Washington University, Fuller Theological Seminary, Green River Community College, Highline Community College, Lake Washington Institute of Technology, North Seattle Community College, Renton Technical College, Seattle Central Community College, Shoreline Community College, South Seattle Community College, University of Washington-Bothell Campus

16. Designate one person as the point-of-contact for student Veterans (K).

The military is really big on team work and mentorship. Whenever a service member arrives at a new unit they are assigned a sponsor who is responsible for showing them around. The sponsor shows them around and explains the various policies that might impact the service member. After this period of time the service member is assigned a team and a team leader, who becomes responsible for them. This is done so that the service member is able to establish a connection with someone who has some experience at the unit and so that the new member is able to quickly learn their role. Many institutions have adopted a similar program, in which they assign a single point-of-contact on campus, which can help veterans with questions they might have. Usually this person is located in the veteran's resource center, or another easy to find location on campus. Then, whenever a new student veteran arrives, or has a question, they know who to see and where to go without having to ask around a lot.

Model of Practice:

The following example is from Shoreline Community College. They have designated their veteran's point-of-contact as their certifying official. This person is located in their veteran's resource office, as indicated in the picture below.

**King County Institutions Implementing Practice:**

DigiPen Institute of Technology, Divers Institute of Seattle, Eastern Washington University, Green River Community College, Highline Community College, Lake Washington Institute of Technology, North Seattle Community College, Renton Technical College, Seattle Central Community College, Shoreline Community College, University of Washington-Bothell Campus

17. Allocate financial resources in order to build capacity for veteran related programs and services (F).

The reality is that building a veteran-supportive campus is going to take some financial resources. While most of the practices outlined in this document can be implemented with very little cost or expense, the larger and more impactful pieces require a lot more planning and coordination. This will entail either having a committee that is able to dedicate some of their

hours towards moving the institution forward, or hiring on a director of veterans services to do so. Therefore, if the institution is going to make veterans a priority it has to commit the appropriate amount of resources to the initiative.

Model of Practice:

Edmonds Community College has made a commitment to becoming a veteran supportive institution. In 2013 they kicked off a capital campaign to raise \$1 million dollars to fund their veterans' program. Campus leadership have teamed up with the college's Foundation and business leaders within the community to raise the amount needed. Campaign efforts include: seeking out grants, private donations and endowments, and community fundraising events.

18. Explore private, state, and federal funding sources to fund veteran programs and services (E).

While creating new programs and services does require some level of funding, institutions are not limited to their own budgets and resources. Many campuses have sought out partnerships with their Foundation (assuming most campuses have their own non-profit foundation set up) and have also reached out into the community for help. The point is that most institutions will have to get creative in order to advance towards becoming more veteran-supportive.

Examples of Possible Partners:

College or University Foundation, Community Foundation, Local Business, American Legion Post, Veterans of Foreign Wars Post, Vietnam Veterans of America Post, Patriot Guard Motorcycle Club, Rotary International Club, Fraternal Order of Eagles Post, City Council, County Council, Washington Department of Veterans Affairs, Student Veterans of America, Wounded Warrior Project, Wal-Mart American Council on Education, etc.

King County Institutions Implementing Practice:

Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, Shoreline Community College, University of Washington- Bothell Campus

19. Partner with veteran service organizations and allow them to be present on campus a few times each month (J).

Throughout the United States there are various organizations set up with the sole mission of helping veterans and their family members. Many of these organizations were created after World War I, World War II, and Vietnam. Some of the services that they provide are: counseling and mental health care, legal assistance, and help filing disability claims. In order to avoid duplicating services, institutions are encouraged to invite these organizations on campus and help them connect to veterans. Doing so builds a stronger connection with the community and encourages veterans to stay in school.

Great Service Organizations to Partner With:

- a. American Legion
- b. Veterans of Foreign Wars
- c. Vet Center (Federal Program)
- d. Department of Veterans Affairs
- e. Washington Department of Veterans Affairs, behavioral health program
- f. Vietnam Veterans of America
- g. Department of Vocational Rehabilitation
- h. Wounded Warriors Project

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, Central Washington University, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, North Seattle Community College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, University of Washington- Bothell Campus

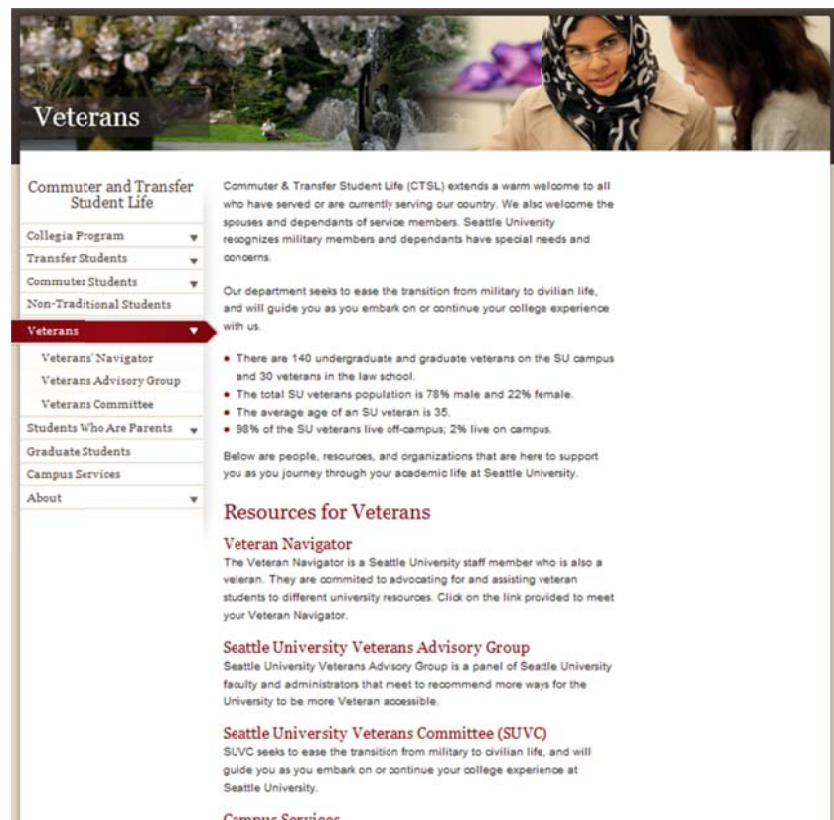
20. Build a webpage that has links to veteran-related policies, programs, and services (E).

Research shows that most students today choose the school they attend by doing an internet search and then exploring the websites that come up as a result. This is probably more so for veterans and military family members, because they are able to prepare themselves for

months in advance. For those looking to enter pursue a college degree, they begin to explore what they want to do and what type of programs are offered near their home town. This usually involves several internet searches in which the veteran explores the websites that most closely match their desired outcomes. Type of degrees offered and methods of instruction are two major factors that go into their decision process, but another major factor is how well the institution is able to support them as a student veteran. Many veterans look for this type of information by searching the site's page on veteran's resources. If the site doesn't have a helpful and user-friendly veteran's page it may sway their decision to another institution.

Model of Practice:

The following example was taken from Seattle University. It is shows their webpage for veterans, with links to relevant information and resources on campus.



King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, Central Washington University, Divers Institute of Seattle, Eastern Washington University, Green River Community College, Highline Community College, Lake Washington Institute of Technology, North Seattle Community College, Seattle Central Community College, Shoreline Community College, Seattle University, University of Washington- Bothell Campus

21. Help veterans and their dependents maximize the amount of financial aid they receive (E).

Financial issues are amongst the most common reasons veterans cite as for not being able to enroll or stay enrolled in college courses. This is because they tend to be a little older than most traditional students and have more financial responsibilities. Some of these can include: rent or mortgage payments, car payments, insurance (both health and property), utility bills, and childcare costs. Therefore, in order to be able to attend college and complete a degree, and/or certificate, veterans and military family members must have help maximizing the amount of financial aid they receive. Institutions are encouraged to let veterans and military family members know about available grants or scholarships, and work study positions. This will help relieve some of the burdens. Sitting down with veterans one-on-one and explaining their options is ideal in these instances.

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, Central Washington University, Divers Institute of Seattle, Eastern Washington University, Green River Community College, Highline Community College, Lake Washington Institute of Technology, North Seattle Community College, Seattle Central Community College, Shoreline Community College, Seattle University, University of Washington- Bothell Campus

22. Grant tuition deferments or extended deadlines to student veterans collecting service-related educational benefits (K).

Many student veterans and military family members attend courses by using various forms of the G.I. (government issued) Bill. The G.I. Bill is an incentive offered to those who serve in the military that allows them to go to college for free, or at reduced rates, once they complete their term of service. Essentially, the institution works with the Department of Veterans Affairs to collect tuition instead of having the student pay the college directly. However, there are many flaws within the system and often payment is delayed, due to an overloaded system. This could impact a student veteran if payment is not received for several weeks, past the payment deadline. Many students are withdrawn by the institution, despite their lack of control on when payment will arrive. This is at no fault to the student whom is collecting the benefit. Therefore institutions are encouraged to grant tuition deferments or extend payment deadlines for those collecting these types of benefit.

King County Institutions Implementing Practice:

Cascadia Community College, Green River Community College, North Seattle Community College, Renton Technical College, Seattle University

23. Hire a VA work-study that can help answer questions and direct veterans to resources on and off campus (J).

The Department of Veterans Affairs (VA) has a program called the VA Work-Study Program. In this program, full-time or ¾-time, students are allowed to work for the institution and receive a work-study allowance. The institution creates a temporary position on campus that fit the requirements set forth by the VA, and the VA pays the student accordingly. This helps the student by providing financial incentive, helps the institution by providing a no-cost service to the campus, and helps the VA ensure that the veteran is able to collect their educational benefit. For more information about the program please visit:

http://www.gibill.va.gov/resources/education_resources/programs/work_study_program.html.

King County Institutions Implementing Practice:

Cascadia Community College, Central Washington University, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, North Seattle Community College, Renton Technical College, University of Washington- Bothell Campus

24. Provide additional discounts, grants, or scholarships for student veterans

(Z).

Providing additional financial incentives to veterans and military family members is a great way of showing them additional support. The monies they save can go towards other necessities and increase the likelihood that they will be able to stay enrolled and engaged in their studies. Many institutions are offering tuition discounts for veterans, scholarships only available to veterans and military family members, and even providing paid internships while they pursue a degree.

Model of Practice:

The University of Washington grants all first-time student veterans, both undergraduate and graduate, with a 50% tuition discount. This discount is intended to encourage veterans to come to the University of Washington and help relieve the financial burdens they may experience. In addition to this, any child or spouse of a disabled, deceased, MIA or POW is also able to receive a 100% waiver of all tuition and fees. There are qualifying criteria for both waivers, but is available as an additional option.

King County Institutions Implementing Practice:

Cascadia Community College, Green River Community College, North Seattle Community College, University of Washington-Bothell Campus

25. Offer tuition refunds for those who are activated or deployed (E).

Some students attending college also serve in active-duty, National Guard, or reserve components. This means that in addition to their academic pursuits they must also balance the demands that the military has. Sometimes this means being called up, or activated, for training and/or a deployment. In situations like these the student has no choice on whether they can stay or not; the answer always is that they are going. They also don't have any control of when this might happen. Unfortunately it is not uncommon for a student to be activated in the middle of the term and they are forced to withdraw from the courses they are taking. In order to be more supportive, many institutions are making an exception to the withdrawal and refund policies and refunding the entire amount of tuition for the term (as it is of no fault to the student). In most cases, the student appreciates this gesture and may likely return to the same institution once their mobilization is complete.

King County Institutions Implementing Practice:

Cascadia Community College, Green River Community College, North Seattle Community College, Renton Technical College

26. Grant maximum amount of credit for prior military training and experience (C).

Many veterans leave the military not knowing that some of their military service can be counted as college credit. Depending upon their training and their various experiences, some veterans may not have to take certain requirements, because their service has already fulfilled

those for them. It is important that institutions make sure that veterans know about this and that they take advantage of what they have already done. By using their prior military service as credit the veteran is making sure that their education benefit will cover the entire cost of their degree. For more information on how to help veterans maximize the credit received for their military service please visit: <http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx>.

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, Central Washington University, Divers Institute of Seattle, Eastern Washington University, Green River Community College, Highline Community College, Lake Washington Institute of Technology, North Seattle Community College, Seattle Central Community College, Shoreline Community College, Seattle University, University of Washington- Bothell Campus

27. Offer priority enrollment for veterans throughout the academic year, including summer quarter/semester (J).

Due to the various requirements of the Department of Veterans Affairs veterans are typically only allowed to take courses that fall within their chosen degree program. This leaves many veterans finding themselves in difficult situations, because some the courses fill up very quickly. If there is a course that fills up, but it is required by the program, the veteran must choose between delaying their education until they can get into the course, and losing some of their education benefits while they drop below full-time or part-time status. In order to correct

this, many institutions have granted veterans priority enrollment status. This helps veterans get into the courses they need before they fill up.

King County Institutions Implementing Practice:

Divers Institute of Seattle, Green River Community College, Renton Technical College

28. Streamline enrollment, reenrollment, and withdrawal procedures for students who are activated or deployed (C).

Some students attending courses also serve in the National Guard and Reserve components. This means that there is a chance that they may be called up for active-duty and/or a deployment. If this happens they may have to withdraw from the courses they are taking and possibly put their education on hold. Institutions can help encourage those students to return and finish their studies by offering streamlined processes for them. Consider performing an audit of your institutions current enrollment, re-enrollment, and withdrawal procedures to help ensure that these students return to your institution once they are able to.

29. Design an orientation program for incoming student veterans that offer 1 or 2 elective credits (C).

Transitioning to a new campus can be a little overwhelming for new students. One must learn where certain offices and services are located, figure out the different policies and processes the institution has, and stay on top of their course work at the same time. Many student

veterans also face the additional task of having to learn and adapt to a completely new way of interacting and engaging with people. Some campuses have found that the best way of eliminating some of this anxiety is to offer a 1 or 2 credit college-success course to the course catalog. This course lasts for one complete term, helps students learn about the institution, and offers 1 or 2 elective credits that can be applied to their degree program. Courses that are specific to veterans also offer topics that are relevant to the military; like differences between military and civilian culture, post-traumatic stress injuries, and traumatic brain injury.

Model of Practice:

The following example is from a course taught by Deborah A. Jacoby at the University of Washington. For more information please visit:

<http://www.washington.edu/students/icd/B/bcusp/100djacoby.html>.

Course: General Learning Strategies, B CUSP 100

Instructor: Deborah A. Jacoby

Description: This course provides students with active learning strategies and the exploration of university resources to help them adjust and transition to living and studying in the USA, both academically and personally. This course helps cultivate a sense of belongingness, encourages engagement in curricular and co-curricular resources and services, addresses how to function successfully in the context of American university culture, and explains the expectations of the University of Washington Bothell. The course is required for all international students who have not previously studied at the tertiary-level in the United States.

King County Institutions Implementing Practice:

Art Institute of Seattle (*does not offer elective credit*), DigiPen Institute of Technology, Eastern Washington University (*does not offer elective credit*), Highline Community College (*does not offer elective credit*), Lake Washington Institute of Technology (*does not offer elective credit*), Renton Technical College, Seattle Central Community College (*does not offer elective credit*), Seattle University (*does not offer elective credit*), Shoreline Community College (*does not offer elective credit*), University of Washington-Bothell Campus

30. Write a guide for student veterans that helps explain relevant policies, programs, services, and structure (A).

In addition to having veteran-related information about programs, policies, and services on the institutions' website it is also a good idea to consolidate it into a guide book as well. This way veterans that don't use the internet very often will have a way to access relevant and pertinent information as well.

31. Host an annual event that welcomes student veterans and allows them a chance to meet each other (C).

One way to ensure that student veterans are welcomed to your campus is to host an annual meet-and-greet event. This will give a chance for key staff and faculty to introduce themselves and the services they offer on campus and also give the veterans a chance to meet one another. Making this event exclusively for veterans and military family members will help

each student feel more comfortable, as they can relate to each other and will have many things in common. By hosting an event of this kind your institution is helping them build relationships with each other and the institution, which usually leads to a more improved learning experience. Typical meet-and-greets are held in the fall term and usually include some type of refreshments.

Model of Practice:

The following example comes from Green River Community College. For the past five years the campus has hosted an annual meet-and-greet event for veterans. Veterans are given a chance to hear from various staff at the campus, meet other student veterans, and are given a college challenge coin.



King County Institutions Implementing Practice:

Art Institute of Seattle, DeVry University, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, South Seattle Community College

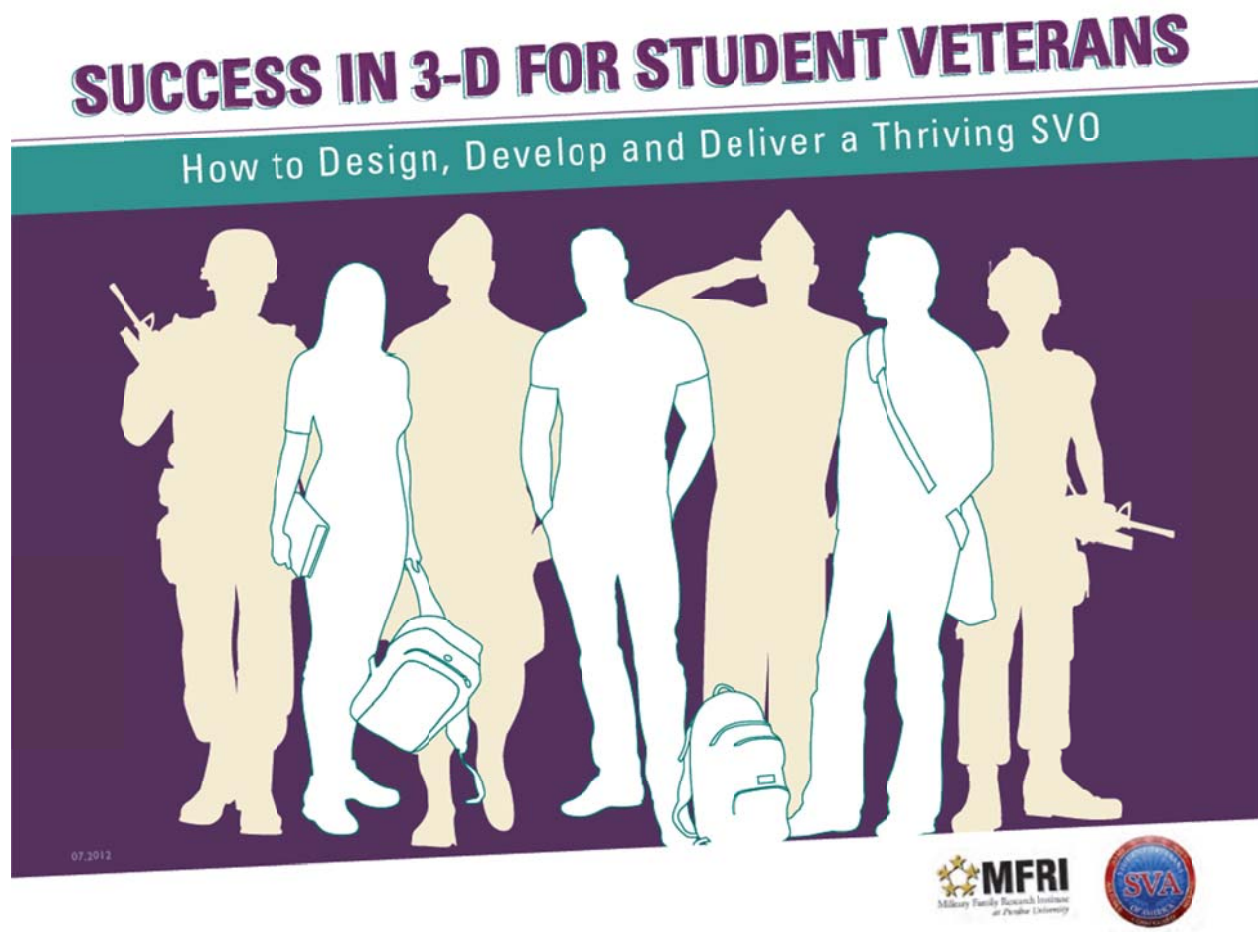
32. Encourage veterans to start a student organization on campus and support their efforts by designating multiple campus advisors (E).

Making friends and connecting with other students is an important piece of the college experience. These friends and peers can help each other in their courses and may even help connect each other to jobs once they graduate. For some veterans, connecting with other students may be difficult, as they may not share a lot in common. Typically, student veterans are older than traditional students and have different life experiences, both of which may make it hard to relate to others. However, most student veterans have lots in common with other student veterans and can be the bridge into other interests and activities. Therefore institutions should encourage their student veterans to create a student veteran organization. These organizations can help student veterans meet new people and begin to explore other offerings that the campus has.

Model of Practice:

One of the largest organizations that support student veterans is Student Veterans of America (SVA). The SVA is a national non-profit that looks to help create student veteran organizations. They provide support and mentorship for newly forming groups and additional incentives for members in their network. Some of these offerings include scholarships, grants,

and conferences with compelling speakers. For more information please visits-
<http://www.studentveterans.org/>. The below example is from one of their manuals that helps
explain how to create a student veterans organization.



King County Institutions Implementing Practice:

Antioch University, Cascadia Community College, Central Washington University, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, North Seattle Community College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, University of Washington- Bothell Campus

33. Start a mentoring program for student veterans (Q).

Most student veterans feel compelled to help others, especially other student veterans. This is because of the deeply rooted team mentality that is instilled in service members. In order to be successful in the military you have to be a team player. For many, that piece crosses over into civilian life and becomes reaffirmed in college. Institutions can capitalize on that commitment to helping others by developing a peer mentoring program. Some campuses have created programs that pair volunteer student veteran mentors with newly enrolled student veterans. The mentor helps the new student learn their way around campus and get used to the various policies that in place. If the new student needs help the mentor can point them in the right direction.

King County Institutions Implementing Practice:

Lake Washington Institute of Technology, Renton Technical College, University of Washington-Bothell Campus

34. Host campus events that allow the community to learn and discuss veteran experiences (D).

Veterans and military family members bring lots of diversity and life experience with them to campus. Many of them have travelled abroad, live in other countries, and have interacted with other societies. Many would welcome the opportunity to share their experiences with others, if given the opportunity. Other students could benefit from hearing about these experiences and learn a little bit about what other parts of the world are like. Therefore

institutions are increasingly hosting events that allow for this to happen. Examples are many and they range anywhere from panel discussions to written essays to art performances. Consider hosting events like these at your institution.

Model of Practice:

On February 6, 2013 Seattle University hosted an event to start a community discussion on military sexual trauma. The event included a showing of the Oscar-nominated documentary, “Invisible War” and was followed with a facilitated discussion from one of their counseling department staff. The event was highly publicized in local print media.

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, Central Washington University, Divers Institute of Seattle, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, Renton Technical College, Seattle Central Community College, Shoreline Community College, Seattle University, University of Washington- Bothell Campus

35. Sponsor campus activities on significant days of importance (D).

It’s important to celebrate days of significance for our students. Doing so creates community and helps them feel like their experiences and cultures are valued. For veterans and military family members, Veterans Day and Memorial Day are two important days that hold particular significance. Veterans Day, November 11th, is a day in which our nation celebrates

those who have served in the military and have returned home. Memorial Day, the last Monday each May, is a day of remembrance for those that died in battle. Honoring these two days can be difficult, because both are federal holidays, but try to honor them as best as your campus can.

King County Institutions Implementing Practice:

Art Institute of Seattle, Cascadia Community College, Central Washington University, DigiPen Institute of Technology, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, Renton Technical College, Seattle Central Community College, Shoreline Community College, Seattle University

36. Welcome student veterans to your classroom and include a statement about resources and access/disability services to your syllabus (C).

It's important to remember that veterans should be recognized for their service and welcomed to campus; however, it can be inappropriate to do so in a classroom. Doing so can lead them to feeling isolated by their classmates and lead them to withdraw from classroom discussions. Therefore it is recommended that instructors use blanket statements on the first day of their courses that welcome all veterans to their class and then follow up with a brief statement on veterans' services in the course syllabus. Doing this will give the veteran the chance to self-identify if they feel comfortable enough to do so.

Model of Practice:

- a. An example of what an instructor might say- *“...I also wanted to take a second and welcome any veterans that we might have here with us. I’m really excited that you’re here with us and I wanted to let you know that I’m here to help support you while you are in this course. Please feel free to approach me any time after class with questions you might have.”*
- b. An example of what a syllabus statement might look like- *X College welcomes all student veterans and military family members to our campus. We hope to help you during your academic pursuits and strive to make sure you met your goals. Please know that there are various programs and services to help you while you are here. Some of these services include... For more information please visit*

King County Institutions Implementing Practice:

Renton Technical College, Seattle Pacific University, Seattle University

37. Encourage veterans in private to access campus services, as well as other community resources (S).

It’s important to remember that veterans should be recognized for their service and welcomed to campus; however, it can be inappropriate to do so in a classroom. Doing so can lead them to feeling isolated by their classmates and lead them to withdraw from classroom discussions. Therefore it is recommended that instructors approach student veterans in private to speak about possible services that they feel might be of value to the student.

38. Consider accepting seating requests from student veterans (I).

Many student veterans are coming to class facing issues that may make course work difficult. Often times these may be caused by injuries they received while serving in the military and they may not yet have the injury documented. Therefore instructors are encouraged to consider accepting seating requests from student veterans without formal documentation.

Arrangements may be made informally until the student is able to get the documentation required by the disability services office. Helping the students feel comfortable in the classroom will help ensure that they stay engaged with the material.

King County Institutions Implementing Practice:

Renton Technical College, Seattle Pacific University

39. Develop alternative assignments and deadlines for those who may still be serving or student veterans with VA health-related appointments (E).

Students who are currently serving in the National Guard or Reserve components may have to miss classes every once in a while. This is because they are sometimes called up for training and could face serious penalties if they do not show up. Some of these penalties could include loss in pay, reduction in rank, and possibly even a bad conduct discharge. Sometimes they are given advanced warning about these training events, but not always. Likewise, some student veterans may have to miss class as well, due to VA medical appointments. For many student veterans, these appointments are very hard to get and will often determine the status of their disability claim(s). If they miss a single appointment they could be forced to start the whole

process over again, in some cases this could mean 18 additional months. Therefore instructors are encouraged to develop alternative assignments or deadlines for those who might fit the above described situations. Doing so will help them keep their outside commitments and still allow them to remain engaged in with their coursework.

King County Institutions Implementing Practice:

Seattle Pacific University

40. Provide opportunities for veterans to volunteer within the local community (J).

National and community service is very important to a lot of student veterans. Serving in the military became a way to give back to their nation and gave them a connection to a higher purpose. For many, the need to continue their service does not end after their time in the military does. Many will go on to volunteer in the local community, or work with non-profits, and try to put their skills and knowledge to good use. Institutions of higher education are encouraged to leverage these talents and provide meaningful ways for student veterans to continue to give back. Programs that do this also keep veterans engaged on the campus and in the community, which can lead to achieving their academic goals and possibly even to a career or job.

Model of Practice:

For the past three years the student veterans at Seattle Central Community College have been supported by the institution's leadership in hosting and managing the Seattle Veterans'

Stand-Down. This event is intended to help homeless veterans get access to medical and dental care, file disability claims, receive personal hygiene kits and clothing items, and know that people do care about them. The campus supports this effort by providing space on campus to host the event, mentoring to the event's leadership, and recognition to those who volunteer to help. For more information please visit <http://www.theseattlestanddown.com/>.



King County Institutions Implementing Practice:

Cascadia Community College, Central Washington University, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, Renton Technical College, Seattle Central Community College, Seattle University, University of Washington-Bothell Campus

41. Offer a low-cost or subsidized childcare program for veterans currently enrolled in courses (H).

Many student veterans are older, between the ages of 24 and 39, and have families. Having children and attending college can be a stressful situation, especially if both parents have to work and/or it is a single parent household. This is a significant barrier that many student veterans and military families may have to face. In order to remove this barrier some institutions have created childcare programs. These programs offer a free or discounted service that enables the student to take courses without having to worry about the childcare situation. Often times these programs are linked to existing childcare programs and veterans and military families are given a special rate.

King County Institutions Implementing Practice:

Lake Washington Institute of Technology, Shoreline Community College

42. Designate a portion of campus housing for student veterans (L).

Finding housing can be quite difficult for non-traditional students. Typically, non-traditional students make less money, have more demands on their time, and must often times commute long distances in order to balance both work and school. Student veterans also face the additional challenge of maintaining certain grade-point-averages in order to maintain their education benefits, and may also have to regularly attend medical appointments at the local VA facilities. Therefore, it is suggested [to those campuses that have housing] that the institution set aside a certain number of rooms for student veterans. The number can be based on how many

veterans attend courses at the campus, and/or how many state that living on or near campus will greatly increase their academic success.

43. Recognize prior military service during graduation and award ceremonies

(M).

Research shows that veterans want to be acknowledged for their military service, but not singled out because of it. Recognizing veterans as a whole student group during ceremonies is encouraged, because it allows them to celebrate their service without feeling isolated. Many campuses are providing their veterans with graduation stoles or cords to wear when they graduate.

Model of Practice:

Campuses across Washington State and the nation are starting to purchase honor cords for graduating student veterans. These cords are worn with the traditional graduation cap and gown and are a way to honor and recognize veterans for their service.



King County Institutions Implementing Practice:

Central Washington University, Green River Community College, Renton Technical College, Seattle University

44. Generate a list-serv for veteran-specific deadlines, events, and information (AA).

Delivering information about policy changes and upcoming events in a timely manner is sometimes difficult. This is because not all students are on campus, and tradition flyers and posters may be over looked. Try generating a list-serv to deliver such information. However, be careful when email out information. If information is sent too frequently the student veteran may not open it or start to consider them junk mail. Bi-weekly emails are probably regular enough to get out needed information.

King County Institutions Implementing Practice:

Renton Technical College, Seattle University

45. Engage in ethical recruiting efforts that are focused towards veterans and military service members (E).

Many colleges have recently come under fire for their recruiting efforts. They have been accused of directly marketing to veterans and then not having the support or services this unique student population needs. If your campus directly markets to veterans and military families make sure that you have the systems in place that are going to support them in their academic journey.

Also be sure to not promote things that your campus does not currently. This could be construed as false advertising and have some extremely negative consequences as a result.

King County Institutions Implementing Practice:

Divers Institute of Seattle

46. Interact with student veterans on a regular basis and provide them with a forum where they can voice their concerns (A).

The best way to keep a finger on the pulse of student veterans is to interact with them on a regular basis. This communicates that the campus cares about them in their pursuit of academic goals and is actively engaged in their success. If your campus has a student veteran's organization on campus, attend their meetings when you have the time. If you meet a new student that has identified themselves as a veteran, welcome them to campus. Simple gestures like these are the key to a campus building a relationship with their veterans.

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, DeVry University, Eastern Washington University, Green River Community College, Lake Washington Institute of Technology, Seattle Central Community College, Shoreline Community College, South Seattle Community College

47. Engage the local business community to help create job pipelines for graduating veterans (S).

Many veterans chose the college or university they attend by what type of academic programs they have and how likely they are to find gainful employment once they graduate. With a difficult job market, going to school makes one more competitive and more likely to get a position, but it is not always a guarantee. Knowing this many campus are adding employment pieces to their veterans' programs. They are hosting career networking events, employer panel discussions, and even career mentoring programs while veterans are still in school. These activities are starting to become more well-known by veterans looking for institutions to apply to and veterans are going to the colleges that offer them the most in terms of career and job support.

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, DeVry University, DigiPen Institute of Technology, Eastern Washington University, Lake Washington Institute of Technology, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, University of Washington-Bothell Campus

48. Comply with the Americans with Disabilities Act (ADA) and ensure campus facilities meet current ADA standards (C).

Under the Americans with Disabilities Act (ADA) institutions must provide certain accommodations to individuals with a documented and/or diagnosed impairment. These injuries can be both physical and psychological. Under the act there are specific standards that are set

forth to ensure that institutions know what is required of them. Most institutions have reviewed these guidelines to ensure compliance at one point; however, these rules have changed over the past few years, and some institutions may find themselves not up to the current standards.

Institutions are encouraged to review the current standards and check to see if they meet those standards. Some institutions may benefit from performing an institutional audit of their facilities.

For more information on current standards please visit: <http://www.ada.gov/>.

King County Institutions Implementing Practice:

Seattle Central Community College, Shoreline Community College

49. Regularly review veteran-related policies and ensure they are up to date

(A).

Most institutions are only able to review their policies once every few years. It takes time and resources in order to make sure that policies are aligned with the institutions goals and, in many cases, policy review never get prioritized. However, it is important to make sure that policies are regularly reviewed in order to make sure they are still relevant. This is especially true if the policy relates to a program and/or service that have experienced a significant amount changes or revisions.

Suggested Policy Areas:

Accommodations, Admissions, Confidentiality, Enrollment, Evaluations, Financial Aid,
Withdrawal Procedures

50. Seek out updated information on veteran related issues (AA).

Our knowledge about veteran-related issues continues to grow and expand each year. We have learned more about injuries like post-traumatic stress, traumatic brain injury, and military sexual trauma in the past ten years than we have in the two previous conflicts. The post 9/11 G.I. Bill was created to help those who serve get better access to the education they deserve, and continues to change every year. And the relationship between self-efficacy and resiliency is helping many make improvements in keeping students in school and engaged with their learning. The best way for you to help your campus be more veteran-supportive is to continue to learn about the issues that affect them on a regular basis. By learning about these issues you are becoming a greater asset to the institution and a greater ally for student veterans.

Sources for Regular Updates:

- a. American Council on Education, <http://www.vetfriendlytoolkit.org/>
- b. Federal Department of Veterans Affairs, <http://www.va.gov/>
- c. National Association of Veteran's Program Administrators, <http://www.navpa.org/>
- d. Veterans Training Support Center, <http://www.veteranstrainingsupportcenter.org/>
- e. Washington State Department of Veterans Affairs, <http://www.dva.wa.gov>

King County Institutions Implementing Practice:

Antioch University, Art Institute of Seattle, Cascadia Community College, Central Washington University, DeVry University, Eastern Washington University, Green River Community College, Highline Community College, Lake Washington Institute of Technology, North Seattle Community College, Renton Technical College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, University of Washington-Bothell Campus

Best Practices Survey

The following survey was developed during the promising best-practices research this past year for the Veterans Training Support Center (VTSC) by the Veterans Empowerment Team (V.E.T.). Although it is not the exact survey that went out to the institutions of higher education in King County earlier in the year, it represents the most updated version that is the most user-friendly. The survey was built using Survey Monkey and reflects some of the upgraded features that are offered with premium accounts. Perhaps the best example of this is the survey logic feature. This feature allows the survey administrator to guide participants to specific sections, or questions, based on the answers they give. For example, the second question asks about institutional roles. Depending on how the participant answers, they will be guided to the appropriate section that is relevant to them.

This was an important development, as the research clearly indicated that not all of the promising best-practices would be relevant to each person taking the survey. The motivation behind this effort was to reduce the amount of time that it would take participants to complete the survey. Shorter surveys typically result in higher response rates. This survey can be used as either a follow up to the efforts to compile promising best-practices currently being implemented in King County, or be adapted to fit a larger region with minimal effort; such as the entire higher education system in Washington State.

Survey Introduction:

The following survey was designed by the Veterans Training Support Center (VTSC) in collaboration with the Washington Department of Veterans Affairs and the King County Veterans and Human Services Levy. Its purpose is to gather and promote the promising best-practices for veteran-supportive institutions of higher education and then to publicize the practices currently being implemented. This survey should take less than 10 minutes to complete and all answers will remain completely anonymous. Your participation is greatly appreciated.

The mission of the Veterans Training Support Center (VTSC) is to provide support and professional development opportunities to those who directly serve veterans and their family members. By “*better serving those who served*” we are empowering the pursuit of their personal, academic, and professional goals. The project is housed in the Center for Learning Connections at Edmonds Community College and is funded by the King County Veterans and Human Services Levy and the Washington Department of Veterans Affairs PTSD & War Trauma Counseling Program.

Institutional Information:

While there are some very proactive and influential people within the higher education system, we realize that it would be very difficult for a single person to know about everything a campus is doing for their veterans and military families. Therefore, we designed this survey so that you will only have to answer questions that are relevant to your position and/or duties. The following questions ask you about your campus and your role on campus. This will help us guide

you to the questions that are most relevant to your position. If you feel that you fit more than one role described below we invite you to complete this survey again, for each section that you feel fits.

Question 1: Please type the name of your institution in the space provided below.

Blank answer box available to participants.

Question 2: Please check the box that best describes your role on campus.

Admissions and/or Enrollment Services (*Admissions Officer, Enrollment Counselor, Credential and Evaluations, Recruitment Staff, etc.*) [Section A]

Committee on Veteran-Related Matters [Section B]

Executive Leadership (*President, Chancellor, Vice-President, Executive Director, etc.*) [Section C]

Financial Services (*Director of Financial Services, Financial Aid Officer, Veterans Certifying Official, etc.*) [Section D]

Instruction (*Dean of Academic Program, Department Chair, Full-Time or Part-Time Instructor, etc.*) [Section E]

Student Life and/or Development (*Program or Project Directors, Program or Project Coordinators, Student Engagement, etc.*) [Section F]

Academic Resources and Services (*Disability or Access Services, Counseling Staff, Testing Center Personnel, Vet Corps Representative, etc.*) [Section G]

Student (*Student Government Representative, Student Veteran, Military Family Member, etc.*) [Section H]

Admissions and/or Enrollment Services [Section A]:

Based on the information you entered in the previous question the Admissions and/or Enrollment Services section will be the most relevant area to your role on campus. Typical Admissions or Enrollment positions include: Admissions Officer, Enrollment Counselor, Credential and Evaluations Staff, Recruiter, etc. If you feel that these positions do not represent your role on campus please click back and choose one that more closely relates to the service(s) you provide.

You will now be asked questions that relate specifically to the role you identified earlier.

Question A.3: Does your institution ask about veteran status on admission and/or enrollment forms?

Yes

No

Don't know

Question A.4: Does your institution ask about prior military service on admissions and/or enrollment forms?

Yes

No

Don't know

Question A.5: Does your institution track how many veterans and/or military family members are currently enrolled in classes?

Yes

Yes, but only those who collect education benefits

No

Don't know

Question A.6: Does your institution track retention rates for student veterans?

Yes

No

Don't know

Question A.7: Does your institution track graduation rates for student veterans?

Yes

No

Don't know

Question A.8: Have you been offered an opportunity to learn about veteran-related subjects in the past 10 months?

Yes

No

Don't know

Question A.9: If you answered yes to the previous question, were continuing education credits (or another type of professional development credit) awarded?

Yes

No

Don't know

Question A.10: Does your institution have a web page that is specifically designated for student veterans and/or military family members?

Yes

No

Don't know

Question A.11: If you answered yes to the previous question, is there information about important admissions and/or enrollment procedures on it?

Yes

No

Don't know

Question A.12: Does your campus have a veteran's resource center on campus?

Yes

No

Don't know

Question A.13: If you answered yes to the previous question, is there information about important admissions and/or enrollment procedures located there?

Yes

No

Don't Know

Question A.14: Does your institution have an admissions and/or enrollment point-of-contact for student veterans and/or military family members?

Yes

No

Don't know

Question A.15: Does your institution directly target veterans and/or military family members in their recruiting efforts?

Yes

No

Don't know

Question A.16: Does your institution offer priority enrollment for student veterans and/or military family members?

Yes

Yes, but only for student veterans

No

Don't know

Question A.17: Has your institution performed a veteran’s admission and/or enrollment procedures audit within the past three years?

Yes

No

Don’t know

Participants will now skip to the final section of the survey.

Committee on Veteran-Related Matters [Section B]:

Based on the information you entered in the previous question the Committee on Veteran-Related Matters section will be the most relevant area to your role on campus. This section typically includes positions from various departments and programs, who have been selected (or volunteered) to sit on committees that work on veteran-related matters. If you feel that these positions do not represent your role on campus please click back and choose one that more closely relates to the service(s) you provide.

You will now be asked questions that relate specifically to the role you identified earlier.

Question B.3: Does your committee have representation from all of the following groups:

admissions and/or enrollment, executive leadership, financial services, instruction, student development and/programs, student services, and students?

Yes

No

Don’t know

Question B.4: If you answered no to the previous question, please select the groups that are not currently represented.

Admissions and/or Enrollment Services

Executive Leadership

Financial Services

Instruction

Student Life and/or Development

Academic Resources and Services

Students

Question B.5: Does your institution have a written guidebook for student veterans and/or military family members that explain relevant programs, policies, and services?

Yes

Yes, but not specifically for veterans and/or military families

No

Don't know

Question B.6: Has your institution ever conducted a focus group to determine the needs of student veterans and/or military family members?

Yes

No

Don't know

Question B.7: If you answered yes to the previous question, how often have the focus groups been conducted?

Once a quarter

Once a semester

Once a year

Once in the past 2 years

Once in the past 4 years

Question B.8: Does your institution have a web page that is specifically designated for student veterans and/or military family members?

Yes

No

Don't know

Question B.9: Does your campus have a veteran's resource center on campus?

Yes

No

Don't know

Question B.10: Does your institution maintain a list-serv that is used to deliver important information about veteran and/or military family member related programs, policies, and services?

Yes

No

Don't know

Question B.11: Does your institution track how many veterans and/or military family members are currently enrolled in classes?

Yes

Yes, but only those who collect education benefits

No

Don't know

Question B.12: Does your institution track retention rates for student veterans and/or military family members?

Yes

No

Don't know

Question B.13: Does your institution track graduation rates for student veterans and/or military family members?

Yes

No

Don't know

Question B.14: Has your institution performed a veteran programs, policies, and services audit within the past three years?

Yes

No

Don't know

Question B.15: Have you been offered an opportunity to learn about veteran-related subjects in the past 10 months?

Yes

No

Don't know

Question B.16: If you answered yes to the previous question, were continuing education credits (or another type of professional development credit) awarded?

Yes

No

Don't know

Participants will now skip to the final section of the survey.

Executive Leadership [Section C]:

Based on the information you entered in the previous question the Executive Leadership section will be the most relevant area to your role on campus. Typical Executive Leadership positions include: President, Chancellor, Vice-President, Executive Director, etc. If you feel that these positions do not represent your role on campus please click back and choose one that more closely relates to the service(s) you provide.

You will now be asked questions that relate specifically to the role you identified earlier.

Question C.3: Does your institution include veterans and military family members in the long-term strategic plan?

Yes

No, but we're working to incorporate them

No

Don't know

Question C.4: Does your institution have a veteran's advisory committee to help direct institutional programs, policies, and services?

Yes

No

Don't know

Question C.5: If you answered yes to the previous question, is a member of the executive team a member of the committee?

Yes

No

Don't know

Question C.6: Does your institution have a veterans and/or military family member program?

Yes

No

Don't know

Question C.7: If you answered yes to the previous question, does your institution have a director of the veteran's program?

Yes

No

Don't know

Question C.8: If you answered yes to the previous question, does that director report directly to the Vice-President of Student Services (or a Vice-President of another department)?

Yes

No

Don't know

Question C.9: Has your institution made an effort to fundraise specifically for the veteran and/or military family member programs and services?

Yes

No

Don't know

Question C.10: Has your institution offered staff and faculty an opportunity to learn about veteran-related subjects in the past 10 months?

Yes

No

Don't know

Question C.11: If you answered yes to the previous question, were continuing education credits (or another type of professional development credit) awarded?

Yes

No

Don't know

Question C.12: Does your institution engage the local business community to help create jobs for graduating veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question C.13: Does your institution host an annual event that welcomes student veterans and/or military family members to campus?

Yes

No

Don't know

Question C.14: Do you regularly interact with student veterans and/or military family members on campus?

Yes

No

Don't know

Question C.15: Has your institution performed a veteran's programs, policies, and services audit within the past three years?

Yes

No

Don't know

Question C.16: Does your institution have a veteran's resource center?

Yes

No, but we have designated space for them

No

Don't know

Participants will now skip to the final section of the survey.

Financial Services [Section D]:

Based on the information you entered in the previous question the Financial Services section will be the most relevant area to your role on campus. Typical Financial Services positions include: Director of Financial Aid Services, Veterans Certifying Official, Financial Aid Officers, etc. If you feel that these positions do not represent your role on campus please click back and choose one that more closely relates to the service(s) you provide.

You will now be asked questions that relate specifically to the role you identified earlier.

Question D.3: Does your institution track how many veterans and/or military family members are currently enrolled in classes?

Yes

Yes, but only those who collect education benefits

No

Don't know

Question D.4: Does your institution track how many veterans are enrolled in classes, but are not collecting education benefits?

Yes

No

Don't know

Question D.5: Does your institution track retention rates for student veterans?

Yes

No

Don't know

Question D.6: Does your institution track graduation rates for student veterans?

Yes

No

Don't know

Question D.7: Has your institution performed an audit of financial aid services for veterans and military family members within the last three years?

Yes

No

Don't know

Question D.8: Has your institution offered financial aid staff an opportunity to learn about veteran-related subjects in the past 10 months?

Yes

No

Don't know

Question D.9: If you answered yes to the previous question, were continuing education credits (or another type of professional development credit) awarded?

Yes

No

Don't know

Question D.10: Does your campus have a veteran's resource center on campus?

Yes

No

Don't know

Question D.11: If you answered yes to the previous question, is there information about important financial aid procedures and deadlines located within it?

Yes

No

Don't Know

Question D.12: Does your institution have a financial aid point-of-contact for student veterans and/or military family members?

Yes

No

Don't know

Question D.13: Does your institution grant tuition deferments and/or extend payment deadlines to veterans and military family members who are collecting education benefits, but haven't received payment?

Yes

No

Don't know

Question D.14: Does your institution utilize the VA work study program?

Yes

No

Don't know

Question D.15: Does your institution offer tuition refunds for those who are activated and/or sent orders to deploy (regardless of withdrawal deadlines)?

Yes

No

Don't know

Question D.16: Does your institution offer a tuition discount for student veterans?

Yes

Yes, but only for wounded veterans

No

Don't know

Participants will now skip to the final section of the survey.

Instruction [Section E]:

Based on the information you entered in the previous question the Instruction section will be the most relevant area to your role on campus. Typical Instruction positions include: Dean of Academic Program, Department Chair, Full-Time and/or Part-Time Instructors, etc. If you feel that these positions do not represent your role on campus please click back and choose one that more closely relates to the service(s) you provide.

You will now be asked questions that relate specifically to the role you identified earlier.

Question E.3: Has your institution offered you an opportunity to learn about veteran-related subjects in the past 10 months?

Yes

No

Don't know

Question E.4: If you answered yes to the previous question, were continuing education credits (or another type of professional development credit) awarded?

Yes

No

Don't know

Question E.5: Does your institution require having a statement about veteran programs and services on campus in all course syllabi?

Yes

No, but I include one on my own accord

No

Don't know

Question E.6: Does your institution require having a disability or access services statement in all course syllabi?

Yes

No, but I include one on my own accord

No

Don't know

Question E.7: Do you generally accept informal seating requests from student veterans?

Yes

No

Don't know

Question E.8: Are faculty encouraged to develop alternative assignments, tests, and/or due dates to accommodate for the different learning styles and abilities?

Yes

No

Don't know

Question G.11: Does your institution provide a college introductory course for veterans and/or family members that offer elective credits?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Participants will now skip to the final section of the survey.

Student Life and/or Development [Section F]:

Based on the information you entered in the previous question the Student Life and/or Development section will be the most relevant area to your role on campus. Typical Student Life and/or Development positions include: Program Director, Project Coordinator, Student Activities Representative, etc. If you feel that these positions do not represent your role on campus please click back and choose one that more closely relates to the service(s) you provide.

You will now be asked questions that relate specifically to the role you identified earlier.

Question F.3: Does your institution have a student veterans and/or military family organization (such as: chapter of Student Veterans of America, student club or association, etc.)?

Yes

No

Don't know

Question F.4: Does your institution have a space on campus designated for veterans and/or military family members?

Yes

No

Don't know

Question F.5: Does your institution host campus events on veteran and/or military family member related subjects?

Yes

No

Don't know

Question F.6: Does your institution sponsor veteran-related events on days of significance (such as Veterans Day or Memorial Day)?

Yes

No

Don't know

Question F.7: Does your institution give student veterans and/or military family members a chance to publicly discuss their experiences (such as a panel discussion)?

Yes

No

Don't know

Question F.8: Has your institution ever conducted a focus group to determine the needs of student veterans and/or military family members?

Yes

No

Don't know

Question F.9: If you answered yes to the previous question, how often have the focus groups been conducted?

Once a quarter

Once a semester

Once a year

Once in the past 2 years

Once in the past 4 years

Question F.10: Does your institution provide veterans and/or military family members with opportunities to volunteer within the local community?

Yes

No

Don't know

Question F.11: Does your institution recognize military service during recognition, graduation, and commencement ceremonies?

Yes

No

Don't know

Question F.12: Does your institution have a peer mentoring program for veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question F.13: Has your institution performed an audit of student development and/or programs for veterans and military family members within the last three years?

Yes

No

Don't know

Question F.14: Has the institution offered you an opportunity to learn about veteran-related subjects in the past 10 months?

Yes

No

Don't know

Question F.15: If you answered yes to the previous question, were continuing education credits (or another type of professional development credit) awarded?

Yes

No

Don't know

Participants will now skip to the final section of the survey.

Academic Resources and Services [Section G]:

Based on the information you entered in the previous question the Academic Resources and Services section will be the most relevant area to your role on campus. Typical Academic Resources and Services positions include: Disability or Access Services Officer, Counseling Staff, Testing Center Personnel, Vet Corps Representative, etc.). If you feel that these positions do not represent your role on campus please click back and choose one that more closely relates to the service(s) you provide.

You will now be asked questions that relate specifically to the role you identified earlier.

Question G.3: Does your institution have a veterans and/or military family program?

Yes

No

Don't know

Question G.4: If you answered yes to the previous question, does your institution have a director of the veterans and/or military family program?

Yes

No

Don't know

Question G.5: If you answered yes to the previous question, does that director report directly to the Vice-President of Student Services (or a Vice-President of another department)?

Yes

No

Don't know

Question G.6: Has your institution offered you an opportunity to learn about veteran-related subjects in the past 10 months?

Yes

No

Don't know

Question G.7: If you answered yes to the previous question, were continuing education credits (or another type of professional development credit) awarded?

Yes

No

Don't know

Question G.8: Does your institution have a veteran's resource center?

Yes

No, but we have designated space for them

No

Don't know

Question G.9: Does your institution have a single point-of-contact for all veteran and/or military family member programs and services?

Yes

No

Don't know

Question G.10: Does your institution offer a campus orientation for veterans and/or military family members?

Yes

No

Don't know

Question G.11: Does your institution provide a college introductory course for veterans and/or family members that offers elective credit?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question G.12: Does your campus have student housing?

Yes

No

Don't know

Question G.13: If you answered yes to the previous question, does your institution designate a portion of the housing for student veterans?

Yes

No

Don't know

Question G.14: Does your institution offer low-cost or subsidized childcare for student veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question G.15: Does your institution engage the local business community to help create jobs for graduating student veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question G.16: Does your institution offer extracurricular activities for student veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question G.17: Does your institution explore outside funding sources in order to create and/or expand programs and services for veteran and military family members?

Yes

No

Don't know

Question G.18: Has your institution performed a veteran programs and services audit within the past three years?

Yes

No

Don't know

Question G.19: Does your institution have a Vet Corps representative?

Yes

No, but we have in the past

No

Don't know

Participants will now skip to the final section of the survey.

Students [Section H]:

Based on the information you entered in the previous question the Student section will be the most relevant area to your role on campus. This group typically includes: Student Veteran, Military Family Member, Student Government and/or Leadership Representative, etc. If you feel that these positions do not represent your role on campus please click back and choose one that is more suitable.

You will now be asked questions that relate specifically to the role you identified earlier. It should be noted that this section does have more questions than any of the other sections in this survey. This is because student veterans and/or military family members are impacted by more areas while on campus. This section should take no more than 15 minutes to complete. Thank you for your cooperation.

Question H.3: Does your institution ask about veteran status during the admission or enrollment process?

Yes

No, they ask about prior military service

No

Don't know

Question H.4: Does your institution have a veteran's resource center on campus?

Yes

No, but there is a space dedicated for veterans and/or military family members

No

Don't know

Question H.5: Does your institution have a veterans and/or military family member point-of-contact that you can contact with questions?

Yes

Yes, but not specifically for veterans and military family members

No

Don't know

Question H.6: Does your institution offer priority enrollment for veterans?

Yes

No

Don't know

Question H.7: Does your institution have a web page for veterans and/or military family members that display important and relevant information?

Yes

No

Don't know

Question H.8: Has your institution ever contacted you to be a part of a focus group on veteran and/or military family related matters?

Yes

No

Don't know

Question H.9: Does your institution have a written guide book for veterans and/or military family members that cover related programs, policies, and services?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question H.10: Does your institution have a veteran's advisory committee that helps direct institutional efforts?

Yes

No

Don't know

Question H.11: If you answered yes to the previous question, is there a student representative on the veteran's advisory committee?

Yes

No

Don't know

Question H.12: Does your institution engage the local business community to help create jobs for graduating student veterans and/or family members?

Yes

Yes, but not specifically for veterans and/or family members

No

Don't know

Question H.13: Does your institution host an annual event that welcomes student veterans and/or military family members to campus?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question H.14: Does your institution grant tuition deferments or extend tuition deadlines for those who are collecting education benefits, but haven't received benefit payments?

Yes

No

Don't know

Question H.15: Does your institution utilize the VA work study program?

Yes

No

Don't know

Question H.16: Does your institution offer tuition refunds for those who are activated and/or sent orders to deploy (regardless of withdrawal deadlines)?

Yes

No

Don't know

Question H.17: Does your institution offer tuition discounts for student veterans?

Yes

Yes, but only for wounded veterans

No

Don't know

Question H.18: Does your institution have a student veterans organization?

Yes

No

Don't know

Question H.19: Does your institution host events on veteran and/or military family member related subjects?

Yes

No

Don't know

Question H.20: Does your institution provide veterans and/or military family members an opportunity to discuss their experiences in a public venue (such as a panel discussion)?

Yes

No

Don't know

Question H.21: Does your institution provide you with opportunities to volunteer in the local community?

Yes

No

Don't know

Question H.22: Does your institution recognize military service during recognition, graduation, and/or commencement ceremonies?

Yes

No

Don't know

Question H.23: Does your institution have a mentoring program for student veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question H.24: Does your institution provide a campus orientation for incoming student veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question H.25: Does your institution provide a college introductory course for veterans and/or military family members for elective credit?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question H.26: Does your institution offer veterans and/or military families extracurricular activities?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question H.27: Does your institution offer low-cost or subsidized childcare for student veterans and/or military family members?

Yes

Yes, but not specifically for veterans and/or military family members

No

Don't know

Question H.28: Has your institution provided you with an opportunity to learn more about veteran and military family-related subjects?

Yes

No

Don't know

Participants will now skip to the final section of the survey.

Final Section:

Thank you for taking part in this survey. We will continue collecting results from various institutions of higher education over the coming weeks and then compile the results into a comprehensive report that will be released later on in the year. We'd love the opportunity to share the summary with you once it is complete. If you are interested in receiving a copy please enter your name and email address in the spaces provided below. All contact information is kept completely confidential and will only be used to forward information relating to this survey.

Question 3: If you are interested in receiving a copy of the final summary please enter your name.

Blank answer box is provided for participants.

Question 4: If you are interested in receiving a copy of the final summary please enter your email address.

Blank answer box is provided for participants.

Survey is Complete.

Appendix A: Literature Search Sources

The following document provides all of the sources that were used during the literature search process. The literature search was conducted at the beginning of the promising best-practices research project for the Veterans Training Support Center (VTSC) by the Veterans Empowerment Team. Most of these sources were sought out through a comprehensive internet search, but some were also discovered by targeting specific agencies due to their relevance of the subject matter (veterans and higher education). For example, some veterans receive an education benefit for serving in the military. This program is managed by the Department of Veterans Affairs (VA); a federal agency. In this case the VA was targeted for relevant materials; because of their role in helping veterans (and/or family members) get access to higher education. Each of the sources is listed in alphabetical order and by type of organization they come from (such as: federal agency, local organization, etc.). They are also assigned a reference letter that helps readers quickly identify where specific practices originated from. These letters appear in parentheses before each source.

Federal Agencies:

Defense Centers of Excellence for Psychological Health and Traumatic Brain Injury

(A.) Money, N. et al. (2011). *Best practices identified for peer support programs.*

D.C.: Defense Centers of Excellence.

Department of Veterans Affairs (VA)

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- (B.) Department of Veterans Affairs. (2010). *The post-9/11 gi bill yellow ribbon program*. D.C.: Veterans Benefits Administration.

Federal Organizations:

American Council on Education (ACE)

- (C.) American Council on Education. (2011). *Accommodating student Veterans with traumatic brain injury and post-traumatic stress disorder: tips for campus faculty and staff*. D.C.
- (D.) American Council on Education. (2012). *Engaging student Veterans*. D.C.
- (E.) Cook, B. J., Kim, Y. (2009). *From soldier to student: easing the transition of service members on campus*. D.C.: American Council on Education.
- (F.) McBain, L. et al. (2012). *From soldier to student II: assessing campus programs for Veterans and service members*. D.C.: American Council on Education.
- (G.) American Association of Collegiate Registrars and Admissions Officers et al. (2012). *Joint statement on the transfer and award of credit*. D.C.: American Council on Education.
- (H.) Radford, A. W. (2009). *Military service members and Veterans in higher education: what the new gi bill may mean for postsecondary institutions*. D.C.: American Council on Education.
- (I.) American Council on Education. (2012). *Opening lines of communication*. D.C.

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- (J.) Steele, J. L., Salcedo, N., Coley, J. (2010). *Service members in school: military Veterans' experiences using the post-9/11 gi bill and pursuing postsecondary education*. D.C.: Rand Corporation.
- (K.) American Council on Education. (2008). *Serving those who serve: higher education and America's Veterans*. D.C.
- (L.) American Council on Education. (2011). *Serving those who serve: making your institution Veteran-friendly*. D.C.
- (M.) Rodak, D. Y. (2011). *Student Veterans: a vibrant part of our campus community*. New Jersey: American Council on Education.

Council for the Advancement of Standards in Education (CAS)

- (N.) Council for the Advancement of Standards in Higher Education. (2012). *CAS self-assessment guide for: Veterans and military programs and services*. D.C.

National Academic Advising Association (NACADA)

- (O.) Shannon, A., Bucci, D. (2011). *Reaching for the stars: helping student Veterans achieve new heights in higher education*. North Carolina: East Carolina University.

Student Veterans of America (SVA)

- (P.) Garcia, R. (2009). *Veteran center handbook: for student Veterans*. D.C.: Student Veterans of America.
- (Q.) Lewis, M. M. (2009). *How to start an SVA chapter on your campus*. D.C.: Student Veterans of America.

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- (R.) Powers, J. (2008). *Military to college guide: for student Veterans*. D.C.: Student Veterans of America.

Regional Agencies:

Washington Department of Veterans Affairs (WDVA)

- (S.) Schmidt, P. G. (2009). *Veteran best practices campus self-evaluation*. Washington: Department of Veterans Affairs.
- (T.) Schmidt, P. G. (2009). *Veteran best practices in higher education: 10 ways to become more Vet friendly*. Washington: Department of Veterans Affairs.
- (U.) Schmidt, P. G. (2009). *Veteran guidelines and best practices in the classroom*. Washington: Department of Veterans Affairs.

Washington State:

- (V.) Jacobsen, K. et al. (2007). *Senate bill 5164*. Washington: State of Washington, 60th Legislature.
- (W.) Jacobsen, K. et al. (2005). *Senate bill 5539*. Washington: State of Washington, 60th Legislature.
- (X.) Jacobsen, K. et al. (2009) *Senate resolution 8632*. Washington: State of Washington, 60th Legislature.
- (Y.) Office of the Governor. (2009). *Partners for Veteran supportive campuses*. Washington.

Regional Organizations:

Arizona Veterans' Education Foundation

- (Z.) Unknown. (2012). *20 promising and best practices*. Arizona: Arizona Veterans' Education Foundation.

Richard Stockton College of New Jersey

- (AA.) Richard Stockton College of New Jersey. (2011). *Accomplishments and awards of the office of Veterans affairs at the Richard Stockton College of New Jersey*. New Jersey.

Texas A&M University System

- (BB.) Davis, R. (2012). *Best practices for military and Veterans support and services*. Texas: Texas A&M.

University of South Dakota

- (CC.) Kelley, B. C. (2011). *Developing the academic promise of our student Veterans*. South Dakota: University of South Dakota.
- (DD.) Kelly, B. C. et al. (2011). *Forty percent of 2 million: preparing to serve our Veterans with disabilities*. South Dakota: University of South Dakota.
- (EE.) University of South Dakota. (2012). *Faculty checklist*. South Dakota.

University of Washington

(FF.) University of Washington. (2012). *Think tank on student Veterans*. Washington.

Wayne State University

(GG.) Student Veterans Organization of Wayne State University. (2011). *Wayne State University Student Veteran orientation*. Michigan: Wayne State University.

We Honor Veterans (NHPCO)

(HH.) We Honor Veterans. (2011). *Best practices: from partner networking call 6/21/11*.
Virginia.

(II.) We Honor Veterans. (2011). *Best practices: from partner networking call 7/19/11*.
Virginia.

(JJ.) We Honor Veterans. (2011). *Best practices: from partner networking call 8/16/11*.
Virginia.

(KK.) We Honor Veterans. (2012). *Best practices: from partner networking call 2/28/12*.
Virginia.

Appendix B: King County Institutions of Higher Education

The following document lists the institutions of higher education in King County. The list was created from three main sources, which are noted at the end. While it does not include every institution that these sources listed, as some of the institutions were very small and unable to reach, it does include the most well-known and nationally accredited institutions in King County. All of the institutions that are listed below have been invited to participate in the project and were forwarded a link to the online survey. While not all institutions responded, ample notice was sent out, and links were sent numerous times to allow for busy schedules. The institutions that did respond are in bold. Those who did not respond are in italics.

King County Institutions of Higher Education:

Antioch University- Seattle campus

Argosy University- Seattle campus

Art Institute of Seattle

Bastyr University

Bellevue College

Cascadia Community College

Central Washington University- Des Moines and Kent campuses

City University of Seattle

Cornish College of the Arts

DeVry University- *Bellevue and Federal Way campuses*

DigiPen Institute of Technology

Divers Institute of Technology- *Seattle campus*

Eastern Washington University- *Bellevue and Seattle campuses*

Embry-Riddle Aeronautical University- Seattle campus

Fuller Theological Seminary

Green River Community College

Highline Community College

Lake Washington Institute of Technology

North Seattle Community College

Northeastern University- Seattle campus

Northwest University

Pacific Northwest University of Health Sciences- Seattle campus

Renton Technical College

Seattle Institute of Oriental Medicine

Seattle Pacific University

Seattle School of Theology and Psychology

Seattle University

Seattle Central Community College

Shoreline Community College

South Seattle Community College

University of Washington- *Bothell Campus*

University of Washington- Seattle campuses

Sources

Board, H. E. (2012, January). Colleges and Universities in Washington State.

Retrieved from: <http://www.wsac.wa.gov/CollegesAndUniversities>

Colleges, S. B. (2013, January). Washington Community and Technical Colleges.

Retrieved from: http://www.sbctc.ctc.edu/general/c_index.aspx

State, W. (2013, January). www.wa.gov. Retrieved from: <http://www.careers.wa.gov/colleges-university.html>