

Basic Training: A Library Orientation Designed for Student Veterans

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Abstract

Colleges and universities across the country have been developing robust programs and services to support student veterans, including veteran-specific orientations. The Texas A&M University Libraries received a grant from the Institute for Museum and Library Services to pilot a veteran-specific library orientation inspired by the in-processing checklist, a common military method for orienting service members to their new military installations. This article describes the development of the Orienting Student Veterans to the Library project, details the structure and content of the library orientation, and shares the challenges and lessons learned from implementing the orientation. Assessment of the orientation revealed impact, especially in student veterans' self-reported likelihood of recommending library resources to fellow student veterans.

Introduction

Student veterans are a population that many colleges and universities now recognize as underserved. Student veterans and service members are poised for academic success (Cate, 2014; Cate, Lyon, Schmeling, & Bogue, 2017), but may find themselves feeling somewhat alienated on traditional college campuses. In recent years, academic libraries have begun to explore outreach strategies to connect with student veterans to help ensure that they are aware of library resources and services and that they feel welcome and comfortable in the library space. These outreach strategies often involve collaborating with the campus experts on student veterans – the campus veteran center.

As college and universities have developed and expanded veterans centers on their campuses, these centers have expanded their focus. No longer are they only focused on certifying educational benefits (e.g. GI Bill). Instead, campus veterans centers are increasingly involved in student success initiatives, including those related to textbooks. Textbook lending libraries for veterans are becoming common in veterans centers, as they help alleviate some of the costs associated with textbooks. However, campus veterans centers may not immediately recognize the library as a potential collaborator on initiatives beyond those immediately related to textbooks.

Knowing how to navigate the library system is critical to the success of student veterans. This case study details a collaboration between the Texas A&M University Libraries and Veteran Resource & Support Center (VRSC) to develop a library orientation for student veterans. This orientation, modeled on an orientation structure frequently used in the military, teaches student veterans how to navigate those library resources and services most likely to be useful to them at the current stage of their academic careers.

Literature Review

Colleges and universities have been paying particular attention to their veteran and military-affiliated students in recent years. For example, many have created centers or offices dedicated to supporting veteran and military-affiliated students (McBain, Kim, Cook, & Snead, 2012). Others have formed campus-wide committees to help with resource development and advocate for student needs (Ford, Northrup, & Wiley, 2009; Texas A&M University, n.d.). Another common strategy is to support social connections within the veteran community, often through formation of student organizations for veterans such as chapters of Student Veterans of America (Ahern, Foster, & Head, 2015; Schiavone & Gentry, 2014). Finally, many colleges and universities have developed customized or veteran-specific orientations to support this community (Queen, Lewis, & Ralph, 2014).

Over the past few years, academic libraries have begun to identify ways that they can contribute to the success of veteran and military-affiliated students in higher education. Research suggests that most library contributions to veteran and military support are collaborations with campus veterans centers and veteran and military-oriented programming (LeMire, 2017). The literature reveals that programs such as exhibits and film showings are popular (LeMire & Mulvihill, 2017; Pionke & Osborne, 2018; Rutledge & LeMire, 2016). Academic libraries have attempted to make their physical spaces more veteran-oriented by creating veterans lounges or study spaces within the library (LeMire, 2017; Natal & Atwood, 2018). Finally, some academic libraries have worked to create veteran-oriented collections (Sopiarz, 2016).

A few libraries have made efforts to help student veterans feel comfortable in the library from the beginning of their time on campus by developing specific orientation approaches to veterans. The literature suggests that some student veterans find a library orientation beneficial (Mills, Paladino, & Klentzin, 2015). Library orientations for veterans and military-affiliated students are typically put into effect by embedding within a campus orientation for veterans. Bowling Green State University introduced library employees who were veterans at the campus orientation, and the library created a one-page information sheet to place in student veterans' campus orientation packets (Atwood et. al, 2016). The University of Montana and Columbus State Community College both developed library presentations that were embedded within campus orientations for veterans (Atwood et. al, 2016; Samson, 2017).

Although a few libraries have been creating orientation materials and presentations specifically oriented to veterans, there is a gap in the literature about libraries creating standalone orientations for student veterans. This article contributes towards filling that gap.

Institutional Background

Texas A&M is the largest public research university in the state of Texas and one of the largest in the nation, offering 125 undergraduate programs and over 300 graduate and professional degree programs. The university includes several locations across the state and an international branch in Qatar. The main campus, located in College Station, Texas, boasts an enrollment of more than 64,000 students. Originally

formed by the Morrill Act in 1866, all students at the then all-male college were required to attend military training. The university transformed into an inclusive research university in the 1960s but retains many of the traditional hallmarks of its military roots. As one of six senior military colleges in the nation, Texas A&M has a strong history of support for military training and veterans support.

The VRSC is a department in the Division of Student Affairs that serves the needs of nearly 1,150 student veterans on campus through programming, resources, and referral services. All of these services are personalized to the individual and help student veterans navigate Texas A&M. Veterans tend to be older and more mature than the traditional students in the classroom, which can result in a social gap. Student veterans are disposed to take advantage of opportunities to break down the barriers or close the gaps with traditional students. VRSC services provide peer support and tools to succeed academically, financially, personally, and vocationally. VRSC personnel help guide student veterans to the resources they need to make the most of their student experience and ensure holistic success.

The VRSC provides or supports 26 programs that enable student veterans to get involved and transition in the best manner for them. Because everyone’s story is different and each student veteran brings unique challenges and strengths with them, the VRSC tailors their programming so each veteran is able to succeed in college and beyond. The VRSC’s high-impact priority programs are listed in Table 1.

VRSC Program Name	VRSC Program Description
<i>Military Admissions Program for Integrative Transitions (MAPIT)</i>	TAMU has two full-time military admissions liaisons who are solely dedicated to facilitating admission of military-affiliated students.
<i>Veteran Aggie Leaders for Outreach and Resources (VALOR)</i>	A peer led outreach and empowerment program that assists student veterans to take ownership of their personal, academic, financial, and professional development and to build a capacity for meaningful social action in the Aggie community.
<i>Aggie Veteran Network (AVN)</i>	A web-based social media platform that connects Aggie student vets, dependents, military families, and veteran faculty/staff with each other, campus resources, and external organizations.
<i>Vet Camp</i>	An in-depth orientation program conducted prior to the 1st day of classes with over 35 academic, campus, and local resources to facilitate a successful transition to TAMU and includes collaboration with the University Libraries, academic advisors, faculty, staff, the career center, financial aid, mentors and many others.
<i>Veteran Designated Academic Class Program</i>	An opportunity for student veterans to build and participate in an all veteran learning community of peers to facilitate transitional support.

Table 1: VRSC High-Impact Programming

Project Background

Veterans have a wide and varied range of experiences dependent upon the branch of the Armed Forces in which they served, the jobs they performed, the ranks they attained, the places and times they served, and many other contributing factors and situations. No two veterans' experiences are identical and their perspectives and opinions can likewise vary significantly. However, despite the different individual experiences, there are also many experiences shared by veterans and military service members universally. Although many colleges and universities have developed orientations for their student veterans, they typically are based on higher education models of orientation such as resource fairs and orientation presentations. The Libraries' VRSC liaison, a veteran herself, had the idea to build upon some of this shared knowledge and experience in a revamp of the library orientation process.

The idea for the orientation was to emulate a process all service members know well and that evokes a sense of shared experience. Completing the in-/out-processing checklist is a necessary and important component of military duty. The checklist, referred to facetiously as the "dance card" by some, is the key document of in- and out-processing, required of service members any time they change duty stations, deploy for overseas tours, arrive for training or short-term service at a new location, and when they join, separate from, or retire from the military. The intent is to verify the service member's status, ensure their eligibility for pay and benefits, and update their personnel records. The process requires the service member to take the checklist to various desks, offices, or buildings on base to obtain signatures or stamps from each location demonstrating completion of the aforementioned verification of status, eligibility, and information updates. Would applying this familiar process in an academic setting elicit a sense of military family ("we've all been through this before"), tap into ingrained feelings of duty and expectation, and provide a concrete list of important tasks to complete?

The first step of the project was to create a project team. A group of library stakeholders approached the VRSC, whose participation would be essential to a successful project, to gauge their interest in a collaboration. They eagerly accepted, identifying the project as a perfect opportunity to create a new and unique collaboration to help promote academic success for student veterans. VRSC personnel recognized that military base libraries offer support to the military members, their families, and those who work on base by providing reading, information, reference, and entertainment opportunities. However, they also realized that the Texas A&M University Libraries offer so much more. This project would provide a sorely needed platform to ensure that student veterans knew about the resources available and how they could impact their academic success.

The project team identified the Institute for Museum and Library Services as a potential source of funding to support the project. Accordingly, the team proposed and were awarded an IMLS Sparks! Grant in 2017 to develop and pilot a virtual checklist for incoming student veterans in the Fall 2018 semester (IMLS, 2017).

Information Gathering

The first step of the project was to conduct a needs assessment. The team applied for and received institutional review board approval to conduct a survey and focus groups of current student veterans at Texas A&M University to better understand their familiarity with library resources and services. Due to low participation rates in focus groups, only survey results will be discussed.

The project team developed a survey that asked current student veterans to reflect on their familiarity with the Texas A&M University Libraries when they first enrolled at the University. The survey was disseminated in February 2018 and closed in March 2018. During that period, fifty student veterans completed the survey. Participants spanned a large age range, with representation from low (18-24) to high (55-64) age brackets, though most respondents (27, or 54%) fell in the 25-34 age bracket. Respondents included representation from the five military branches (Army, Navy, Air Force, Marine Corps, and Coast Guard), with the largest number of respondents from the largest military branch, the Army. Most respondents (31, or 62%) served as active duty service members, and (43, or 86%) spent their entire time in the military in the enlisted ranks. The majority of respondents had prior college experience before enrolling at Texas A&M University, though a small number (8, or 16%) identified themselves as first time college students (Table 2).

Prior College Experience	No. of Respondents
Zero college experience	8
Fewer than 25 credits	6
More than 25 credits, but not enough for an associate's degree	11
Completed an associate's degree	11
Completed a bachelor's degree	9
Completed a graduate degree	5

Table 2: Previous College Experience

The survey asked participants to consider their familiarity with 35 different library resources and services when they first enrolled using a five-point Likert scale, with 5 as most familiar and 1 as least familiar. These library resources and services were divided into seven sections: Library Spaces, Borrowing Materials, Research Support, Media & Technology, Rare and Special Collections, Scholar Support, and Writing Center.

Participants' responses revealed that, as expected, their familiarity with library resources was not evenly distributed across the seven response categories (Figure 1). The most familiar resources were library spaces, which included resources such as study rooms and open study spaces, and the Writing Center,

which is not a library resource but is located within the library. Least familiar resources included scholar support services such as copyright services and publication support services, as well as rare and special collections.

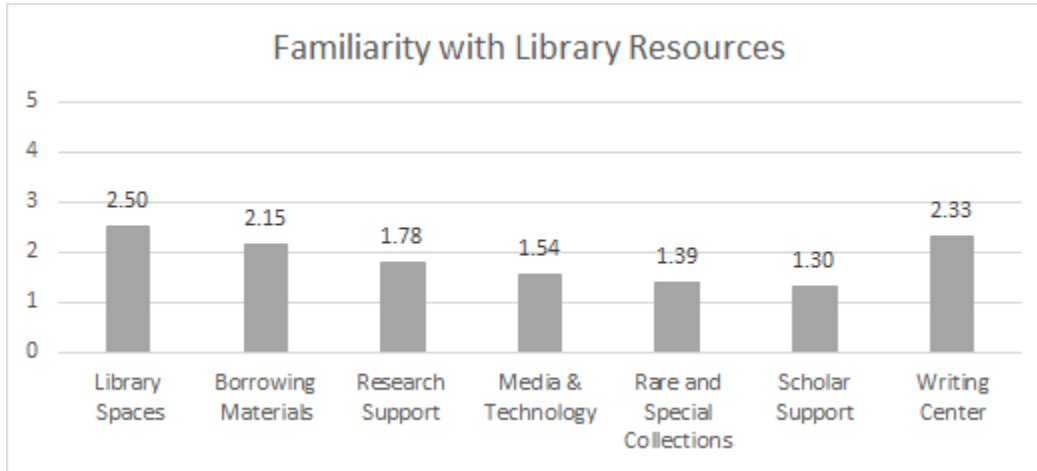


Figure 1: Familiarity with Library Resources

This initial data analysis revealed that, although students were most familiar with library spaces and the Writing Center, this familiarity remained below the mid-point of the five-point Likert scale (neither familiar nor unfamiliar). To better understand the specific resources and services that were least familiar to student veterans, the project team drilled down into the data to identify the most familiar and unfamiliar resources (Figure 2). This data revealed that a traditional academic library service, citation help, reached the top five in most familiar resources, though again this response remained below the mid-point on the Likert scale. The five least familiar resources were related to scholarly communications and technology, though the tech-related questions were found in three separate categories (Media & Technology, Scholar Support, and Special Collections).

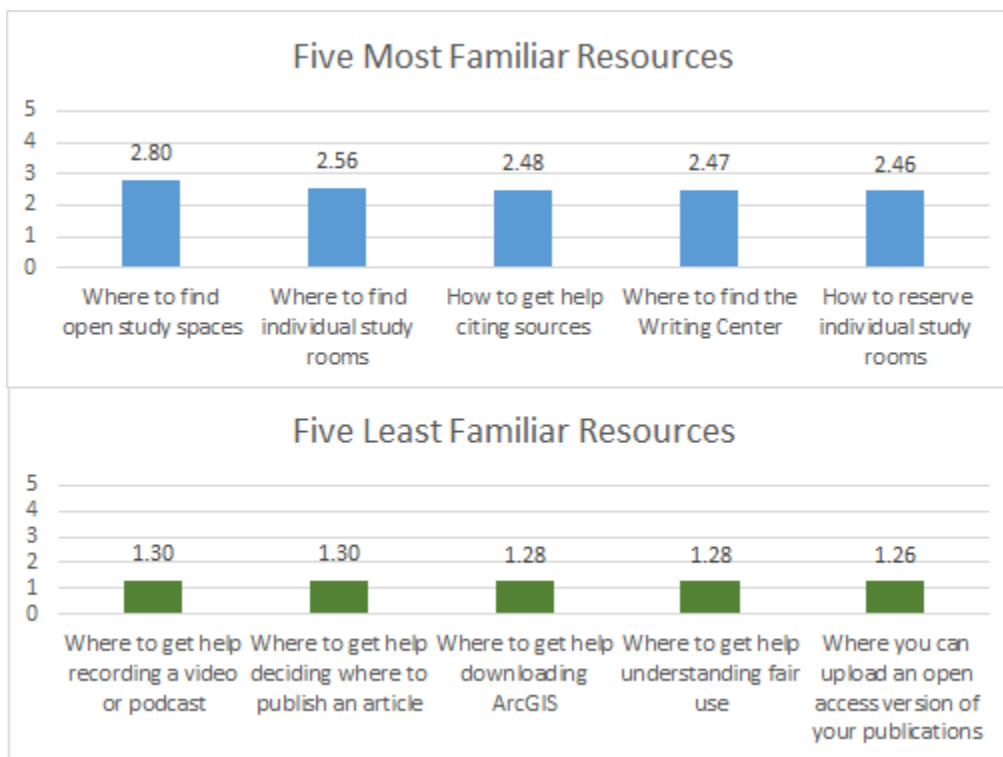


Figure 2: Most and Least Familiar Resources

The project team had anticipated that some question categories would reveal that student veterans were quite familiar with some library resources, which would mean the orientation could reasonably exclude that content. However, this proved not to be the case. No question category received responses that reached the mid-point of the 5-point Likert-style scale, which would be an average “neither familiar nor unfamiliar” response. Four of the seven categories received responses that were below an average score of 2 on the 5-point scale, which would be an average response of “not very familiar.” Based upon this data analysis, the project team realized that the student veteran orientation would have to include facets of each question category, at least for those student veterans taking classes on the College Station campus.

Developing the Orientation

Based on pre-assessment data, the librarians on the project team met to discuss the learning needs of student veterans. Content brainstorming produced a list of possible topics. The initial list was quite robust, ranging from library tours to online modules on special services offered by the library such as copyright consultations. Even though pre-assessment data revealed that most students had very limited familiarity with typical library facilities and services, the project team determined that not all modules would be applicable to all student veterans. In order to differentiate content based on the unique needs of specific student populations, the project team developed four categories. Based on enrollment status provided by the VRSC, student veterans would fall into one of the four audience categories.

- Undergraduate, on-campus student
- Undergraduate, distance education student
- Graduate, on-campus student
- Graduate, distance education student

For each of these groups, the project team created an online checklist in Blackboard. The checklist contained a series of content modules tailored to the anticipated library resource needs of each particular group. Student veterans would be assigned the checklist for their group during their campus orientation, just as they would receive a checklist during their in-brief at a new military installation. Because the checklist was virtual, student veterans would have the flexibility to complete the modules at their own pace, checking off each one virtually over the course of their first semester.

The specific content modules were developed with the understanding that students in each of these categories would benefit from different modules. For example, distance education students would not need to learn about the physical library building, graduate students would need instruction on copyright that would likely be less useful for an incoming undergraduate freshman, and so forth. Table 3 lists the twelve modules that were created and assigned to each of the four categories of students.

Module	Undergrad, On-Campus	Undergrad, Distance	Graduate, On-Campus	Graduate, Distance	Additional Info
Introduction and Welcome	X	X	X	X	
Library Spaces Introduction Video	X		X		
Library AR Tour	X		X		
The Studio	X		X		
Searching Books and Movies	X	X			
Searching Journal Articles and Research	X	X			
Academic Success	X	X			
Access Materials at a Distance		X		X	
Get It For Me (ILL)		X	X	X	
Publishing, Copyright, and Scholarly Reputation			X	X	
Library Workshops			X	X	

Maps & GIS					X
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Table 3: Veterans Orientation Modules

The librarians on the project team then developed a template to help inform the creation of each module. For each module, they considered the following six questions:

1. Which audience category does this tutorial serve?
2. What problem is this module solving for student veterans?
3. What are the learning outcomes for this model?
4. Will there be assessment for this module? If so, how will the learning be assessed?
5. What software is necessary to achieve the outcomes and assessment methods for this module?
6. What medium will the module take and how will students access the content?

The template was shared in a Google Doc so stakeholders could work collaboratively. Working through these six guiding questions helped the librarians shape the overall structure of the orientation and consider areas of overlap, consistency in language and approach, and scaffold the modules so that the learning could build upon the previous modules. After working through the six questions for each of the content areas, the librarians divided up the modules and began the process of storyboarding online tutorials and writing content scripts. Once storyboarding was complete, the librarians worked with the Libraries' instructional designer to create modules for each of the content areas.

Modules were created using a mixture of instructional and multimedia tools. The medium of delivery was matched to the desired learning outcomes. For instance, it was important that the Introduction and Welcome module provide a humanized and welcoming start to the online experience. The library liaison to the VRSC provided a recorded video welcome using the Libraries One Button Studio, which provides video and audio recording services. Other module content was best communicated through written text and images captured from the library website. For instance, information about maps and GIS services was developed as a static text with accompanying images of the Maps & GIS service desk. Additional modules, such as Searching for Books and Movies and Searching Journal Articles and Research, were best taught through screen capture video demonstrating use of the library's catalog and databases. These tutorials were created using Camtasia for screen capture and Audacity for audio narration. In addition to screen capture, Articulate Storyline was used to generate avatars of librarians and students. The avatars created images to communicate conceptual knowledge, such as explanations of how the Libraries could contribute to academic success. Finally, the Library AR Tour module was created using GamAR, an online augmented reality tour that allows students to use their personal phone or tablet to activate image triggers that would lead them on a scavenger hunt through the library building. Checks on learning were developed for some of the modules using the assessment tools in the learning management system (LMS) Blackboard.

The librarians were intentional and inclusive in the choices made in designing the modules. For instance, a variety of voices were used for audio narration, both young and old, male and female. Images and video included a diverse group of students of differing ethnicity, including appearances from some

current student veterans. Additionally, all modules were designed to be compliant with accessibility standards. Tutorial videos were closed captioned, images had alt-text assigned, and the AR Tour had an accessible text version for any students with visual or motor disabilities.

Once the modules were completed, they were loaded into a community site in the LMS. Four distinct learning folders were created for each of the student categories; On-Campus Undergraduate Orientation, Distance Education Undergraduate Orientation, On-Campus Graduate Student Orientation, and Distance Education Graduate Student Orientation. Using a combination of Blackboard's groups feature and adaptive release, students were enrolled in one of the four folders based on information from the VRSC. Each folder was loaded with the 5-6 identified modules and accompanying checks on learning. A fifth folder was titled For More Information and included all the modules if students wanted to expand their learning.

Assessment

The orientation was piloted in Fall 2018 and fully launched in Spring 2019. During each semester, the project team developed and implemented an assessment strategy to gather feedback on the orientation and inform iterative changes. For the pilot in Fall 2018, student veterans were invited to volunteer to complete the orientation, and the group of student veterans who completed the orientation were asked to complete a brief survey about their experience. This group of respondents was quite small (n=5). In Spring 2019, the orientation was fully launched as a joint program offered by the Libraries and the VRSC. For this reason, all student veterans enrolling for the first time in Spring 2019 (136) were automatically enrolled in the orientation. Of those enrolled, 65 (48%) completed the orientation and 25 (18%) completed the assessment survey.

The assessment survey asked participants who completed the survey (20, or 80% of respondents) to reflect on how their feelings about the library changed from the beginning of the semester to the end of the semester, after they had completed the orientation. These questions used a five-point Likert-style scale to ask four questions: 1) what is your confidence level in using the Libraries?; 2) how likely are you to recommend library resources to a fellow student veteran?; 3) how comfortable do you feel using the library?; 4) how comfortable do you feel engaging with a librarian? The project team then averaged participant responses to better understand how participants' perceptions had changed after completing the orientation.

For each of the questions, participants in both Fall 2018 and Spring 2019 reported perceiving gains from the beginning of the semester to the end of the semester (Table 4). For both semesters, the highest gains were in response to the question about participants' perceived likelihood of recommending library resources to a fellow student veteran.

Year	Confidence Level in Using Libraries		Likelihood of Recommending Library Resources		Level of Comfort Using the Library		Comfort Level Engaging with a Librarian	
	Before	After	Before	After	Before	After	Before	After
2018	3.80	4.38	3.62	4.38	3.95	4.25	3.71	4.38
2019	3.69	4.80	3.44	5.00	3.94	4.80	3.69	4.60

Table 4: Participant Perceptions of Comfort and Familiarity with Library

In addition to the Likert-style questions, the survey asked participants to identify library resources and services. Both participants who completed the orientation (Fall 2018 and Spring 2019) and those who did not complete the orientation (Spring 2019) were asked to complete these questions. Participants who did not complete the orientation (5, or 20% of Spring 2019 survey respondents) were likely to identify stereotypical library resources and services such as books and articles and help finding books. Participants who completed the orientation (5 or 100% from 2018, 20 or 80% from 2019) also listed these stereotypical resources; for example, books and movies were the most frequently mentioned resources by 2018 and 2019 by participants who completed the orientation. However, participants who completed the orientation also identified specific resources and services such as study rooms, audio/visual equipment, and interlibrary loan.

Discussion

Assessment results suggest that the online checklist method of orienting student veterans to the library makes an impact on student veterans' comfort level in using the library. Although the respondent pools in both Fall 2018 and Spring 2019 were small, the project team was encouraged by the consistency in participants' perceptions of increased familiarity and comfort with libraries after completing the orientation.

Assessment results indicate that student veterans are likely to enter the university with a substantial level of familiarity in using the library. At the beginning of their first semester, participants reported feeling relatively comfortable with libraries, with an average score above the midpoint of the Likert-style scale. Their highest level of comfort was in the general category of "using the library," with an average score of 3.95 (Fall 2018) and 3.94 (Spring 2019). Their lowest level of comfort was in the category of "likelihood of recommending library resources," with an average score of 3.62 (Fall 2018) and 3.44 (Spring 2019). These responses fall within the project team's anticipated ranges. Many student veterans have previous college experience, either from before their military service or during their military service. Indeed, 5 respondents from 2018 (100%) and 14 respondents from 2019 (56%) identified themselves as transfer students. For this reason, even though these students are new to Texas A&M

University, they are likely to have encountered academic libraries in the past. Library orientations to student veterans need to meet them where they are; orientations that are predicated on the notion that student veterans do not have experience using academic libraries in the past are unlikely to be successful. Librarians need to think critically about how to craft library orientation messaging that recognizes student veterans' previous experience and builds upon that experience.

The project team found that it was a challenge to convince student veterans that a library orientation was necessary, perhaps in part due to their previous experience in libraries. Less than half (65, or 48%) of Spring 2019 student veterans who were automatically enrolled in the orientation actually began the orientation. However, assessment results suggest that student veterans who do engage with the orientation find it to be beneficial. In both the Fall 2018 and Spring 2019 semesters, student veterans reported an increase in their perceived comfort level and familiarity with libraries after completing the orientation, with an average score above the fourth point of the Likert-style scale. Additional research is needed to determine whether this model was more effective than another orientation model. However, the project team has received anecdotal feedback from student veterans that they appreciate having a self-paced orientation available.

The student veteran orientation was particularly impactful in the key area of peer recommendations of library resources. The project team recognized that the student veteran community is an insular one; librarians had observed over the years that many student veterans they encountered mentioned that they had come in to the library to use a resource or service based upon the recommendation of a fellow student veteran. Based upon these observations, the project team anticipates that student veterans will be more likely to listen to another student veteran about library resources than they would be to listen to a librarian (even one who is also a veteran). Respondents indicated a dramatic increase in participant's self-reported likelihood of recommending library resources to another student veteran after completing the orientation. Their average responses to that question increased to 4.38 (Fall 2018) and 5.00 (Spring 2019) by the end of the semester, which was the largest growth area for all of the questions. This is an area that the project team will continue to explore, as word-of-mouth referrals to library resources may be a way to extend the impact of the orientation even to those who did not complete it.

Limitations

There are several limitations to the study. First, this was a case study for a specific user population at one large research university. The results are not generalizable to student veteran populations at other institutions. Other factors could have impacted assessment results, such as library resource presentations by faculty members or by librarians in classes and other campus events.

In addition, the sample size was relatively small during assessment. One of the points of tension related to sample size was the decision to allow students to opt-in to the orientation in Fall 2018. This added friction to the process of completing the orientation and reduced the number of participants, which then limited the pool of potential participants in the assessment. While this was mitigated by enrolling

all incoming student veterans in Spring 2019, the number of student veterans enrolling in the Spring semester was relatively small. Further, even with incentives such as gift card drawings, assessment participation was considerably lower than anticipated. As the orientation grows in forthcoming years, more assessment data can be collected to inform iterative improvements to the orientation and to investigate the effect that this orientation program may have on the student veteran population.

Next Steps

The student veteran orientation has been through a pilot implementation and has been fully launched, but it is by no means complete. Using assessment data to guide their choices, the project team will continue to revise the orientation to ensure that it is both useful and usable for student veterans. The project team is also broadening the audience for the orientation. In Fall 2019, military dependents will be enrolled in the orientation along with student veterans. Military dependents are the spouses and children of military service members, and they outnumber student veterans on the Texas A&M University campus by a ratio of approximately 2.5:1. Because many military dependents attend college using their parent or spouse's military or veterans educational benefits (e.g. GI Bill), they fall within the service population of the VRSC. Enrolling military dependents along with student veterans will help extend the impact of the student veteran orientation and also give the project team an opportunity to better understand a related population on campus.

In addition to extending the impact of the orientation on-campus, the project team also hopes to expand the impact to other institutions. The orientation was constructed in Blackboard, and can be exported as a course package and shared with other institutions. Although the specific orientation content is unique to the Texas A&M University Libraries, the orientation structure is readily adaptable to other institutional contexts.

Finally, the project team plans to continue its efforts to assess the needs and strengths of the student veteran population in order to make iterative improvements to the orientation and also to develop other resources and services to provide support. For example, members of the project team are collaborating to develop a donor-funded veteran study room within the Libraries. This space is intended to foster a sense of community and camaraderie for student veterans, who may feel isolated on Texas A&M's very large campus.

Conclusion

The Orienting Student Veterans to the Library project was beneficial to the University Libraries and to the VRSC for multiple reasons. First, the initial implementation of the orientation indicates that the project team has achieved their primary goal – to give incoming student veterans an effective way to learn about library resources likely to contribute to their academic success. But the project was also impactful beyond that initial goal. It led to new opportunities to provide library support for student veterans, including a new veterans study room scheduled to open for the first time in Fall 2019. It helped the Texas A&M University Veteran Resource & Support Center realize that they needed to do

more with educating student veterans on utilization of the library resources which not only helps students save money, but also achieve academic success. Finally, it helped strengthen the collaborative relationship between the Libraries and the VRSC. By developing a strong collaboration, both librarians and the VRSC leadership extend their capacity to achieve their goal of supporting student veterans.

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