Jacqueline Harris Ed.D.
Post-secondary Outreach Specialist
OVERVIEW OF THE MILITARY FAMILY RESEARCH INSTITUTE

WHAT ARE STUDENT VETERANS EXPERIENCING ON CAMPUS?

WHAT IS THE LANDSCAPE OF HIGHER EDUCATION NATIONALLY AND HOW DO WE COMPARE?
Military Family Research Institute at Purdue University

MAKING A DIFFERENCE FOR FAMILIES WHO SERVE

1. Supporting the military infrastructures that support military families.
2. Strengthening the motivation and capacity of civilian communities to support military families.
3. Generating important new knowledge about military families.
4. Influencing policies, programs, and practices supporting military families.
5. Creating and sustaining a vibrant learning organization.
PASSPORT toward success
Helping Military Kids and Families Connect
Our collaborators:

- Dept. of Defense, Center for Deployment Psychology
- National Guard
- Family Social Services Administration
Sesame Workshop

talk, listen, connect™

Deployments, Homecomings, Changes
Generating and sharing important new knowledge about military families
Serving Military Families in the 21st Century

Karen R. Blaisure • Tara Saathoff-Wells
Angela Pereira • Shelley MacDermid Wadsworth
Amy Dombro
Education & Employment

Promoting academic & career success by supporting post-secondary institutions and student veterans’ organizations
Strategic Goals

Engage institutions in strengthening supports and services for student service members and veterans.

Educate post-secondary administrators and faculty, and employers about the unique attributes of student service members and veterans.

Generate new knowledge about campus and employment experiences and effective strategies for support.

Strengthen the efforts of student veterans’ organizations.
How do we do this?

Professional development and awareness raising

- “Military 101”
- Selected topics
- Transformation series
- Creating forums for communication & networking
Transformation Series
for faculty and staff
Establishing evidence

- Metrics
- Program evaluation
- Surveys
- Longitudinal studies
- Scientific literature
$2.5 Million in grants

- Annual awards to institutions
- One-time special project grants
- SVO business plan competitions
Research

- Landscape surveys
- Longitudinal student surveys
- Translating the research of others
- Employer surveys & training
- SVO impact reports
SUCCESS IN 3-D FOR STUDENT VETERANS

How to Design, Develop and Deliver a Thriving SVO

SECOND EDITION
## Student characteristics

<table>
<thead>
<tr>
<th></th>
<th>Civilian (n=362,000)</th>
<th>Veteran – combat (n=4,840)</th>
<th>Veteran – non-comb. (n=6,160)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 24 years</td>
<td>94%</td>
<td>64%</td>
<td>21%</td>
</tr>
<tr>
<td>≥ 24 years</td>
<td>6%</td>
<td>36%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>35%</td>
<td>70%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>9%</td>
<td>28%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td>95%</td>
<td>83%</td>
<td>77%</td>
</tr>
</tbody>
</table>

NSSE, 2010; First year data
Points of contact

MFRI, 2010; n=354
Satisfaction with contacts

- Registrar
- Financial Aid
- Advisor
- Faculty Member

- Civilian
- ROTC
- Veteran

Legend:
- A
- B
School-related stress

![Bar chart showing school-related stress levels for Civilian, ROTC, and Veteran groups. The chart indicates that Civilian stress is highest, followed by ROTC, and then Veteran.](chart.png)
Role overload

Role Overload Scale

A

B

Civilian

ROTC

Veteran
Do you have a designated contact for student veterans?

- National (n=25)
- Indiana (n=80)
- CIC (n=14)

Options:
- Don't know
- No
- Yes

* Represents a special note or exception.
Do you award credit for military training & experience?

- National (n=25)
- Indiana (n=80)
- CIC (n=14)

Don't know:
- National: 0%
- Indiana: 0%
- CIC: 0%

No:
- National: 84%
- Indiana: 42%
- CIC: 86%

Maybe:
- National: 0%
- Indiana: 30%
- CIC: 6%

Yes:
- National: 16%
- Indiana: 28%
- CIC: 14%
Do you follow ACE guidelines for military credit transfer?

- National (n=25)
- Indiana (n=80)
- CIC (n=14)

*Don't know*
*No*
*Yes*

- National (n=25):
  - 0%
  - 20%
  - 40%
  - 60%
  - 80%

- Indiana (n=80):
  - 0%
  - 20%
  - 40%
  - 60%
  - 80%

- CIC (n=14):
  - 0%
  - 20%
  - 40%
  - 60%
  - 80%
Must students re-apply for admission following deployment?

- National (n=25)
- Indiana (n=80)
- CIC (n=14)

- Don't know
- No
- Maybe
- Yes
Incompletes or make-ups allowed with mid-term deployments?

- National (n=25)
- Indiana (n=80)
- CIC (=14)

- Don't know
- No
- Maybe
- Yes

0% 20% 40% 60% 80% 100%
Extensions when graduate students are deployed mid-term?

National (n=25)
Indiana (n=80)
CIC (n=14)

Don't know
No
Maybe
Yes
Waive late payment fees if using military benefits?

- National (n=25)
- Indiana (n=80)
- CIC (n=14)

Options:
- Don't know
- No
- Maybe
- Yes

Graph shows the distribution of responses for each category.
Tuition credit or reimbursement for mid-term deployments?

National (n=25)
Indiana (n=80)
CIC (n=14)
Don't know
No
Maybe
Yes

CIC (n=14)
Indiana (n=80)
National (n=25)

0% 20% 40% 60% 80% 100%

Don't know
No
Maybe
Yes
Are you able to refer to wounded warrior services?

- National (n=25)
- Indiana (n=80)
- CIC (n=14)

- Don't know
- No
- Yes

* indicates a question mark in the data.
Do you provide services to families of student veterans?

- CIC (n=14)
- Indiana (n=80)
- National (n=25)

- Don't know
- No
- Yes

* Denotes statistical significance.
Do you have a student veterans’ organization?

- CIC (n=14)
- Indiana (n=80)
- National (n=25)

Options:
- Don't know
- No
- Yes

* indicates a significant difference.
Are you a member of SOC?

- CIC (n=14)
- Indiana (n=80)
- National (n=25)

- Don't know
- No
- Yes
What do the data tell us about the students’ experience?

• More than \( \frac{3}{4} \) of student veterans are full-time students.

• Student veterans are 3 - 5 times more likely than civilians to be transfer students.

• They visit their faculty and advisors significantly less than civilian students, but are equally satisfied with those interactions.
Student veterans’ experiences

• Student veterans report significantly less social support on campus than civilian students.

• They report significantly less school-related stress, but significantly more role overload than civilian students.
What do the data tell us about the post-secondary landscape?*

CIC schools appear to report rates similar to national benchmark schools in these areas:

– Having a designated student veteran contact
– Waiving re-application after deployment
– Allowing incompletes and/or extensions for mid-term deployments

* CIC data were not statistically tested.
What do the data tell us about the post-secondary landscape?*

CIC schools appear to report rates similar to national benchmark schools in these areas:

– Waiving late payment fees when military benefits are used
– Offering tuition credit/reimbursement for mid-term deployment
– Referring to wounded warrior services
– Hosting a student veterans’ organization

* CIC data were not statistically tested.
What do the data tell us about the post-secondary landscape?*

Compared to national benchmark schools, CIC schools appear to be:

– Less likely to award academic credit for military training & experience
– Less likely to follow ACE guidelines for military credit evaluations
– Less likely to report SOC membership

* CIC data not statistically tested.
Questions

• With student veterans being 3-5 x more likely to be transfer students, how veteran-competent are our programs, web pages, and materials for transfer students?

• Why do student veterans visit their faculty & advisors less often, but report a high degree of satisfaction? How can we extend this to other campus experiences?
Questions

• Consistent, transparent, and efficient military credit transfer evaluations are a national priority. How can the CIC schools lead the way?

• Given the limited social support perceived by student veterans and their significantly greater role overload, what strategies in addition to SVOs can promote campus engagement and support?

• What does SOC membership confer? What does it signal to prospective students?
Acknowledgements

Adam Barry, Ph.D.
Ryan Carlson, B.A.
Stacie Hitt, Ph.D.
Shelley MacDermid Wadsworth, MBA, Ph.D.
Shawn Whiteman, Ph.D.
Lilly Endowment Inc.