

# The Student Veteran Experience: Implications for Advising from Data

Presentation at the 2014 NACADA Annual Conference Minneapolis, MN



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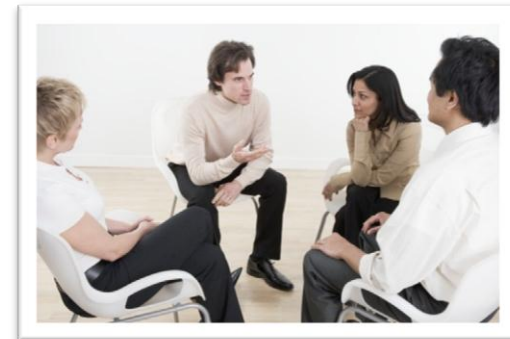
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# Overview of the Presentation

- Small Group Discussion
- Introduction to Topic
- Our Study
- Results
- Moving from Data to Practice
- Discussion

# SMALL GROUP DISCUSSION



# Small Group Discussion

- Form small groups with those nearby you
- Respond to the following:
  - How are student veterans similar and different from traditional undergraduate students? How does this impact their advising needs?
  - What offices or resources on your campus support veterans? How?
  - Has anyone in your group advised student veterans?
- After small group discussion we'll spend a few minutes discussing responses as a large group

# INTRODUCTION TO THE TOPIC



# Literature

- Increase in use of Veteran Education Program benefits
  - 237% increase from 2000 to 2012
  - 1,023,000 students
- Demographics of students
  - 73-80% male
  - 47% married
  - 47% with children or dependents
  - 79% enroll at public institutions
- Focus in literature
  - Mental health
  - VA services
  - Active duty / ROTC

# OUR STUDY



## What is NSSE?

- National Survey of Student Engagement
  - Annual, web-based spring survey to first-year students and seniors at baccalaureate-granting institutions
  - To date, more than 1,500 different colleges and universities in the U.S. and Canada have participated in NSSE since it was first administered in 2000
  - About 650 institutions participate annually
  - Assesses exposure to and participation in effective educational practices

Goal: To query undergraduates directly about their educational experiences



# Themes and Indicators

## *Themes*

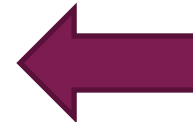
## *Engagement Indicators*

**Academic Challenge**

**Higher-Order Learning**

**Reflective & Integrative Learning**

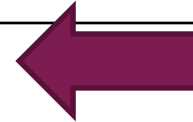
**Learning Strategies**



**Quantitative Reasoning**

**Learning with Peers**

**Collaborative Learning**



**Discussions with Diverse Others**

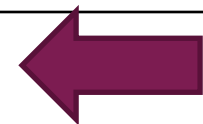
**Experiences with Faculty**

**Student-Faculty Interaction**

**Effective Teaching Practices**


**Campus Environment**

**Quality of Interactions**



**Supportive Environment**

# Advising Module

 **NSSE**  
national survey of  
student engagement

**Topical Module: Academic Advising**

This module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students' interactions with academic advisors. (Complementary NSSE set available.)

1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5	6 or more

2. During the current school year, to what extent have your academic advisors done the following?

	Very Much	Quite a bit	Some	Very little	Not applicable
a. Been available when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Listened closely to your concerns and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Informed you of important deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helped you understand academic rules and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provided useful information about courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helped you when you had academic difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discussed your career interests and post-graduation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During the current school year, which of the following has been your primary source of advice regarding your academic plans? [Select one]

- Academic advisor(s) assigned to you
- Academic advisor(s) available to any student
- Faculty or staff not formally assigned as an advisor
- Online advising system (progress progress report, etc.)
- Web site, catalog, or other published sources
- Friends or other students
- Family members
- Other, please specify: \_\_\_\_\_
- I did not seek academic advice this year

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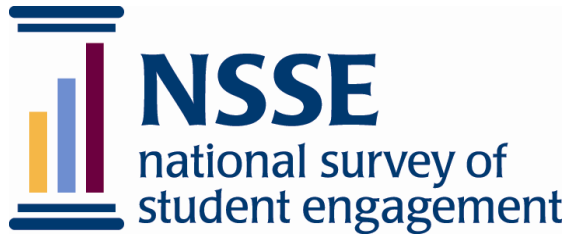
The purpose of this module is to examine students' experiences with academic advising

- Captures frequency, accessibility, and types of information provided during advisement sessions
- Identifies students' primary source of advice
- Complements the core survey

# Purpose of Our Study

1. Investigate how student veterans are engaging with academic advisors and subsequent the impact on their educational experiences.
2. Investigate student veteran's source and perception of academic advising.

# RESULTS



# Sample Statistics

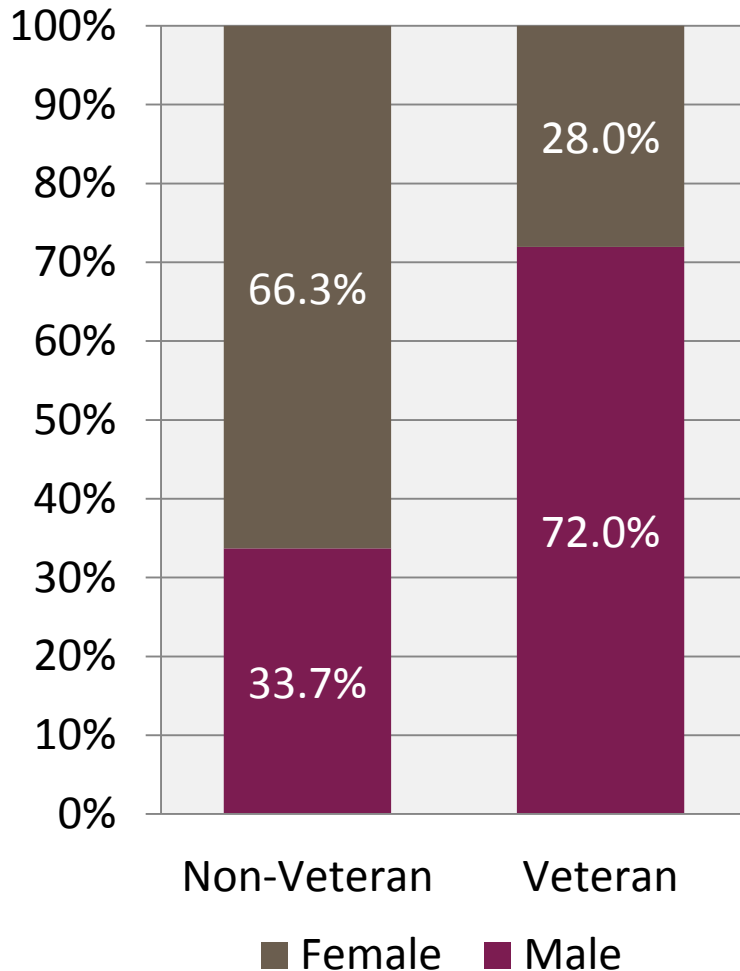
## 2014 Institutions (n=643)

- 42% public
- Locale
  - 46% city
  - 23% suburban
  - 26% town
  - 5% rural
- Selectivity
  - 15% less/non competitive
  - 49% competitive
  - 22% very competitive
  - 13% highly competitive

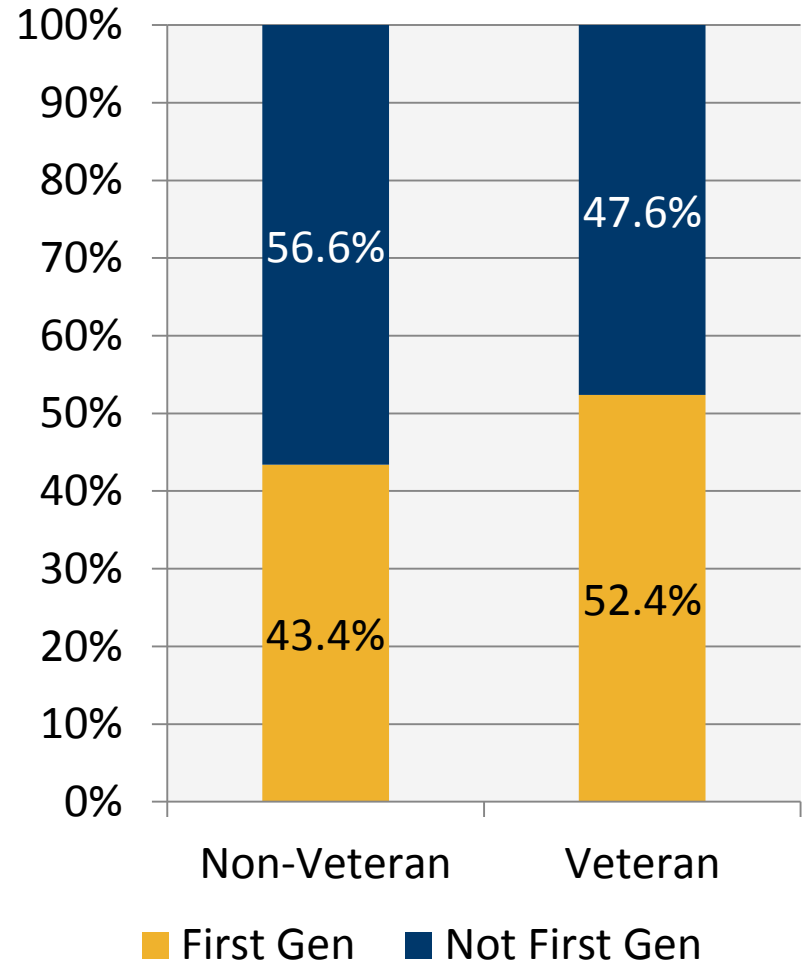
- Enrollment size
  - 16% Less than 1,000
  - 55% 1,000 to 4,999
  - 21% 5,000 to 9,999
  - 8% 10,000+
- Carnegie Type
  - 16% Research/Doctoral
  - 47% Master's level
  - 17% Baccalaureate A&S
  - 20% Baccalaureate Other

# Sample Statistics

## Male to Female Respondents

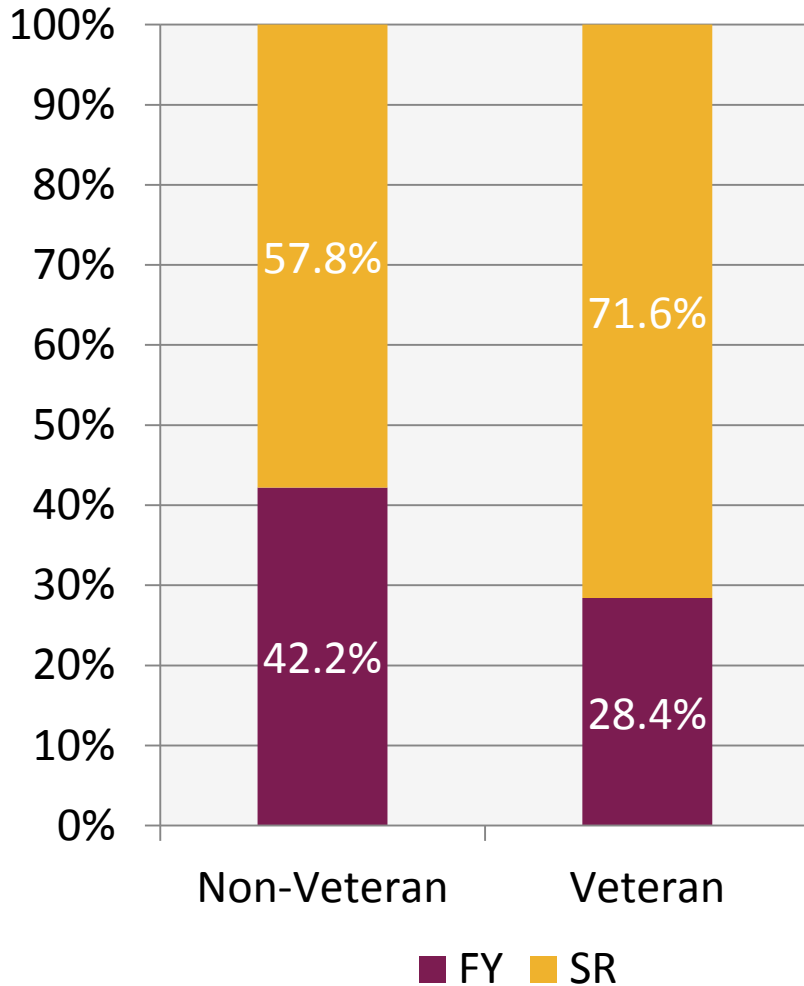


## First Gen vs. Non First Gen Respondents

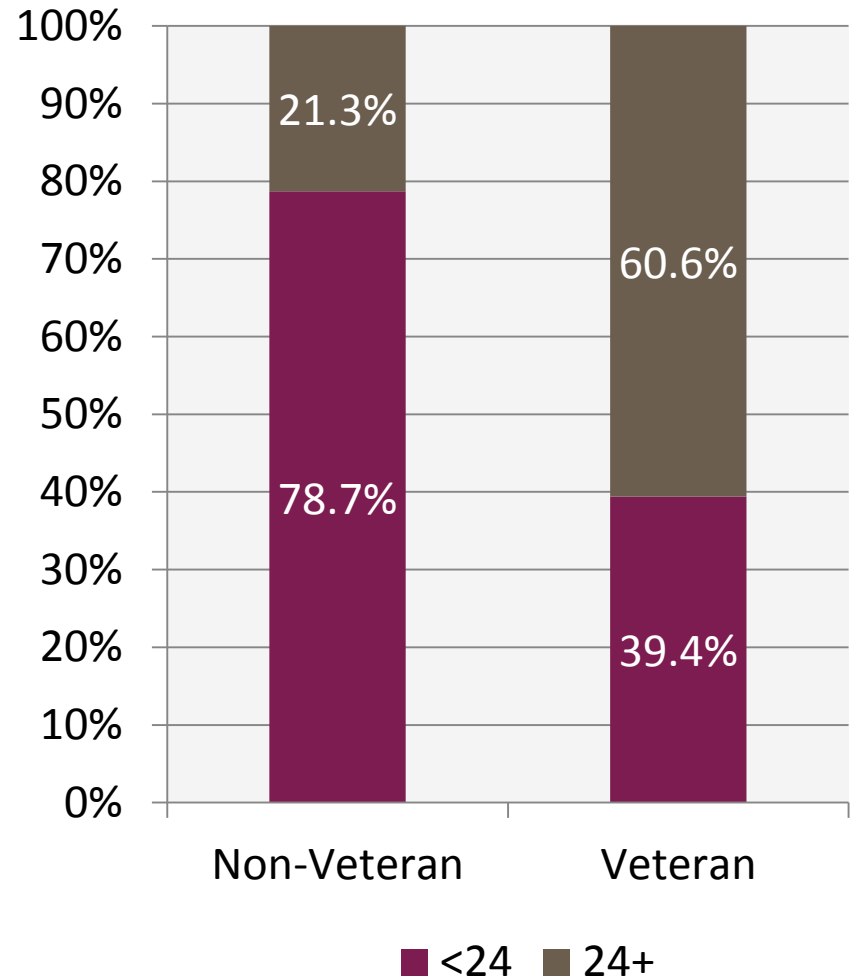


# Sample Statistics

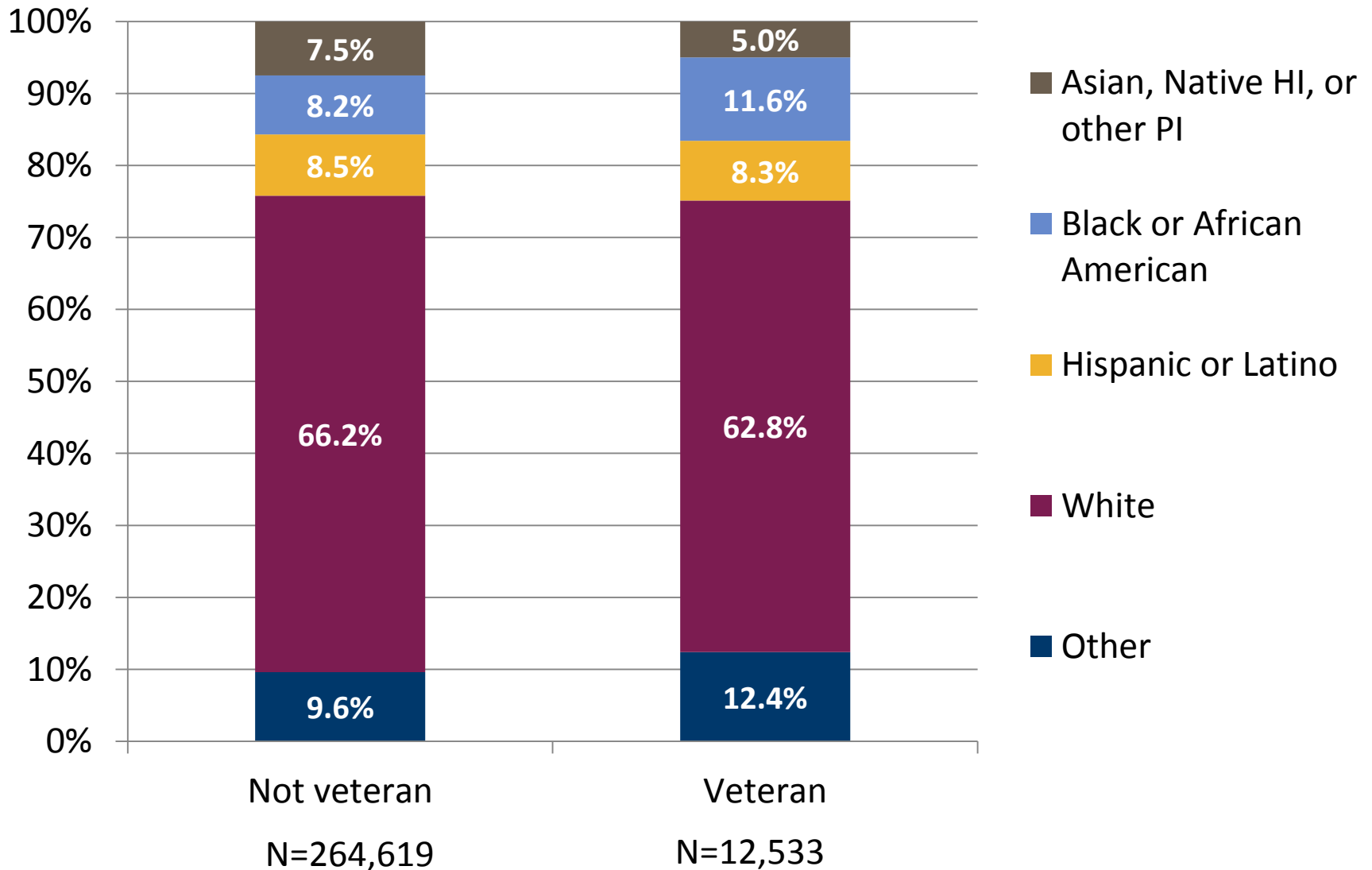
## FY vs. Senior Respondents



## Age of Respondents



# Sample Statistics





# Sample Statistics: Summary

## Veteran

More male than female

More first gen. than  
non-first gen.

More seniors

More part-time

## Non-Veteran

More female than male

More non-first gen. than  
first gen.

More first years

More full-time

They do not vary much across racial demographics

# Results

**How often are student veterans meeting with academic advisors?**

**Met at least once during school year:**

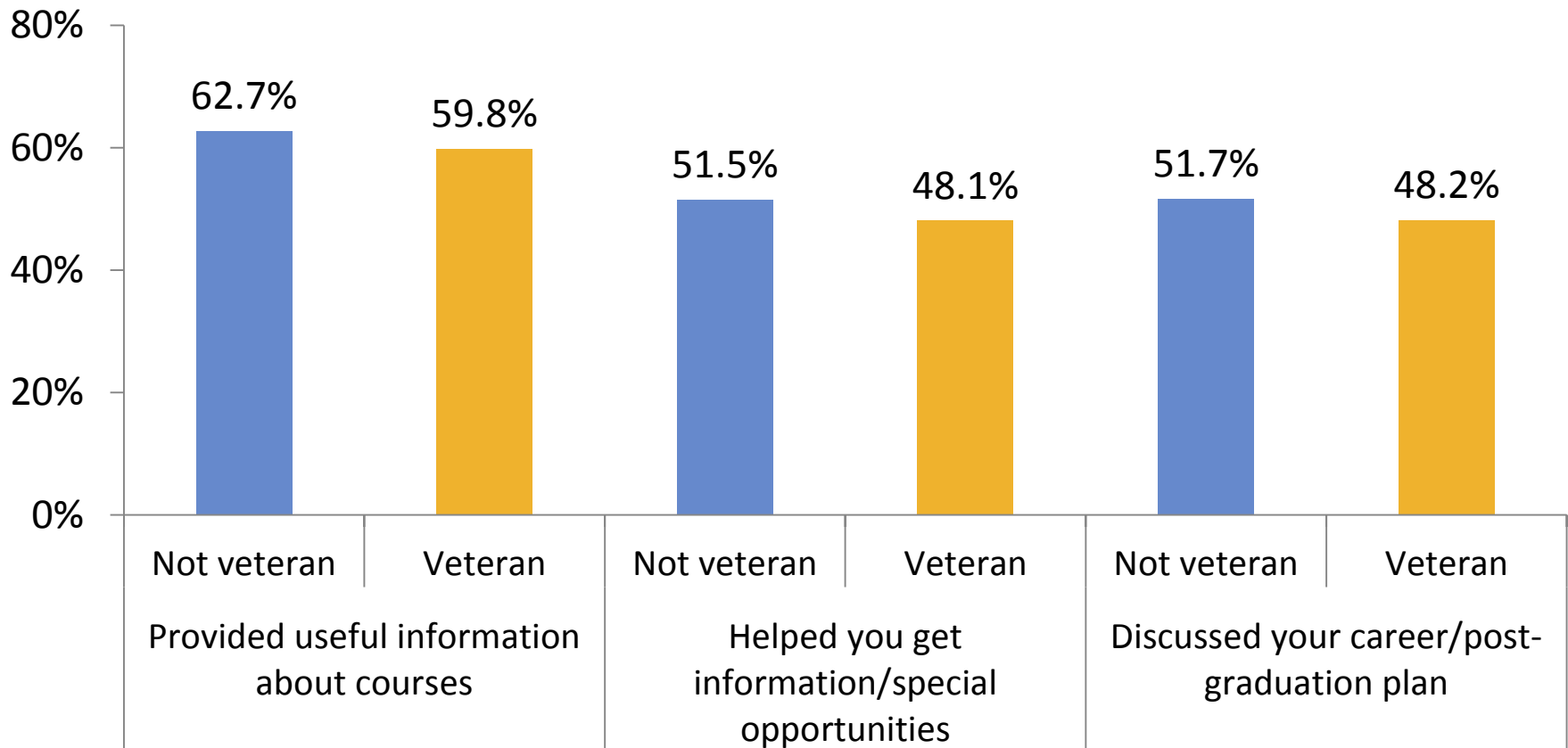
85% student-veterans

90% non student-veterans

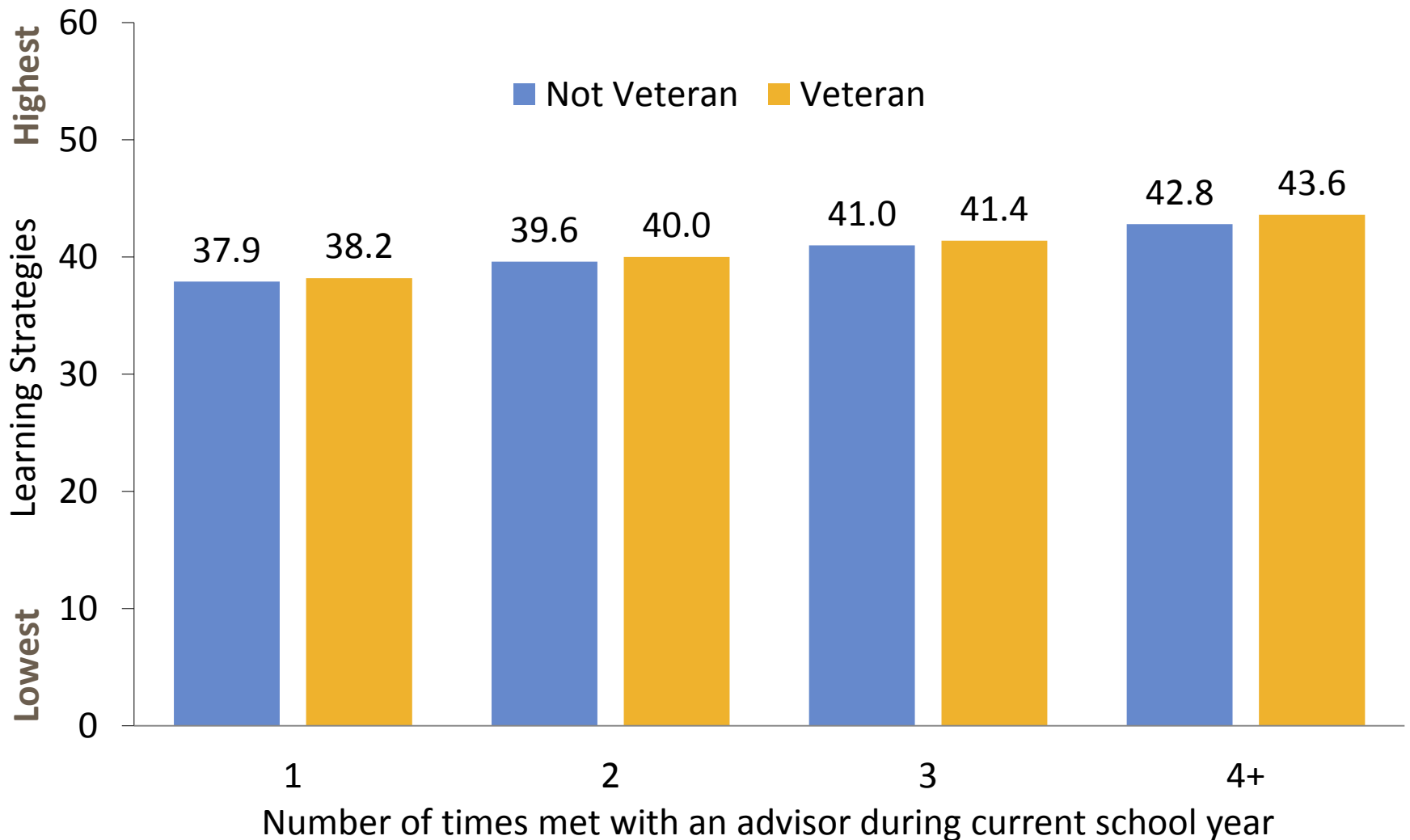


# Results

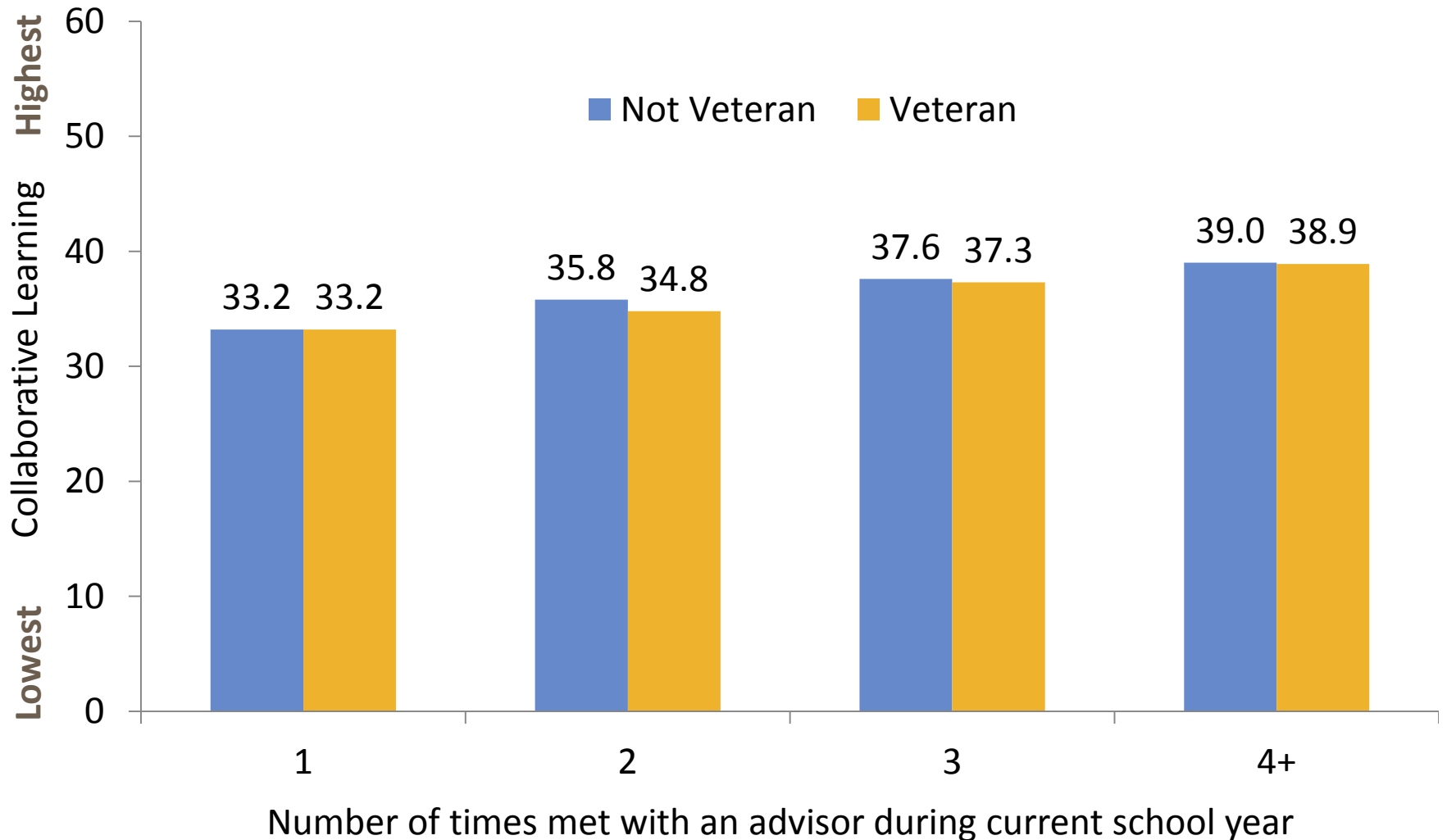
**During the current school year, to what extent have your academic advisors done the following?**



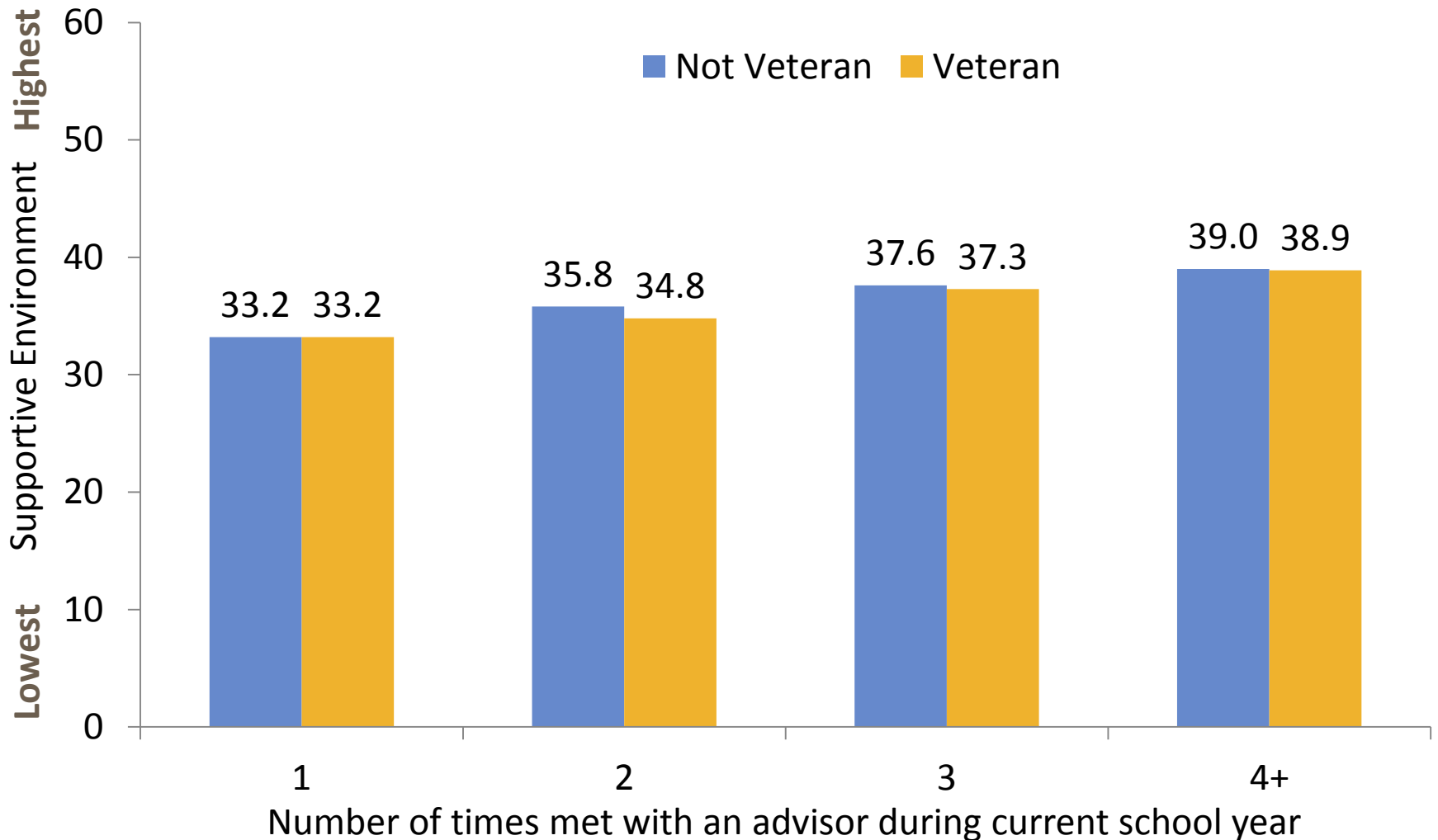
# Results: Learning Strategies



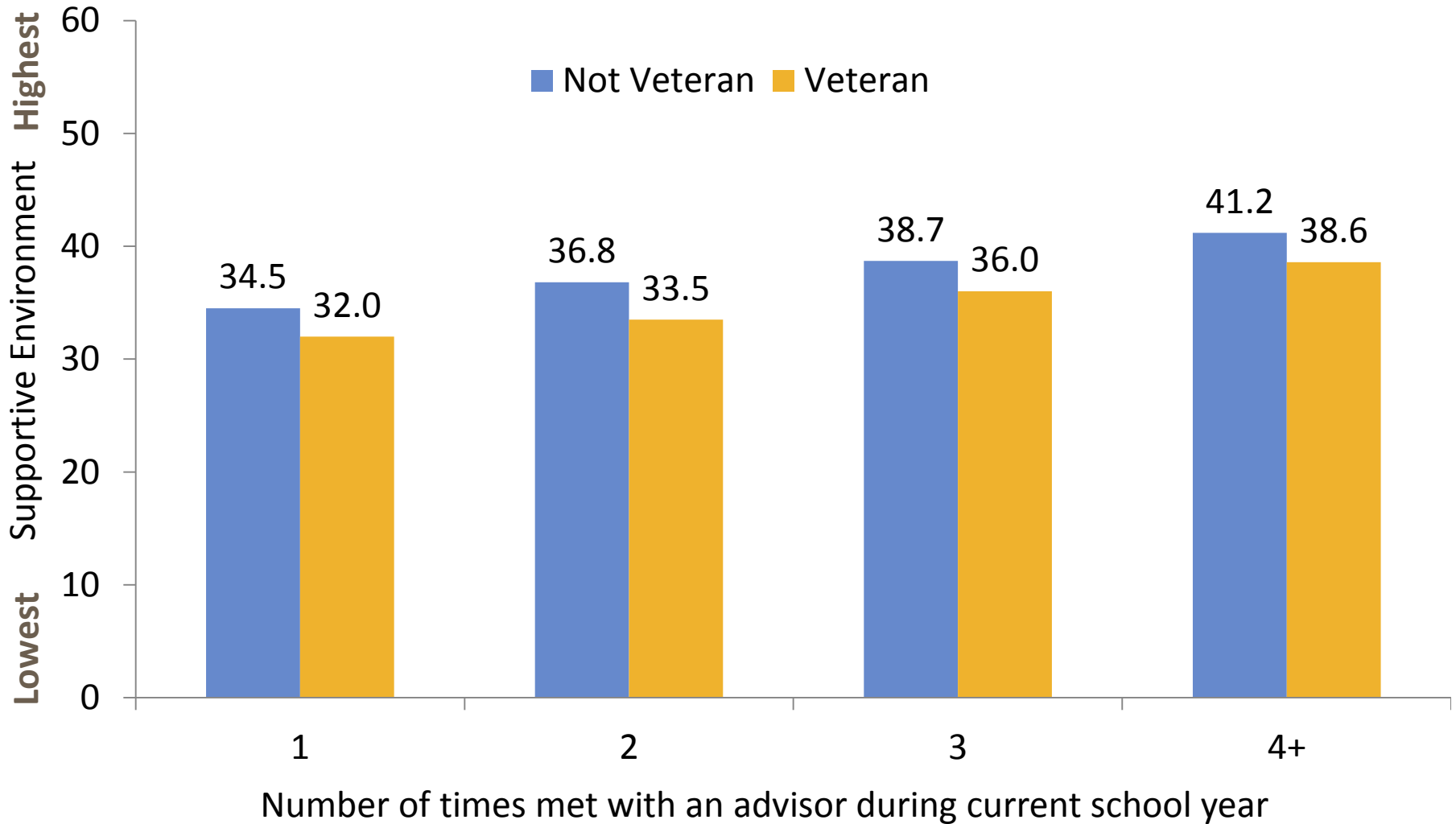
# Results: Collaborative Learning (EI)



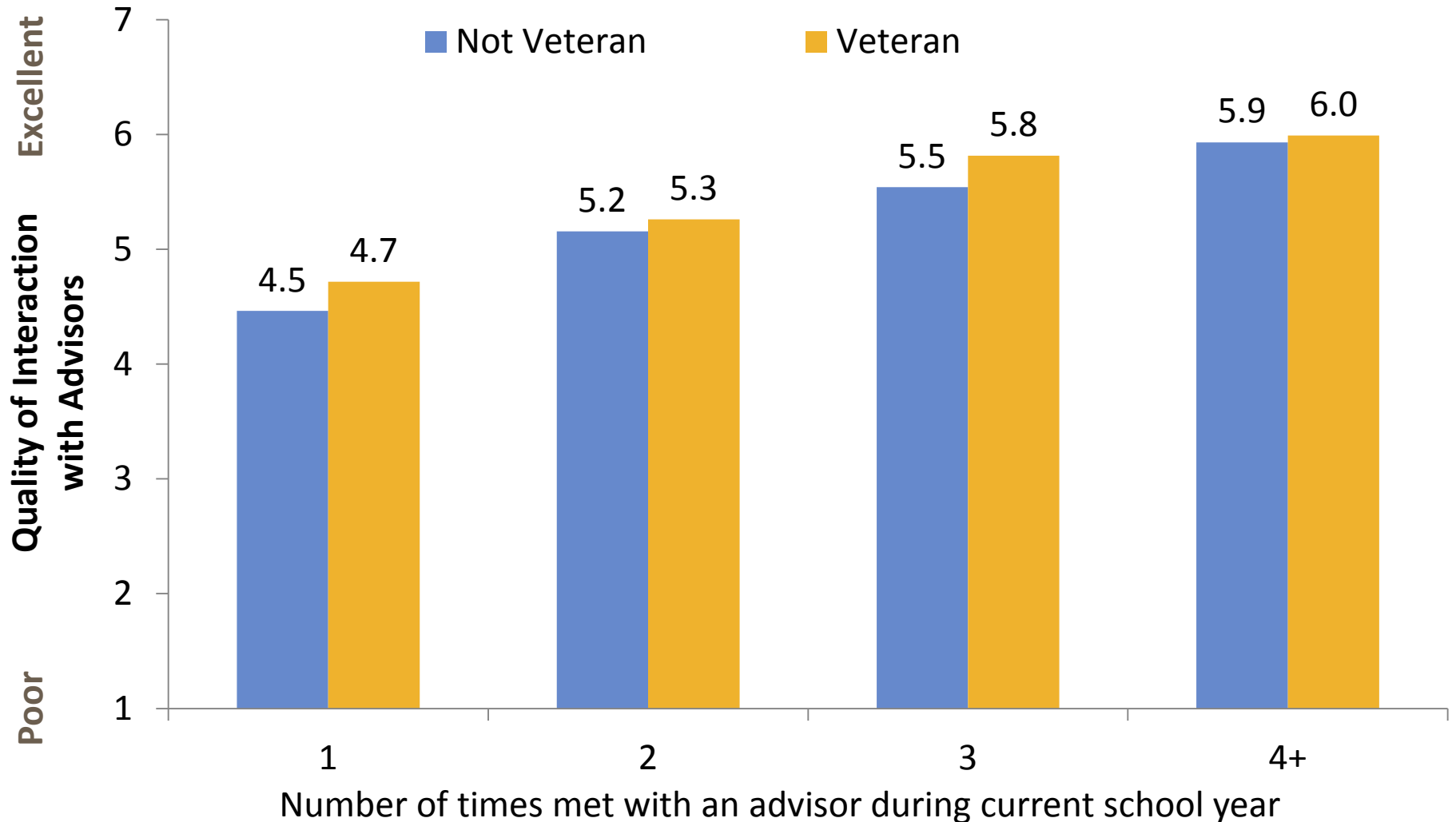
# Results: Supportive Environment (EI)



# Results: Perceived Gains

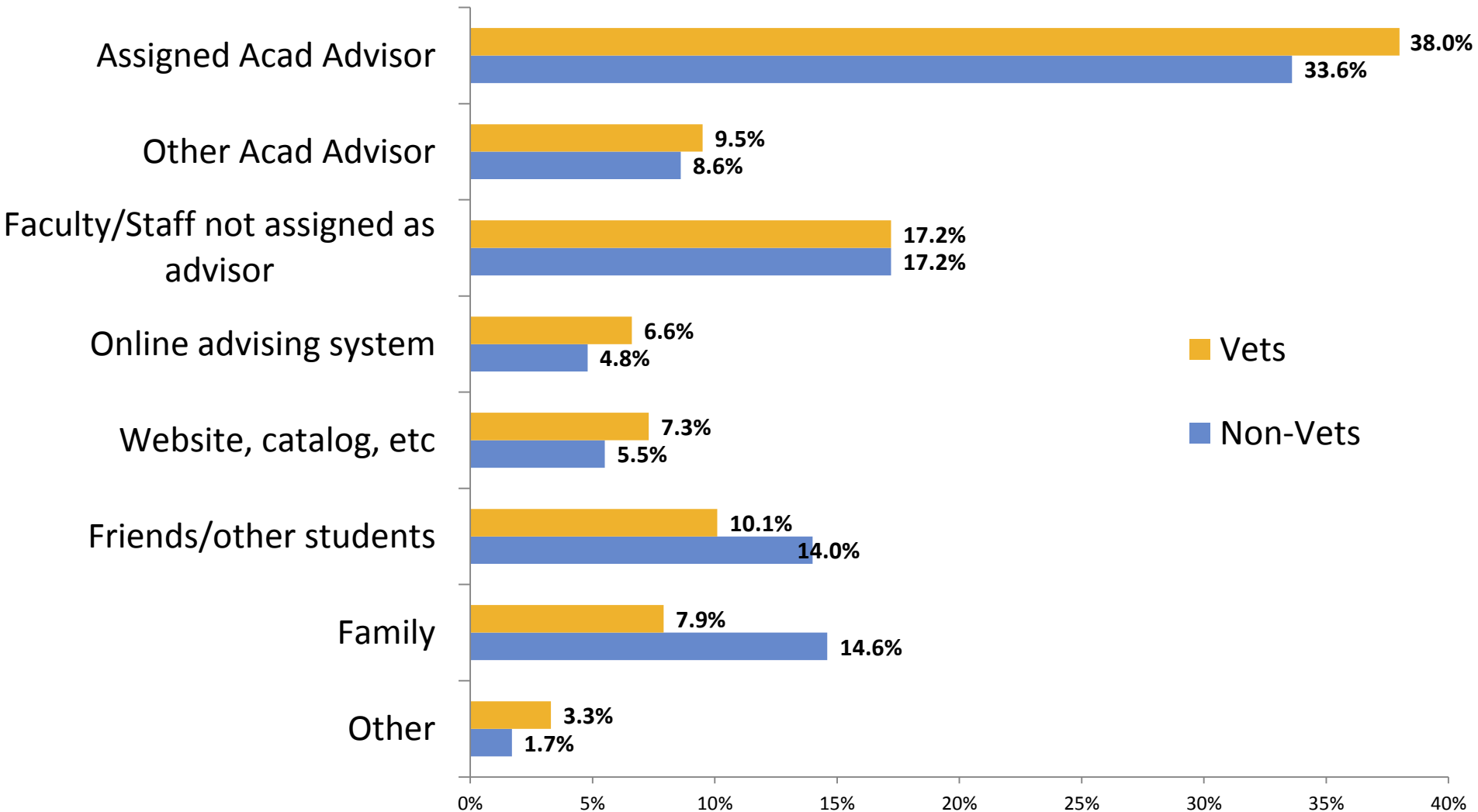


# Results: Quality of Interaction with Advisors

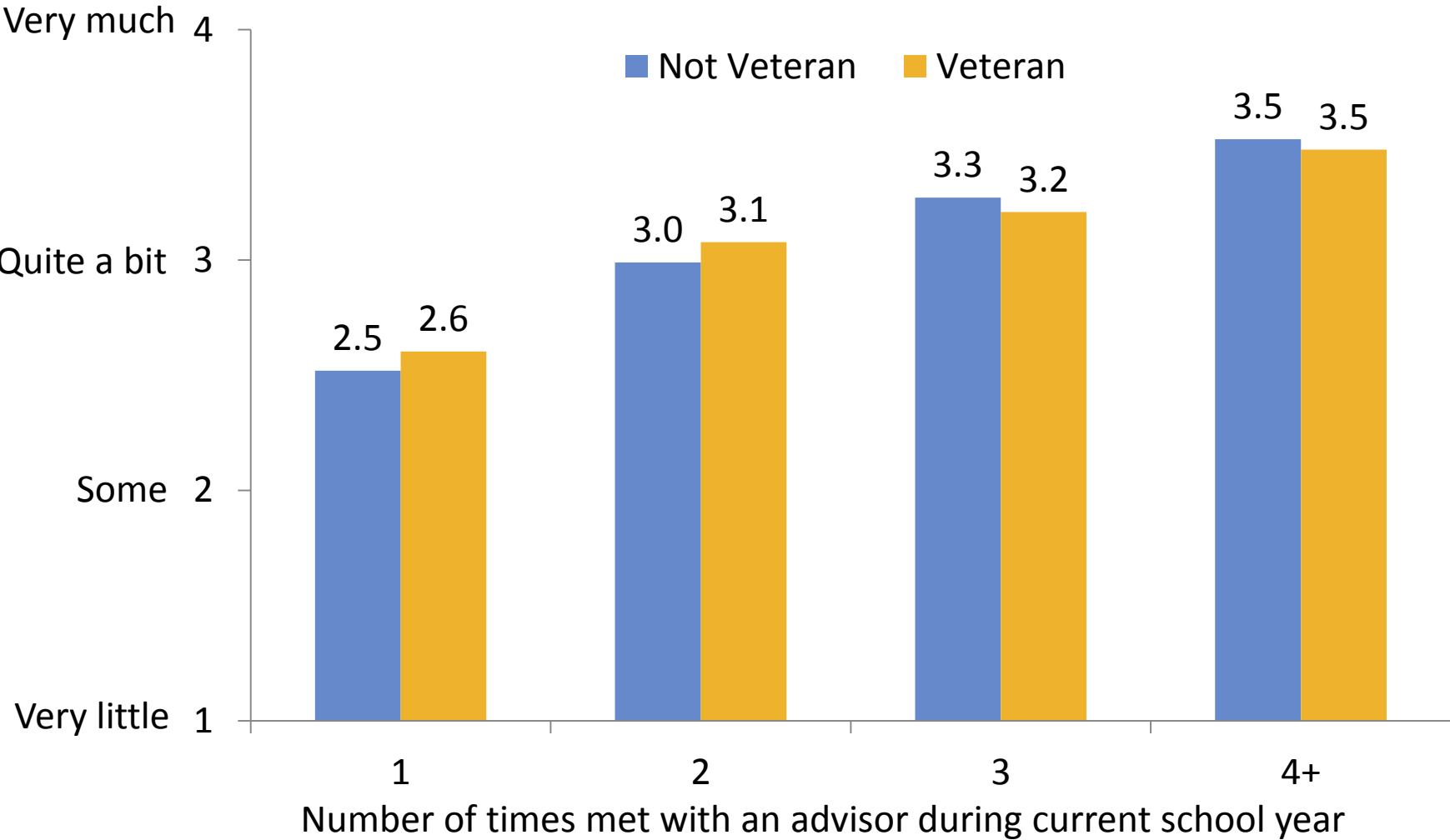




# Results: Primary Source for Advising



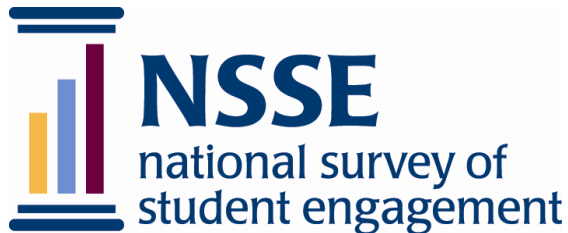
# Results: Listened closely to your concerns and questions



# Results: Take Aways

- Advising helps to reduce the engagement gap between veteran and non-veteran populations
  - Quality of Interaction & Learning Strategies: veterans consistently scored higher than non-veterans
- 15% of student veterans never met with an advisor
- With increased frequency, student veterans perceived higher quality of interaction with their advisors
- Veterans were more likely to identify their assigned advisor as their primary source for advising

# MOVING FROM DATA TO PRACTICE



# What Does This Mean on Your Campus?

Respond to the Following:

- How are veteran students similar and different from traditional undergraduate students?
- How does our data align or not-align with your experiences advising veteran students?
- How can you use this?
- What will you tell your colleagues?

# How Can I Get This Data for My Campus?

- Does my campus have NSSE Data?
  - Discerning if (and when) your campus participated
  - Who to contact
- Using NSSE Data
  - Veteran identifier question added in 2010
  - Two advising questions on the core instrument
- Using the Advising Module

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