The Student Veteran Experience: Implications for Advising from Data

Presentation at the 2014 NACADA Annual Conference  Minneapolis, MN

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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
<table>
<thead>
<tr>
<th>Themes</th>
<th>Engagement Indicators</th>
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<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
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<td>Reflective &amp; Integrative Learning</td>
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<td>Learning Strategies</td>
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<td>Quantitative Reasoning</td>
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<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
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<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
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<td>Effective Teaching Practices</td>
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<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
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<td>Supportive Environment</td>
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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
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

2014, NSSE collected data from more than 13,000 student-veterans from across the country.
Sample Statistics

- Veteran: 7.5%
- American Indian: 8.2%
- Asian American: 8.5%
- Black/African American: 13.3%
- Hispanic: 11.6%
- White: 66.1%
- Other: 2.8%
- Prefer not to respond: 6.3%

N=264,619

- Veteran: 5.0%
- Asian, Native HI, or other PI: 11.6%
- Black or African American: 8.3%
- Hispanic or Latino: 62.8%
- White: 66.2%
- Other: 9.6%

N=12,533
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?

<table>
<thead>
<tr>
<th>Provided useful information about courses</th>
<th>Helped you get information/special opportunities</th>
<th>Discussed your career/post-graduation plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not veteran</strong></td>
<td><strong>Veteran</strong></td>
<td><strong>Not veteran</strong></td>
</tr>
<tr>
<td>62.7%</td>
<td>59.8%</td>
<td>51.5%</td>
</tr>
</tbody>
</table>
Results: Learning Strategies

Number of times met with an advisor during current school year

Not Veteran  Veteran

1  2  3  4+

37.9  39.6  41.0  42.8

10  20  30  40
Results: Collaborative Learning (EI)

<table>
<thead>
<tr>
<th>Number of times met with an advisor during current school year</th>
<th>Not Veteran</th>
<th>Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33.2</td>
<td>33.2</td>
</tr>
<tr>
<td>2</td>
<td>35.8</td>
<td>34.8</td>
</tr>
<tr>
<td>3</td>
<td>37.6</td>
<td>37.3</td>
</tr>
<tr>
<td>4+</td>
<td>39.0</td>
<td>38.9</td>
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</table>
Results: Supportive Environment (EI)

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<tr>
<th>Number of times met with an advisor during current school year</th>
<th>Not Veteran</th>
<th>Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33.2</td>
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Results: Perceived Gains

Number of times met with an advisor during current school year

Supportive Environment

Not Veteran | Veteran
---|---
1 | 34.5 | 32.0
2 | 36.8 | 33.5
3 | 38.7 | 36.0
4+ | 41.2 | 38.6

Highest | Lowest
Results: Quality of Interaction with Advisors

<table>
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<th>Number of times met with an advisor during current school year</th>
<th>Quality of Interaction with Advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not Veteran: 4.5</td>
</tr>
<tr>
<td>2</td>
<td>Not Veteran: 5.2</td>
</tr>
<tr>
<td>3</td>
<td>Not Veteran: 5.5</td>
</tr>
<tr>
<td>4+</td>
<td>Not Veteran: 5.9</td>
</tr>
</tbody>
</table>

- Poor
- Excellent
Results: Primary Source for Advising

- Assigned Acad Advisor: 38.0%
- Other Acad Advisor: 10.1%
- Faculty/Staff not assigned as advisor: 17.2%
- Online advising system: 4.8%
- Website, catalog, etc: 5.5%
- Friends/other students: 10.1%
- Family: 7.9%
- Other: 3.3%

Vets vs. Non-Vets
Results: Listened closely to your concerns and questions

- Very much: 4
- Quite a bit: 3
- Some: 2
- Very little: 1

Number of times met with an advisor during current school year:

- 1: 2.5, 2.6
- 2: 3.0, 3.1
- 3: 3.3, 3.2
- 4+: 3.5, 3.5

NOTE – We have several items regarding advising quality. All pretty show the same thing. For both vets and non-vets, the more they met an advisor the better the quality. I am thinking of just including maybe two or three items?
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
References


