




The Changing Landscape for Student Service Members and Veterans

Lauren Runco Williams, M.S.
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Presentation Outline

- Part 1: Presenter and MFRI Background
- Part 2: Profile of Post 9/11 Student Veterans
- Part 3: Landscape Reports – Institutional Profiles
- Part 4: SCO Role and Relationship to Campus



Presenter Background



- Former SCO, SVA Chapter Advisor and Director of Military and Veteran Services
- Former Military Family Member
- Chair-elect NASPA Veterans Knowledge Community
- Current Education and Employment Director for MFRI

About the Military Family Research Institute

- Nationally-recognized
- Founded in 2000 at Purdue University
- Conducts research on issues that affect military and veteran families
- Works to shape policies, programs and practices
- Envisions a diverse support community that understands the most pressing needs of military and veteran families



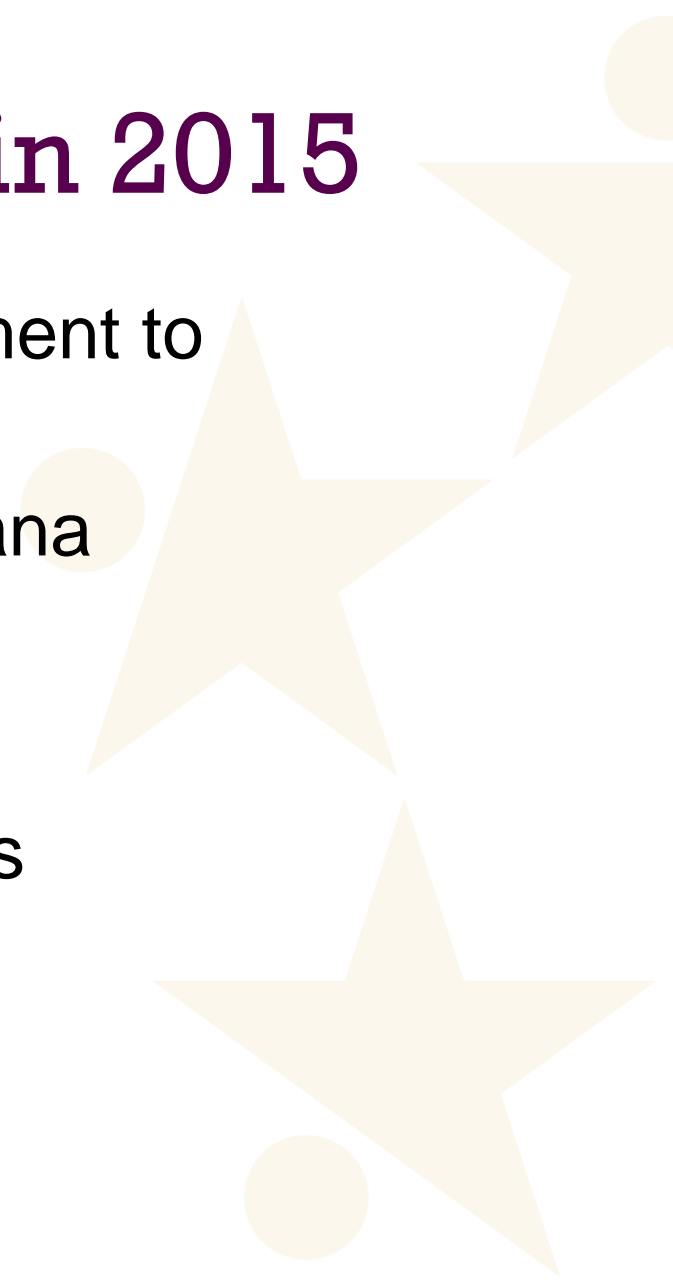
Education/Employment Focus

- SVA Partnership
- CIC Partnership
- Midwest SVO Conference
- OHHV Partnership



Key MFRI Efforts in 2015

- Family Journeys: From Deployment to Reintegration
- Joining Community Forces Indiana
- Measuring Communities
- Reaching Rural Veterans
- Star Behavioral Health Providers
- Student Leadership Training

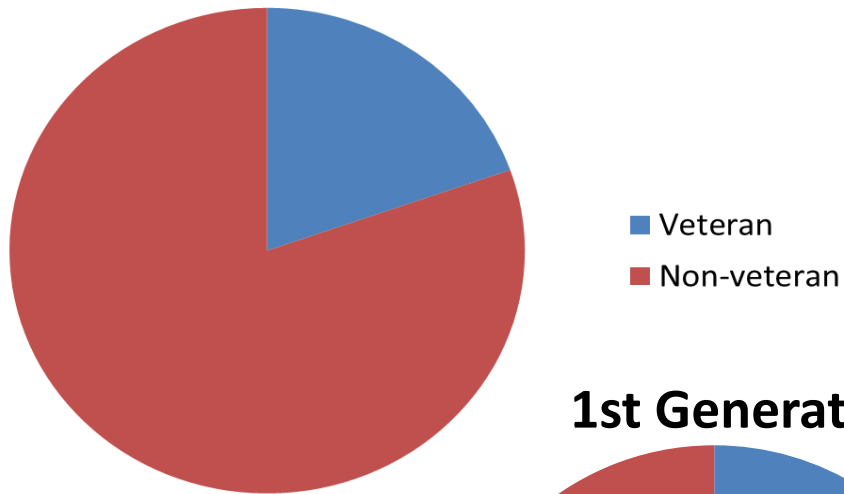


Part 2: Post 9/11 Student Veteran Profile

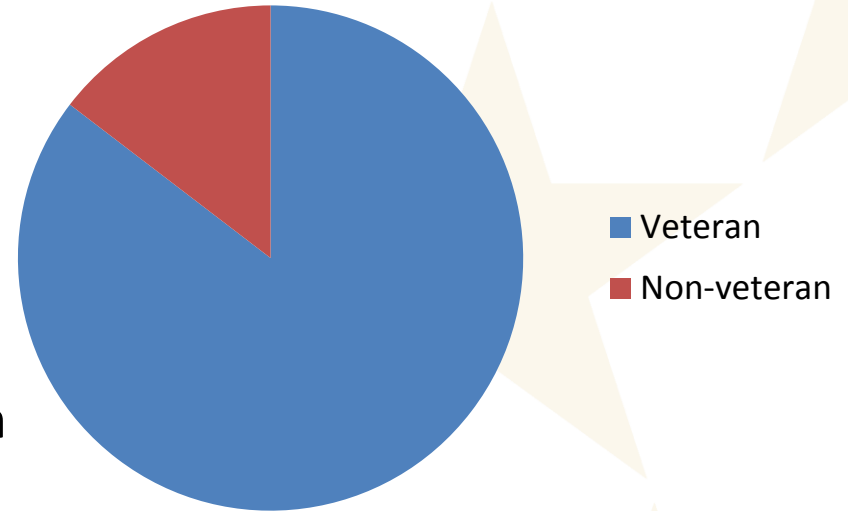


2012 General Survey-Respondent Demographic Information

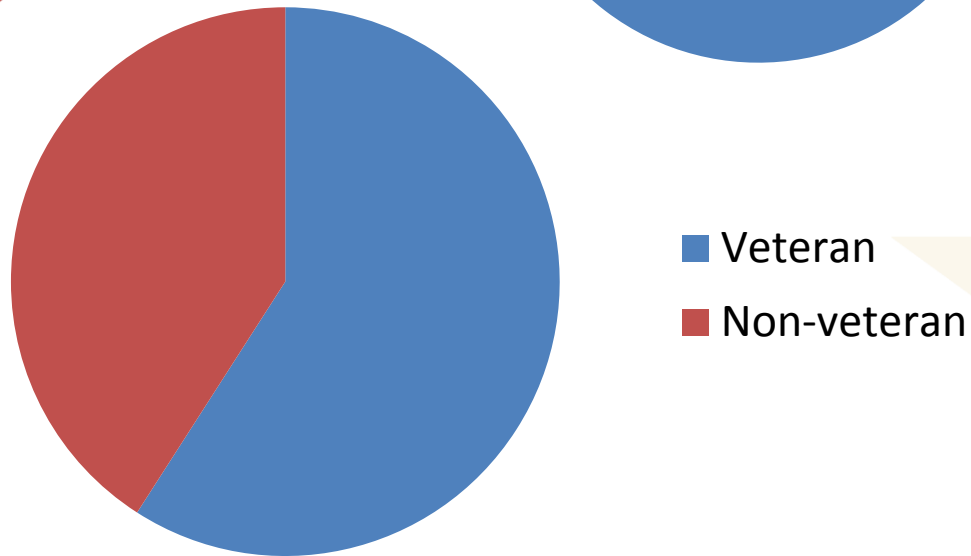
Traditional Students (18-24)



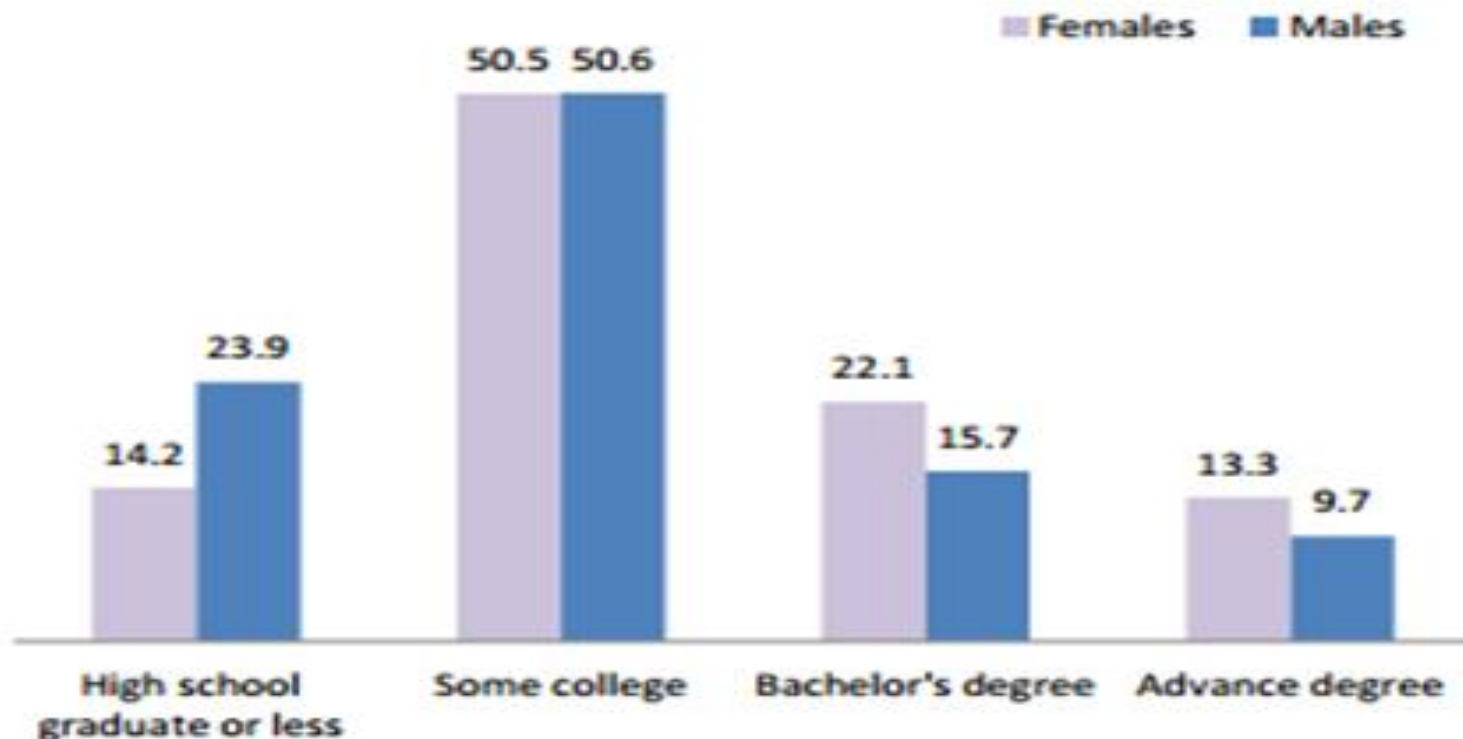
Non-Traditional Students (25 and over)



1st Generation

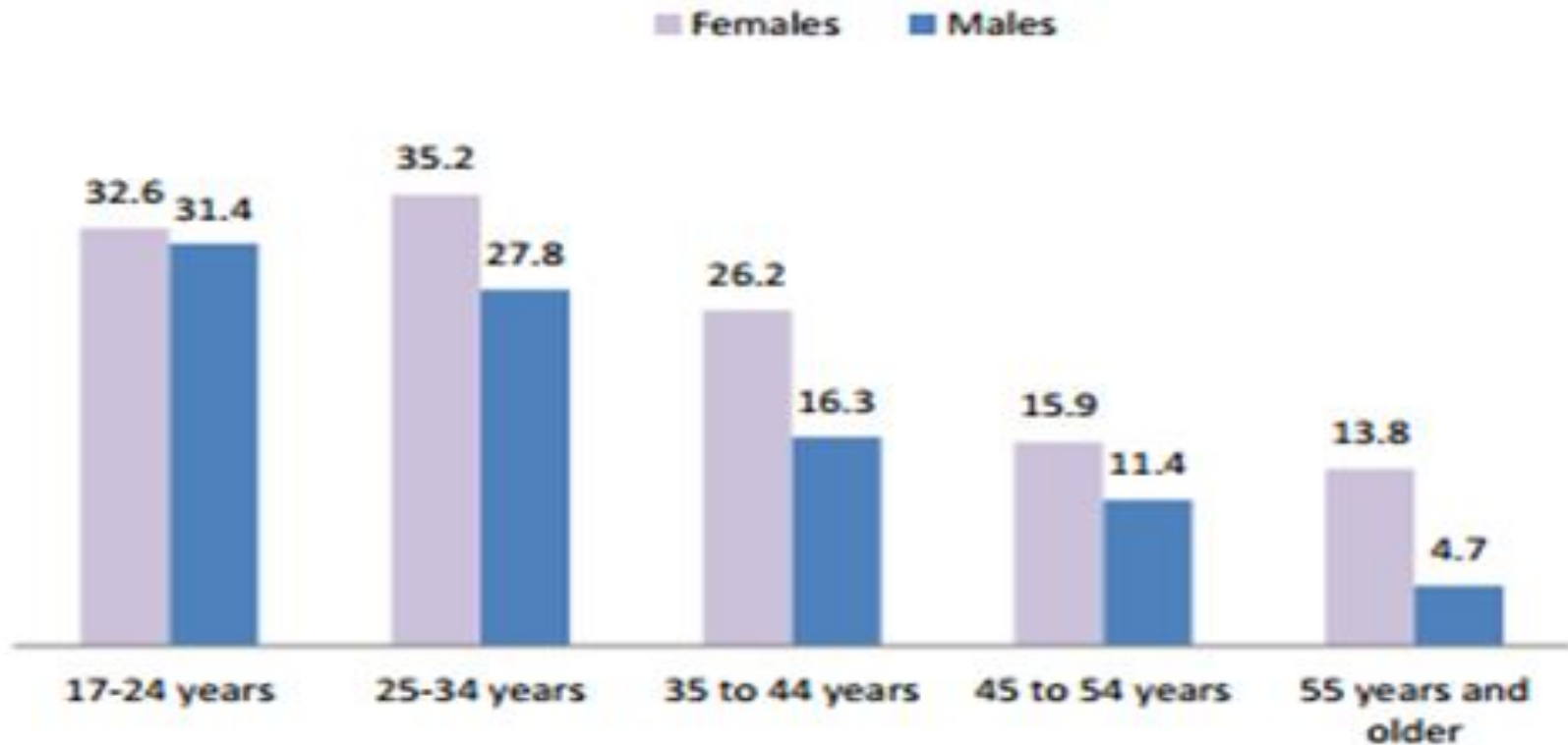


Distribution of Education Attainment



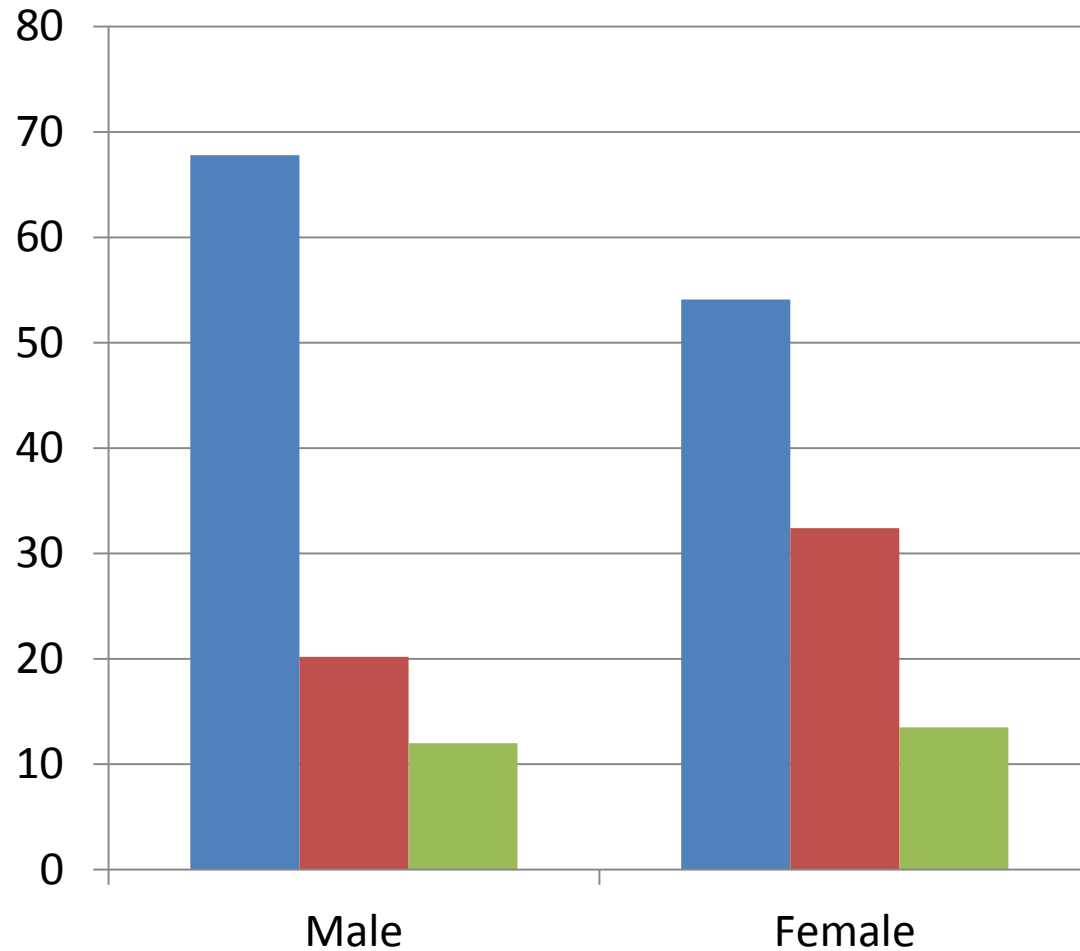
“Educational Attainment” refers to the highest level of education an individual has completed. “Advanced Degree” refers to Master’s, PhD, JD, MD, or other professional degree.

Enrolled in College by Age



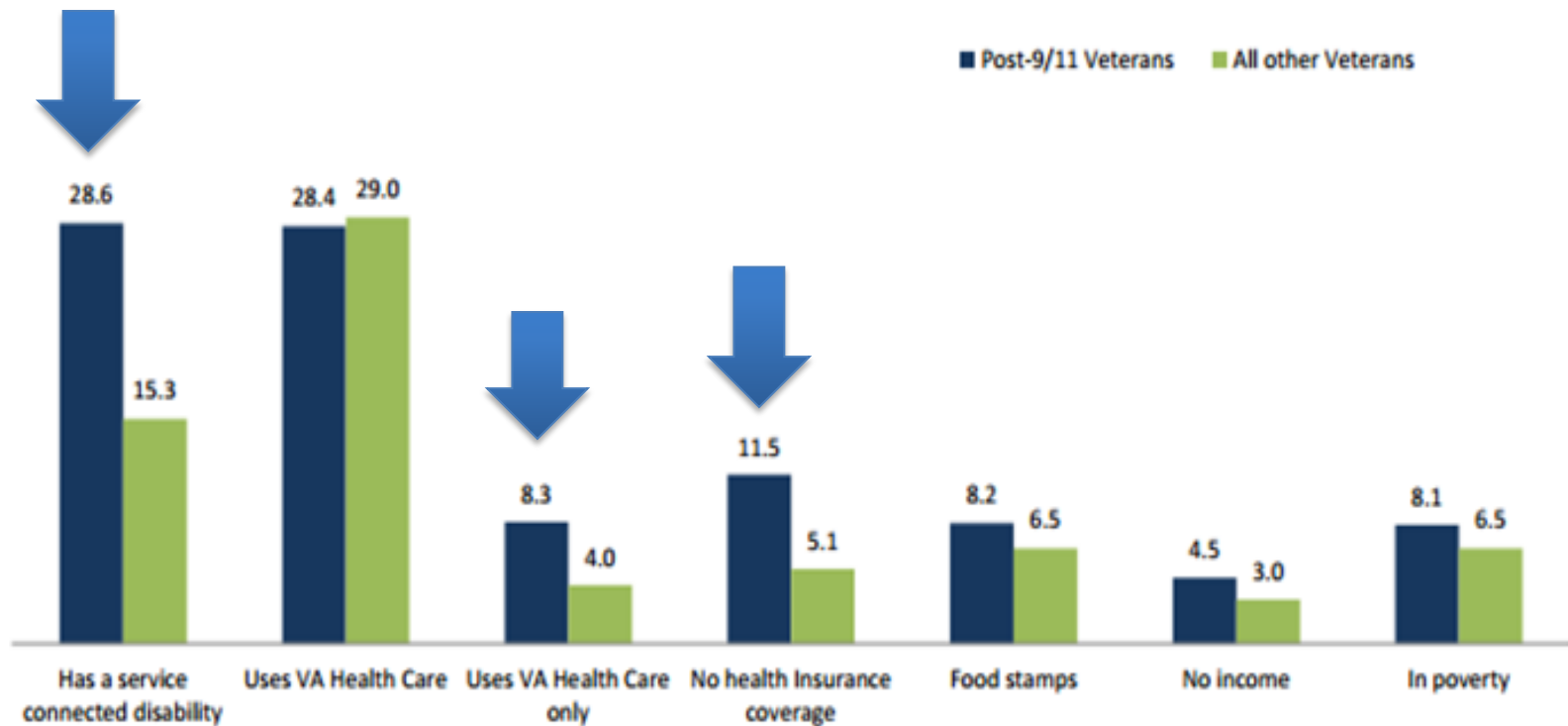
"Enrolled in College" includes enrollment in graduate years (freshman to senior) or enrollment in graduate or professional school (beyond a Bachelor's degree).

Race Distribution in Post 9/11 Veterans



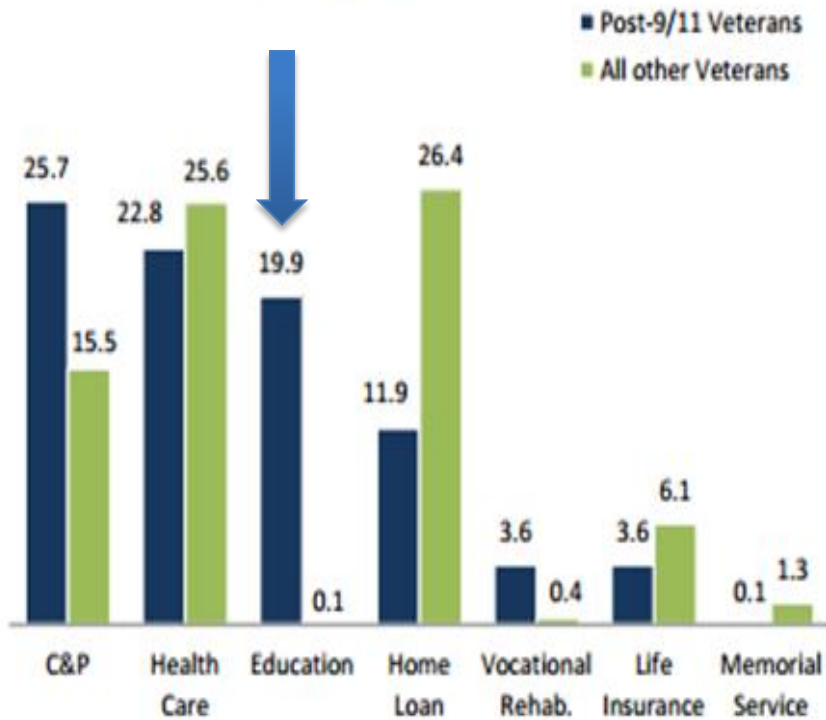
- White
- Nonwhite non-Hispanic
- Hispanic

Selected Characteristics of Veterans

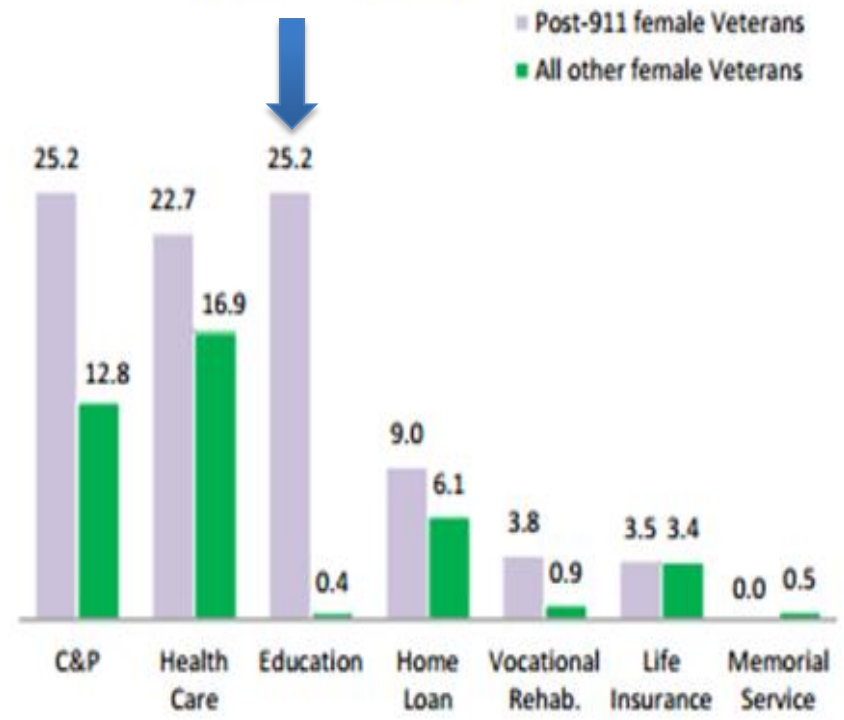


VA Benefit Utilization by Program

Total Veterans Population



Female Veterans Population



Part 3: Landscape Reports



Overview: *Landscape* and Operation Diploma

- Operation Diploma lasted 5 years
- Impacted more than 6,000 student veterans
- Research recognized that students can raise campus awareness, launch dialog, and contribute to a diverse campus environment
- 25 benchmark institutions were also surveyed
- Data reported in the following slides were collected in 2010 and 2012

Landscape Reports

- *Honoring Those who Serve*
- ***Recognizing Military Training and Experience***
- ***Rallying the Troops***
- *Appreciating the Realities of Military Service*
- *Providing Information*
- ***Acknowledging Multiple Responsibilities***
- *Fostering Connections*
- *Demonstrating Impact*

Let's take a closer look...



Recognizing Military Training and Experience

- Administrators at public institutions **ONLY** were more likely than staff to indicate the existence of support systems for student service members and veterans.
- Administrators at **ALL** schools were also significantly more likely than staff to report being members of SOC.

Recognizing Military Training, cont.

- Administrators at institutions with graduate programs were significantly more likely to respond “yes”
- Administrators at schools that had a special focus (e.g., engineering) were less likely to offer student veteran services and tended not to award credit for military coursework and experience.
- Regarding use of ACE guidelines for transfer credits, both staff and administrators at institutions with graduate programs were more likely than others to say “yes.”

Rallying the Troops

- Professional development and awareness-raising can take several forms and reach across multiple departments. It need not be elaborate or expensive, but it should lead to ongoing conversation, planning and program evaluation.
- **The responsibility for developing and providing supportive programming does not reside solely with those who have the title of veteran services coordinator.**

Rallying the Troops, cont.

- Public acknowledgement and celebration of supportive faculty and staff sends a powerful message to the campus community that supporting these students is a team effort and encourages others to be involved.
- Involving multiple departments in planning and implementing programs seem to improve the chances the initiatives will be effective and sustainable.

Rallying the Troops, cont.

Many faculty and staff **want** to be involved. They may be motivated by their own military history, the service of a close family member, or simply out of gratitude or altruism.



SCO Institutional Profile

- Title
- Department
- Size/Type of Institution
- Number of certifications processed
- Responsibilities beyond certification



Acknowledging Multiple Responsibilities: higher learning institution support services for student veterans and their families

In this report we focus on how the schools recognize military training and experience, asking schools:

- Do you have a designated person to work with military members?
- Can your contact person direct wounded warriors to disability support services?
- Do you have a student veteran organization?
- What special assistance do you have for military spouses or family members?

Multiple Responsibilities, cont.

- In 2010, 63% of administrators and 43% of staff reported that their institutions had a designated person to work with military members.
- In 2012, 84% of administrators and 75% of staff reported having a designated person to work with military members.
- “No” responses decreased: 40% to 19% for staff; 15% to 9% for administrators
- “Don’t know” responses decreased: 23% in 2010; 8% in 2012 for both groups
- In 2012, the majority of both staff (80 percent) and administrators (68 percent) reported that no such **military family support services** were in place

Multiple Responsibilities, cont.

- Public institutions reported offering significantly more services for student service members and veterans than private not-for-profit schools.
- There were no significant differences among administrators between small (less than 10,000 students) and large institutions (greater than 10,000 students) for military student support programs.
- In the area of student services, staff at institutions with graduate programs and large or public institutions reported offering more services than those at other institutions.

Closing Thoughts

Notes:

- Awareness of military students and related issues by both staff and administrators increased (improved) during the length of the study.
- Work with the VA to stay well-informed on all initiatives, programs, and policies directly affecting student service members, veterans and their families.
- Stay active with veteran organizations in the community.
- Host a Student Veteran Welcome Back Event and connect the campus to the community.

References

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- Hitt, S. F., & MacDermid Wadsworth, S. (2015). *Recognizing military training and experience: Ensuring service member and veteran access to higher learning*. Retrieved from Military Family Research Institute website: <https://www.mfri.purdue.edu/publications/landscape-in-higher-education.aspx>
- Hitt, S. F., & MacDermid Wadsworth, S. (2015). *Rallying the troops: Enlisting support of faculty, staff and community veterans*. Retrieved from Military Family Research Institute website: <https://www.mfri.purdue.edu/publications/landscape-in-higher-education.aspx>
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- Izzo, P. (2013). *Number of the week: more veterans survive, but with more injuries*. Retrieved from <http://blogs.wsj.com/economics/2013/05/25/number-of-the-week-more-veterans-survive-but-with-more-injuries/>

SCO Survey

- **NAVPA/MFRI Partnership**
- **Statement of the Problem**
 - There is a need to evaluate the impact of processing the Post-9/11 GI Bill on School Certifying Officials (SCO's) nationwide, to determine the impact of implementing the Post-9/11 GI Bill without any institutional benchmarks to compare processes.
- **The Topic**
 - The topic of this proposed study is the impact of processing of the Post-9/11 GI Bill on SCO's. SCO's want to do a good job and meet the needs of their students; however, since the inception of the Post-9/11 GI Bill, the SCO responsibilities have become more complex and time consuming (Bertoni, 2011).
- **Call to Action**
 - Begin tracking time spent processing education benefits as you certify for the Spring term in order to help SCO's prepare to answer the survey once distributed

Contact Us

Lauren Runco Williams, M.S.
Director, Education and Employment
Military Family Research Institute

lrunco@purdue.edu

www.mfri.purdue.edu

765-496-3403

 facebook.com/MFRIatPurdue

 twitter.com/MFRIPurdue