# A QUANTITATIVE STUDY ON PERCEPTION AND SATISFACTION AMONG STUDENT VETERANS IN HIGHER EDUCATION BEFORE AND AFTER IMPLEMENTATION OF A ONE-STOP VETERAN STUDENT SUPPORT CENTER

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A DISSERTATION

Submitted in partial fulfillment of the requirement
for the degree of Doctor of Education in the
Department of Educational Leadership,
Policy, and Technology Studies
in the Graduate School of
The University of Alabama

TUSCALOOSA, ALABAMA

2017

ABSTRACT

Since 2001, more than five million veterans have used education benefits through either the Montgomery GI Bill or the Post-9/11 GI Bill to attend postsecondary institutions. Along with the unique perspective this group of students brings to a college campus also comes the need for intentional support services to help them be successful. Previous research shows that perception of an institution as a veteran friendly campus matters to student veterans. Research also shows a linkage between satisfaction and perception. Consequently, the purpose of this study was to gain an understanding of the relationship between satisfaction with support services and perception of an institution as a veteran friendly campus that can inform organizational change as needed.

This study used quantitative survey research using the Student Veterans Needs Assessment Survey to answer four main research questions before and after implementation of a one-stop student veteran support services center. Participants answered questions to assess their levels of importance placed on and satisfaction with support services. Participants were also asked if they perceived the institution as a veteran friendly campus. The study was conducted at one institution with 248 student veterans participants. Descriptive statistics, comparisons, correlations, and linear regression analysis were used to answer the research questions.

This study revealed four key conclusions: 1) student veterans placed the highest level of importance on financial aid and healthcare services; 2) student veterans were consistently satisfied with financial aid, degree retention/completion, and social acculturation services; 3) the perception of the campus as veteran friendly increased; and 4) there is a positive relationship between satisfaction and perception at the institution.

# DEDICATION

To my husband, Stanley R. Newton, for his unwavering encouragement and support – 'forever and ever and always and always.'

ACKNOWLEDGEMENTS

I would like to express my appreciation and gratitude to my chair, Nathaniel Bray. Dr. Bray taught my first doctoral course and it was in that class, under his ever diligent guidance, that the topic for this dissertation was developed. While his constructive criticism was not always easy to hear, it proved invaluable throughout the process.

I would also like to thank my committee, David Hardy, Stephen Katsinas, Claire Major, and Alicia Simmons, for their thought-provoking suggestions. I extend a special thank you to Dr. Simmons for her encouragement, support, and confidence in me, which kept me motivated.

I would like to thank my fellow students for their friendship and feedback. Each of them played a part in making this journey both rewarding and fun. To the friends and colleagues that reviewed, offered suggestions, and held my hand throughout the process, I will forever be in your debt. I would also like to thank my girlfriends for always understanding when I could not 'come out to play' and for being my cheerleaders.

Finally, and most importantly, I would like to acknowledge the never-ending encouragement, love, and support of my family: my husband Stan, daughter Catherine, son Casey, daughter-in-law Julie, granddaughters Perry and Grace Anne, son Cole, and daughter-in-law Kristen. Each of them has graciously overlooked the time I missed spending with them while I pursued this doctoral degree. I thank them for understanding and embracing the importance of this journey to me. And to my 'little' sisters, Donna and Kelly, I thank them from the bottom of my heart for always being just a phone call away and for never doubting for one moment that I could do this.

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# CHAPTER I:

# INTRODUCTION

The 9/11 terrorist attacks on the United States resulted in the deployment of more than 2.3 million U.S. service men and women to combat the Global War on Terror, including Operation Enduring Freedom (OEF) in Afghanistan, Operation New Iraq Freedom (OIF), Operation New Dawn (OND) in Iraq, and other areas of instability in Africa and the Middle East (American Council on Education [ACE], 2015; Coll & Weiss, 2015; U.S. Department of Veterans Affairs [VA], 2016). These conflicts represent a time span of 15 years, the longest consecutive time in U.S. history that the country has been actively engaged in war (National Center for Veterans Analysis and Statistics, 2012). In comparison, the major wars of the 20th century to include World War I (1917-1918), World War II (1941-1945), the Korean War (1950-1953), the Vietnam War (1965-1973;1975), and the Gulf War (1990-1991, collectively lasted 17 years (Mettler, 2005).

Since 2001, the number of veterans utilizing their education benefits through the Montgomery GI Bill and Post- 9/11 GI Bill has exceeded five million (SVA, 2013; VA, 2013). The largest percentage of that increase can be attributed to passage of the Post-9/11 GI Bill in 2008; a bill designed to meet the needs of the student veteran of the 21st century (Cook & Kim, 2009; VA, 2011). At the time of the bill's passage, the number of student veterans entering into postsecondary institutions utilizing Post-9/11 benefits was estimated to exceed 2 million (ACE, 2008).

Based on a compilation of annual reports generated by the VA, approximately 1,082,155 veterans had used education Post-9/11 benefits by the end of fiscal year 2015 (VA, 2016). The last time institutions of higher education have seen such a significant increase in the student veteran population was following World War II (Ackerman, DiRamio, & Mitchell, 2009; McBain, Kim, Cook & Snead, 2012; Olson, 1973). The Servicemen's Readjustment Act of 1944, also known as the original GI Bill, provided veterans the opportunity to attend colleges and universities nearly doubling the student population on campuses (Batten, 2011; Bound & Turner, 2002; Cook & Kim, 2009). Touted as one of the most important pieces of legislation ever to be passed, the GI Bill changed the economic, social, and political culture of the United States (Thelin, 2004; VA, 2014). Upon signing the bill on June 22, 1944, President Franklin D. Roosevelt commented that "…the members of our armed services have been compelled to make greater economic sacrifices and every other kind of sacrifice than the rest of us, and are entitled to definite action to help take care of their special problems" (VA, 2014). Not only did the GI Bill provide educational benefits for returning WWII veterans, it also provided them with guaranteed home loans and unemployment pay.

According to the VA, during the time period of 1942-1956, nearly 8 million veterans used their benefits for either an education or training program and more than 2.4 million home loans were secured by veterans. Following the Korean War, legislation was passed in 1952 that provided benefits to that war's returning veterans (VA, 2009). One marked difference in this law from the original GI Bill was how education benefits were disbursed. No longer were funds paid to institutions of higher education; as a result of fraudulent practices, education benefits would now be paid directly to veterans to cover tuition, books, and fees (Coll & Weiss, 2015; VA, 2009). Another difference was in unemployment pay benefits. In 1966, the Veterans

Readjustment Benefit Act was signed into law by President Lyndon B. Johnson which provided benefits to veterans that served both during times of war and peace (Coll & Weiss, 2015; VA, 2009).

In 1984, the 1944 GI Bill was revised by Gillespie V. "Sonny" Montgomery, a Mississippi Congressman; the result was the Montgomery GI Bill that continues to provide guaranteed VA home loans and education benefits for eligible veterans and their family members (Ackerman, DiRamio, & Mitchell, 2009; Cook & Kim, 2009; VA, 2014). Figure 1 shows the timeline of primary legislation passed to provide benefits to veterans and military connected individuals.

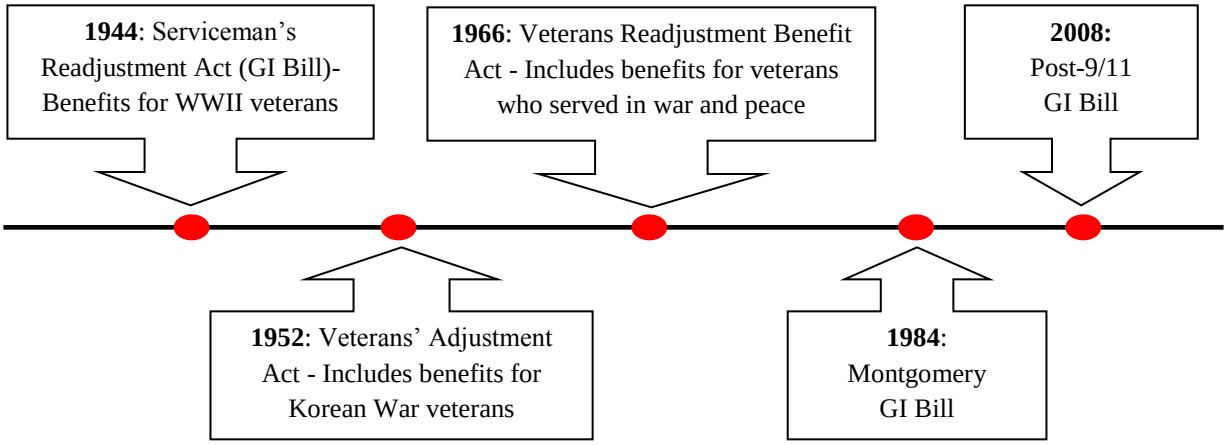


*Figure 1.* Timeline for veteran legislation

Just as the 1944 GI Bill forever changed higher education, so did the Post-9/11Veterans Educational Assistance Act of 2008, now commonly referred to as the New GI Bill by many (Altschuler & Blumin, 2009; Thelin, 2004). In June of 2008, Congress passed this bill to provide veterans and/or their family members with the most generous GI education benefits to date (VA, 2011). As veterans return home in record numbers from various tours of duty, they have the opportunity to take advantage of the New GI Bill benefits and pursue either an undergraduate or graduate degree from postsecondary institutions (ED, 2013; VA, 2009). Like the millions of

veterans before them, and those who are surely to follow, these men and women have sacrificed more than most of us in support of our country and the everlasting freedoms of life, liberty, and the pursuit of happiness.

As student veterans began arriving on college campuses, they found little to no support available to them (ACE, 2010; Ackerman, DiRamio & Mitchell, 2009; Cook & Kim, 2009; DiRamio & Jarvis, 2011a). In response to this immediate need, the Student Veterans of America (SVA) began to provide guides for establishing student veteran centers on campus. Officially incorporated in 2008, the SVA started as a grassroots movement of organized veteran groups on campuses across the country (SVA, 2010). As a precursor to other guiding principles for specific support services for student veterans, the nine-step guide provided higher education administrators and personnel the structure to enable student veterans' success.

In 2013, the U.S. Department of Education (ED), the VA, and the Obama Administration collaborated with more than 100 education experts to develop the*8 Keys to Success* (ACE; 2013; ED, 2013). Developed to help postsecondary institutions address the pressing issues veterans face as they transition into higher education, they provided a guideline for IHEs to follow as they support the veteran student population. From creating a culture of trust to providing comprehensive training for faculty and staff, these guiding principles are a step in the right direction toward uniformity in the support of student veterans (Baker, 2008; ED, 2013).

Returning to civilian life requires student veterans to address employment, family, health, mental wellness, financial, and educational obstacles in an unstructured, disorganized environment compared to the military (Ackerman, DiRamio & Mitchell, 2009; DiRamio & Jarvis, 2011b; Kim & Cole, 2013). Yet persistence and dedication to achieving an end goal does not diminish due to the training and conditioning the military has provided (Cook & Kim, 2009;

McBain, Kim, Cook & Snead, 2012; Rumann & Hamrick, 2010). The transitional phase experienced by student veterans can aggravate underlying conditions the Institutions of Higher Education (IHEs) have begun to address. Answering a call to action, IHEs are providing assistance to veterans in returning to civilian life through various student support services to address employment, family, health, mental wellness, financial, and educational obstacles on campuses across the nation (ACE, 2013; Kim & Cole, 2013). Unfortunately, while much work has been done, institutions are not sufficiently meeting the challenge of serving the veterans of today (Gross & Weiss, 2014). According to Willen (2013), the largest gap to successful transitioning is in higher education.

There is a disconnect between the needs of the returning student veterans and the services and support available to them. It is imperative that institutions understand the importance of transitioning student veterans into, through, and out of their roles in the campus community (Schlossberg, Waters & Goodman, 1995). Research has shown the need for connectedness between students and the campus community to provide a safe leaning environment (Tinto, 2000; 2012). Transition assistance from military service to civilian life must focus on both the academic and social integration of the veteran student, both of which are two dimensional (Braxton, Hirshy, & McClendon, 2004; Esqueda, DePedro & Atuel, 2013; Tinto, 1993). To be both meaningful and successful, transition assistance for student veterans' needs to be centered on the inclusion of this unique population into the campus community.

In an effort to address some of the psychological needs of student veterans, more than twenty institutions nationwide have implemented a Green Zone program on their campus. Modeled after the Safe Zone programs in place to serve the LGBTQ community, the Green Zone program provides areas on campus where student veterans can go and know they are safe

(Poynter & Tubbs, 2007). The program is all voluntary and provides professional development to faculty and staff to specifically address the immediate psychological needs of student veterans (Nichols-Casebolt, 2012). The Nichols-Casebolt study also highlighted that while this type of program provides student veterans with an easily recognizable group of faculty, staff, and administrators that have they can turn to should they need help, it also shows a commitment by the institution to supporting student veterans.

The provision of intentional support services for student veterans on college campuses is a step in the right direction. With the increase in student veterans on college campuses, closer examination of the support services offered to these students is vital. In 2012, Congress passed H.R. 4057, "Improving Transparency of Education Opportunities for Veterans Act of 2012" (VA, 2014). The Act gives student veterans and state approving agencies the opportunity to provide feedback about the quality of educational practices through a required centralized mechanism for tracking and publication. Student veterans' satisfaction with support services is essential if they are expected to be effective and have a positive impact (Alves & Raposo, 2007; Appleton-Knapp & Krentler, 2006).

Student veterans comprise a diverse group of people. Their military service experience changes their civilian identities, norms, and values to be reflective of military identities, norms, and values (Hobbs, 2008; Yamada, Atuel, & Weiss, 2013). While student veterans are a unique population on college campuses, characteristics which include first-generation, traditional and non-traditional/adult students are shared (Bowman, 2014; Cook & Kim, 2009; DiRamio & Jarvis; 2011c; DiRamio, Ackerman & Mitchell, 2008). Similar to first-generation students and other marginalized groups, student veterans have a need for connectedness with the campus community (Tinto, 2008; Singh & Shelton, 2011). Additionally, student veterans often come to

college with less knowledge about how to navigate a collegiate environment, less academically prepared, and with lower educational aspirations (Engle & Tinto, 2008).

While the importance of providing adequate support services for student veterans cannot be overstated, the perception of the institution as veteran friendly can be equally important to the level of satisfaction of those services for student veterans (Kelso, 2008; Molina, 2013). In addition to SVA Guidelines and the *8 Keys to Success*, the American Council on Education (ACE) offers a toolkit that provides a step-by-step guide to creating a successful program for student veterans. The toolkit closely aligns with both the SVA guide and *8 Keys to Success* and serves as a tangible checklist for institutions as they self-identify as a Veteran Friendly Campus (ACE, 2013). While perception is one antecedent to satisfaction, simply labeling something as friendly does not make it so (Elliot, 2002; Stulkalina, 2014; Westbrook & Reilly, 1983). It is not enough for institutions to simply label themselves as friendly; they should provide substantive services and support if they are to have a significant effect on veteran student success. Studies to date have primarily focused on national level data (Ackerman, DiRamio & Mitchell, 2009; Cate, 2004; Cook & Kim, 2009; DiRamio, Ackerman, & Mitchell, 2008; DiRamio & Jarvis, 2011; Kim & Cole, 2013; Molina & Morse, 2015a; SVA, 2014). These studies have highlighted the need for institutions to assess the needs of the veteran and military connected students on their campus. Additionally, the research indicates the need for more than a one-size-fits-all approach to adequately support student veterans.

Therefore, this study focused on one institution and the difference their solution to the problem made on student veterans' perception of veteran friendliness and satisfaction with support services. Jacksonville State University (JSU) is a public, comprehensive university serving northeast Alabama with the mission of providing distinctive education, cultural, and

social experiences for a diverse student population. Of the 8,800 students enrolled at JSU, approximately 430 (5%) are student veterans (JSU, 2016). In 2013, JSU established the Research Center for Veteran Student Support Services. The research center, comprised of administration, faculty, staff, student veterans and external stakeholders, actively conducts research and collects data to prioritize the needs of student veterans. In 2015, JSU set in motion implementation of support services exclusively for student veterans to include admission, advising, financial aid, counseling, and tutoring services. As an institution committed to assessing the needs of student veterans in order to provide targeted support services that are both effective and meaningful, JSU is an appropriate institution at which to conduct this study.

## Problem Statement

Research shows a positive correlation between student support services and student satisfaction (Braxton, Hirschy & McClendon, 2004; Schlossberg, Waters, & Goodman, 1995; Tinto, 2012). Research has also indicated a positive correlation between intentional support services for student veterans and student satisfaction (DiRamio & Jarvis, 2001f; McBain et al., 2012; Steele, Salcedo & Coley, 2010). Gaps in the literature reveal the need for more research in this area as few quantitative studies have been performed with regard to student veterans and the unique issues they encounter. In order to address this void in the literature, this study focused on the relationship between satisfaction with intentional support services and student veterans. This study also examined the correlation of perception of the institution as veteran friendly with satisfaction of support services.

With an increase in the number of military veterans expected to enter higher education during the next five years, investigating what support services will give rise to this unique group of students' success will add to the body of knowledge and best practices in higher education

(Kirchner, 2015; Molina & Morse, 2015a). Additionally, providing student veterans with services that satisfactorily meet their academic and support needs will enhance the perception of the institution as veteran friendly (Griffin & Gilbert, 2012; McBain, et al.2012). As a student-centered university, JSU's motto of being the *Friendliest Campus in The South* takes on an entirely new context for student veterans (JSU, 2010). Of the 430 student veterans enrolled at JSU, 43% are classified as low-income and 27% identified as a first-generation student (JSU, 2016). Like other identified groups of at-risk students, it is important for institutions to recognize and address the unique support needs of student veterans (Brown & Gross, 2011; Cook & Kim, 2009; Lang & Powers, 2011; Nichols-Casebolt, 2012). The priority which JSU has given to student veterans with the recent implementation of dedicated student veteran support services positions the institution exceptionally well for this study. With a goal of becoming more veteran friendly, it is critical to target resources that are both more effective and meaningful. In today's environment of shrinking budgets, there is an ever-increasing emphasis on accountability for the allocation of resources. This study provides data to confirm that a relationship exists between the perception of the institution as veteran friendly and satisfaction with intentional support services.

## Purpose of the Study

The body of research on veterans and military connected students' perception of military friendliness and satisfaction with support services is primarily qualitative (Ackerman et al., 2009; Diamond, 2012; DiRamio et al., 2008, Rumann & Hamrick, 2010). Additionally, studies on this population are not only limited but focus primarily on student transition theory (Ackerman et al., 2009; DiRamio et al., 2008; Griffin & Gilbert, 2012; McBain et al., 2012). Studies measuring military friendliness based on support services provided at an institution have also been conducted (ACE, 2008; Altman, 2012; Griffin & Gilbert, 2012). What those studies did not

measure was veteran and military connected students' perception of the institution as military friendly. Similarly, studies have focused on access and types of support services provided for veteran and military connected students (Ackerman et al., 2009; Cook & Kim, 2009; Diamond, 2012; McBain et al., 2012; Rumann & Hamrick, 2010). What these studies did not identify was student satisfaction with the support services offered. In 2015, Molina and Morse highlighted the need for studies that examine the link between programs and services offered to the needs of student veterans at institutional levels. While many colleges and universities offer some level of programming and support services for student veterans, there is limited evidence that they are being offered in a way that will be most effective. Like other institutions, Jacksonville State University (JSU) offers support services to student veterans, but until recently those services have not been provided in an intentional, needs-based manner. In an attempt to better serve its veteran and military connected student population, JSU is responding to the call for a closer examination of programs and support services offered to meet the unique needs of these students. The results of this study will add to the body of knowledge and provide a model for other institutions as they begin examining the programs and services offered to veteran and military connected students on their campuses.

The purpose of this quantitative survey research was to examine the level of satisfaction with support services offered to student veterans and the perception of veteran friendliness at a public, regional institution of higher education before and after establishing a one-stop student veteran support services center. In this study, the independent variable of support services were those individualized supports provided to students to include financial, administrative, academic, and health-related services. Student support services impact all facets of the college experience,

and intentional support services for a targeted population of students can be the difference in success or failure (Ang & Molina, 2014b).

The dependent variable of student satisfaction is defined as a student's subjective evaluation of the various outcomes and experiences associated with education (Oliver & DeSarbo, 1989). Satisfaction was measured as the degree to which students express, based on a 5-point Likert scale, their satisfaction with the support services provided. Likewise, the dependent variable of perception of the institution as veteran friendly was examined along with any correlation that existed between perception and satisfaction. Student satisfaction is a predictor of persistence, therefore studying this provided additional data that will be used to make administrative decisions in higher education and will add to the body of research knowledge (Astin, 1993; Thomas, 1996). Additional variables included in the study were the demographic characteristics of gender, military affiliation, age, combat experience, number/length of deployment(s), residential status, marital status, number of dependents, employment status, and financial aid benefit usage. One survey instrument was used in this study: Veteran Student Needs Assessment Survey (Newton, 2012).

## Significance of the Study

The data collected from this study provides administrators and student support services personnel at Jacksonville State University with evidence that can assist them in assessing whether the programs and practices implemented are serving student veterans in the most effective and efficient way possible. The study also revealed a positive correlation between perception of JSU as a veteran friendly institution and satisfaction with support services. Additionally, the data provides JSU's Research Center for Veteran Support Services evidence to inform the continual development of best practices for other regional centers. The data collected,

as well as its findings and conclusions also assist higher education administrators and student support services personnel at other institutions in several ways. First, this study advances the literature and research on student veteran support services. As an ever increasing population of military-connected and student veterans enter colleges and universities currently representing 4% of the total undergraduate population, institutions of higher education can use this information in two ways: 1) to provide meaningful, tailor-made support services to military-connected and student veterans; and 2) to recruit and retain these students (Ackerman et al., 2009; Cook & Kim, 2009; DiRamio et al., 2008; Rumann & Hamrick, 2010; Vacchi, 2012; VA, 2011).

Like the WWII veterans who utilized the original GI Bill education benefits and changed the course of history, the Post-9/11 GI Bill eligible veterans will leave an equally indelible mark on 21st century society. It is in the best interest of society to prioritize and implement best practices for intentional support services for veteran and military-connected students in colleges and universities across the nation. It is no longer acceptable to remain either ignorant or insensitive to the experiences these students (Glover-Graf, Miller, & Freeman, 2010). When postsecondary institutions make a conscious, strategic effort to prioritize the needs of student veterans, they are sending a message loud and clear that they have embraced their role in the success of the men and women who have proudly served their country.

This research also provides valuable insight from the perspective of the student veteran regarding their satisfaction with intentional support services. This information helps administrators and support services personnel make data-driven decisions. This type of decision-making is responsible and cost effective both of which are crucial in times of decreasing budgets and demands for accountability (ACE, 2011; U.S. Department of Education, 2013). Schools that

acknowledge student veterans as a unique population will be more likely to provide these intentional services (Daly &Fox Garrity, 2013).

Finally, this research examined the correlation between perception of the institution as veteran friendly and satisfaction with support services. Administrators can use this data to explore ways to focus specific recruitment activities of student veterans. Additionally, the findings of this study can be used to positively influence persistence and retention rates of student veterans at the institution.

## Overview of Methodology

This study uses quantitative survey research. The population for this study consists of 428 student veterans at a regional public university. Participants in the study were asked to complete an online survey, Student Veteran Assessment Survey (Newton, 2012), consisting of demographic information and questions that were intended to elicit the levels of importance and satisfaction with dedicated student veteran support services offered before and after implementation of a one-stop veteran support services center. Perception of the institution as veteran friendly was also assessed. Participants answered questions on a 5-point Likert scale. Scores were tabulated and analyzed using SPSS. The research questions were tested for significance. To determine significance between the constructs, *t*-tests, ANOVAs, correlations, multiple regression, and factor analysis were utilized.

## Research Questions

The purpose of this quantitative survey research was to examine the perception of veteran friendliness and the level of satisfaction with support services offered to student veterans at Jacksonville State University, a public, regional institution of higher education, before and after

establishing a one-stop veteran support services center. The following research questions guided the study.

1. What level of importance do student veterans place on support services;
    a. Are there differences in the level of importance student veterans place on support services based on military-affiliation;
    b. Are there differences in the level of importance student veterans place on support services based on gender;
    c. Are there differences in the level of importance student veterans place on support services based on age;
    d. Are there differences in the level of importance student veterans place on support services based on a combination of military affiliation, gender, and age?
2. What level of satisfaction do student veterans have with support services before and after implementation of one-stop veteran support services center;
3. What is the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center;
    a. Are there differences in the perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on military-affiliation;
    b. Are there differences in the perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on gender;

c. Are there differences in the perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on age; and

4. What is the relationship between perception of the institution as a veteran friendly campus and satisfaction with support services before and after implementation of a one-stop veteran support services center?

## Summary

This study is divided into five chapters. Chapter I introduces student veterans in higher education. The problem statement, purpose and significance of the study, overview of methodology, and assumptions are stated in Chapter I also. Chapter II includes a comprehensive literature review of student veterans, transitioning from military service to college life, risk factors for student veterans, support services and satisfaction. Additionally, the framework of satisfaction is explored as the theoretical framework for this study. Chapter III describes the research design, research questions, population, research variables and instruments, data collection procedures, bias and error, validity and reliability, and limitations and delimitations. Chapter IV provides the results of the study. Each research question is answered using statistical data. Lastly, Chapter V provides a summary of the study's findings and results, as well as presents recommendations for practitioner and further research.

# CHAPTER II:

# LITERATURE REVIEW

The purpose of this quantitative survey research was to examine the level of satisfaction with support services offered to student veterans and student veteran perception of the institution as veteran friendly at a public, regional institution of higher education before and after establishing a one-stop veteran support services center. While national studies have shown the need for specialized support services for student veterans (Ackerman, DiRamio, & Mitchell, 2009; Brenner, Gutierrez, Cornette, Betthauser, Bahraini & Staves, 2008; Cook & Kim, 2009; DiRamio & Jarvis, 2011a; Lighthall, 2012; McBain, Kim, Cook, & Snead, 2012), this study is important because it showed a change in the satisfaction of support services offered when they are tailor-made for this population at one institution. This chapter includes a review of literature relevant to the study. First, student veterans will be categorically identified. The similarities and differences between them and other student populations will be discussed. Second, the transition from military service to college life and the risk factors as they pertain specifically to student veterans will be addressed. Third, veteran student support services will be outlined. Fourth, satisfaction in higher education and how satisfaction is measured will be discussed. Finally, the framework of organizational change will be used as the theoretical framework for this study.

## Student Veterans

As the number of student veterans returning to college campuses across the nation continues to grow (Cook & Kim, 2009; ACE, 2010; McBain, Kim, Cook & Snead, 2012), support services that are uniquely designed for this student population is also expected to

increase (Brown & Gross, 2011; Francis & Kraus, 2012; Kirshner, 2015). When defining student veterans, two terms are often used interchangeably: student veteran and military-connected. For the purposes of this study it is important to clearly define the difference between the two. The broader of the two groups, military-connected, is comprised of individuals that are active duty military, reservists, National Guard members, veterans, or their dependents (ED, 2013). More specifically, a student veteran is someone that has fulfilled their commitment to any branch of the U.S. military, is a reservist, or is a National Guard member (ACE,2009; ED, 2013; VA, 2011). The diversity in the composition of military-connected students lends itself to targeted support services based on affiliation/experiences (Molina & Morse, 2015b). While the newly established Center of Excellence for Veteran Student Success at Jacksonville State University will serve all military-connected students, student veterans were disaggregated as the primary focus of this study.

There are three primary sources for demographic data concerning student veterans: 1) Department of Veterans Affairs (VA); 2) Department of Defense (DoD); and 3) U.S. Census Bureau (SVA, 2015a). While all three sources provide similar information, none of the three collect the information regularly or using the same methodology. Citing a lack of national-level statistics on student veterans, the Student Veterans of America (SVA) conducted a survey in 2015 in an attempt to collect demographic data representative of today's veteran student population on a national level. Campuses with an SVA chapter, on-campus veteran center and/or VA certifying official were selected to participate in the survey (SVA, 2016). Table 1 shows the national-level demographic data collected by the SVA. For data regarding involvement in military operations, respondents were allowed to select all operations which applied to them therefore the percentage will exceed 100 percent (SVA, 2016).

Table 1

*SVA National Veteran Student Demographics*

| | SVA National Veteran Student Data % |
|---|---|
| Gender | |
| Female | 58% |
| Male | 42% |
| | |
| Military Affiliation | |
| Army | 44% |
| Navy | 18% |
| Air Force | 18% |
| Marines | 18% |
| Coast Guard | 2% |
| | |
| Military Operation(s) * | |
| Operation Enduring Freedom (OEF)-All Locations | 46% |
| Operation Iraqi Freedom (OIF) | 38% |
| Operation Desert Storm | 7% |
| Vietnam War | 1% |
| Korean War | 0% |
| World War II | 0% |
| Peacekeeping Mission/Service | 6% |
| Other | 25% |
| | |
| Age | |
| 19-24 | 20% |
| 25 and over | 80% |
| | |
| Relationship Status | |
| Married | 46% |
| Engaged/Committed Relationship | 10% |
| Single/Never married | 30% |
| Divorced/Separated | 14% |
| Other | NA |
| | |
| Race/Ethnicity | |
| White/Caucasian | 71% |
| Black/African-American | 8% |
| Hispanic/Latino | 9% |
| Asian | 3% |
| Native American/American Indian/Alaska Native | 1% |
| Native Hawaiian/Pacific Islander | >1% |
| Bi-/Multi-Racial | 7% |
| Middle Eastern | >1% |
| Other/Not reported | 1% |

Student veterans, while sharing some characteristics with first-generation, traditional, non-traditional/adult students, and/or other recognized sub-groups of students, are a unique population on college campuses (Bowman, 2014; Cook & Kim, 2009; DiRamio & Jarvis; 2011c; DiRamio, Ackerman & Mitchell, 2008). Among the groups of students on college campuses, the seven most common shared characteristics for student veterans are with first-generation and non-traditional/adult students.

**First-generation Students**

From a demographic perspective, first-generation students are more likely than their counterparts to belong to a racial or ethnic minority (Banks-Santilli, 2014; Engle, 2007; Hutchens, Deffendall & Peabody, 2011). Forty-seven percent are age 25 or older and 42 percent are dependents in households reporting an income of less than $25,000 per year (Choy, 2001; Saenz, Hurtado, Barerra, Wolf, & Yeung, 2007). Seventeen percent of females and 15 percent of males entering college are first-generation students representing 17.5 percent of public institution's population (Saenz et al., 2007; Choy, 2001).

First-generation students normally receive little to no help from their parents navigating the college application process and are also less likely to receive help from their high school counselor (Choy, 2001). These students also they have a tendency to attend college closer to home (Engle, 2007). Many first-generation students arrive at college with weaker academic preparation, lower educational aspirations, and less knowledge about navigating the college environment (Engle & Tinto, 2008; Thayer, 2000). First-generation students typically enter college with a low high school GPA or alternative high school diploma and low standardized test scores (Terenzini et al., 1996; Pascarella & Terenzini, 2005; Lang & Powers, 2011). Like first-

generation students, some student veterans enter college having no educational aspirations prior to their military service (ACE, 2008; Cook & Kim, 2009; Lang & Powers, 2011).

First-generation students and student veterans typically characterize themselves as lower in “academic self-concept” compared to their peers (HERI, 2010). Compared to traditional students, first-generation students spend fewer hours per week studying (Pascarella & Terenzini, 2005; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). In addition, first-generation students are less likely to take STEM courses, but rather focus their efforts on courses that are technical/vocational in nature (NCES, 2015). Additionally, self-advocacy is more important for both groups of students (Brown, Creel, Engel, Herrell, & Hoge, 2011). Self-advocacy is often complicated by the culture they come from; admitting to difficulties carries stigma and is seen as a weakness (Brown et al., 2011).

First-generation students have a need for connectedness with the campus community to provide the need for a safe learning environment (Tinto, 2008; Singh & Shelton, 2011). While they are likely to have the perception of non-familial support while they also associate encouragement and involvement in extra-curricular activities on campus with positive learning experiences (Pascarella & Terenzini, 2005; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996; Thayer, 2000). That noted, first-generation students typically live off campus and spend more hours per week working off campus than their counterparts. Both of these characteristics could have negative outcomes on the both the academic and social levels (Choy, 2001; Engle, 2007; Saenz et al., 2007).

**Non-traditional/Adult Students**

In 1985, Bean and Metzner identified a student over the age of 25 with part-time status as having the typical characteristics of a non-traditional student. In 1996, Horn identified non-traditional students based on enrollment status, financial independency, familial obligations, and high school graduation status. Dependent upon the number of characteristics a student met, Horn (1996) categorized them as either minimally, moderately, or highly non-traditional. The attributes considered characteristic of a non-traditional/adult student in Choy's (2002) study included: delayed entry, part-time attendance, works more than 35 hours per week, financially independent, have dependents other than spouse, single parent, and no high school diploma. Based on the characteristics outlined in the Choy study, nearly 73% of all undergraduates in 2000 were considered non-traditional/adult students. In 2009, the NCES published a report noting 38% of the students enrolled in higher education were age 25 or older (Ross-Gordan, 2011).

The academic background and college readiness between student veterans is similar to non-traditional/adult students in that many veterans are far removed from high school because of delayed entry into college (Lang & Powers, 2011). Likewise, the personal and family issues of student veterans most closely resemble that of a non-traditional/adult student. Student veterans are typically older and generally have to balance family, work, and academic demands (Steele, Salcedo, & Coley, 2010). Nearly one half of student veterans are married and more than 50% have dependents (Ang & Molina, 2014a; Kim & Cole, 2013; NSSE, 2010; Steele, Salcedo & Coley, 2010). Additionally, student veterans average 25 years old at entry to two-year institutions and 33 years old at entry to four-year institutions (Ang & Molina, 2014a; NSSE, 2010).

**Other Student Veteran Characteristics**

Student veterans are twice as likely to have a documented disability compared to the general student population, with one in five combat veterans reporting a disability (ACE, 2008; Kim & Cole, 2013). Twenty-five percent of returning veterans have mental health diagnoses, including PTSD, and many of these veterans may also be diagnosed with cognitive disorders due to blast-related traumatic brain injury placing these students at higher risk for impairment in concentration and memory (Hampton, 2011). Yet another difference between student veterans and other students is the fact that they often face additional challenges related to geographic mobility and other disruptions of their academic pursuits (Kim & Cole, 2013; Lang & Powers, 2011). The added difficulties associated with deployments; sometimes multiple times over the course of a student veteran's time in college, often exacerbate the day-to-day challenges of higher education for student veterans (McBain, Kim, Cook, & Snead, 2012).

As student veterans return to postsecondary education, the realization of the divide between themselves and other students becomes glaringly apparent (Brown & Gross, 2011). Most of these students have first-hand experiences that the average traditional student is neither able to comprehend nor has any relation to. Prior to entering college, student veterans are part of a very tight-knit community and the freedom and relaxed rules of college go against the structure and order they experienced in the military (Ackerman, DiRamio, & Mitchell, 2009). College campuses, and student service providers in particular, must recognize and begin to address the unique needs of student veterans as the enrollment of this population continues to increase (Astin,1993; Griffin & Gilbert, 2015). Consequently, much like other student groups with alternative circumstances, student veterans need specialized services (Bowman, 2014; Francis & Kraus, 2012). The expected influence of student veterans in the next 3-5 years will continue to

have a tremendous impact on both higher education and society, much like the impact that the returning GI's from World War II had as a result of the GI Bill of 1944 (Cook & Kim, 2009). The demographic diversity of the overall population is mirrored in the veteran student population (Lighthall, 2012; Bowman, 2014). The cultural perspective these students bring to a college campus could prove invaluable to the ever-growing diverse campus student population.

In 2014, the Student Veterans of America released the Million Records Project-Phase I report which analyzed and compared a random sample of student veterans' completion, retention and graduation rates with postsecondary students across the country. The data highlighted the similarities between student veterans and other non-traditional/adult students; most are older with families and/or jobs and come to college less prepared than traditional students (Bowman, 2014; Cook & Kim, 2009; DiRamio & Jarvis; 2011c; DiRamio, Ackerman, & Mitchell, 2008). Additionally, the SVA report emphasized that current tracking and reporting systems are not designed to effectively or accurately measure the postsecondary outcomes of student veterans (Cate, 2014). In 2015, the SVA entered into a collaborative project with the VA and the National Student Clearinghouse to begin tracking the academic outcomes of student veterans (SVA, 2016). This type of data can inform policies, practices, and services student veterans need to help them transition from military life through college and on to careers in the civilian world.

## Transitioning and Risk Factors for Student Veterans

The transition from military life to college life is not only a challenge but also an inhibitor to success for student veterans (DiRamio & Jarvis, 2011b; Schiavone & Gentry, 2014). Student veterans often face heightened adjustment issues when transitioning from military life to college student. Not only must they make societal adjustments, student veterans need targeted support services and designated campus personnel to assist them with the unique challenges they

face as students (Ackerman, DiRamio, & Mitchell, 2009). Schlossberg, Waters, and Goodman (1995) outlined three types of transition as: anticipated, unanticipated, and non-event. Student veterans returning to college is identified as an anticipated transition in that it is an expected change.

As the first comprehensive study of veteran student services, Cook and Kim (2009) provided a look into the various programs and services being offered to assist student veterans with transitioning on campuses across the country. Findings suggested that a lack of effective transition services and programs targeted to the unique non-traditional/adult veteran student. The study revealed that 60% of the campuses responding were not currently prepared to meet the needs of the increased enrollment of student veterans however they did have plans to implement services and programs. In a follow-up study to the Cook and Kim's research (2009), McBain, Kim, Cook, and Snead (2012) noted that recognition by institutions of higher education that transitioning is a pressing issue for student veterans has increased on average more than 20% in both two-year and four-year institutions. Other studies pointed out that even in spite of the decades-long history of student veterans utilizing benefits provided by both the original GI Bill of 1944 and the 2008 Post-9/11 GI Bill, more research was needed to determine what support services are effective in easing the challenge of transitioning from military life to college life (DiRamio & Jarvis, 2011a; Kirchner, 2015; Schlossberg, Waters, & Goodman, 1995).

While recognition of the problem is a step in the right direction, actually providing targeted support services for student veterans to solve transitioning issues is a challenge in and of itself (Bowman, 2014; Steele et al., 2010). Support services are not free; finding additional funds to provide these services within institutions of higher education is most often easier said than done (ACE, 2010; Brown & Gross, 2011; Rumann, 2009). In the study by DiRamio et al.,

(2008), it was duly noted that “It would be a disservice to treat this student population as if it were invisible” (p. 97). They concluded that since it is unlikely that global conflicts will cease in the near future, it is incumbent upon institutions of higher education to plan for an increase in student veterans and thereby plan to provide support services to this unique group.

Transition to a college environment should be treated in a manner that will serve the largest number of student veterans using the most effective and efficient methods. DiRamio and Jarvis (2011b) designed a possible solution to the process by using an adaptation of Schlossberg’s 4S Model (Schlossberg, 1981) as a framework for understanding student veterans and their specific anxieties, motivations and needs. Their adaptation of Schlossberg’s model was designed to assist postsecondary institutions to better serve student veterans as they transition from military to college life. Using this model, they posited that campus professionals can better assess individual situations and therefore ease the transition for student veterans. The study also pointed out that change is difficult, but being able to identify mitigating circumstances can be critical to a smooth transition from military to college life. DiRamio and Jarvis (2011b) went on to indicate that higher education professionals play a crucial role in the success and/or failure of this unique population of student veterans. According to another study by DiRamio and Jarvis (2011e), a veteran’s experience was both an asset and a liability as they transitioned from the military to civilian/college life. This study indicated that striking the right balance between the two can be the difference between success and failure.

As the number of student veterans enrolled and enrolling in college increases, the need for support services that specifically address their unique needs is more important than ever (DiRamio & Jarvis, 2001g; Schlossberg, Waters, & Goodman, 1995). A 2014 study by Schiavone and Gentry examined student veterans at a Midwestern university and noted the

strongest trend to emerge was the challenge student veterans faced connecting to non-veteran students. While Tinto (1993) argued that academic success is more likely if students become involved on campus, student veterans struggle with this. Student veterans often have difficulty adjusting to college life for a variety of reasons (i.e., time, culture, personal issues) and the psychological repercussions of combat (Brown & Gross, 2011; Hampton, 2011). An unsuccessful transition for this group of students has led to approximately 30-40% of them not completing their postsecondary programs of study.

Like other non-traditional/adult students, student veterans have risk factors that specifically apply to them and can inhibit their success in college. The risk factors are similar to first-generation, low-income, and other marginalized groups. Five categories of risk factors were identified by the researcher for veteran college students through a meta-analysis of the literature: (1) academic background and college readiness, (2) personal and family issues, (3) psycho-social and non-cognitive factors, (4) academic and social integration, (5) veteran-related issues. Just as student veterans are a unique population, so are the factors that put them at risk of not being successful in higher education.

**Academic Background and College Readiness**

Lang and Powers (2011) found many veterans have delayed entry because of life and military experiences; therefore, they have issues related to academic preparation. Veterans may come to college with low high school GPAS, low standardized test scores, or even alternate high school diplomas (Ang & Molina, 2014b). A study by Brenner, Gutierrez, Cornette, Betthauser, Bahraini, and Staves (2008) indicated that one of the issues veterans struggle with is feeling connected in the civilian world.

Nonetheless, some veterans find it difficult to relate more specifically to the traditional college student, as their frame of reference is far removed from that of the typical traditional student thereby making a smooth transition much more difficult (DiRamio, Ackerman, & Mitchell, 2008). Additionally, student veterans acknowledge difficulty dealing with the traditional college student who either doesn't bother to understand them as someone with a different perspective or who doesn't have the maturity to act respectfully to others while in class (DiRamio et al., 2008; Physioc, 2013; Steele, Salcedo, & Coley, 2010).

**Personal and Family Issues**

Like other older, non-traditional/adult students, student veterans average 25 and 33 years old when they enter two- and four-year institutions, respectively (Ang & Molina, 2014a; NSSE, 2010). Additionally, student veterans are often balancing family, work, and academic demands at similar to their non-traditional/adult counterparts (Steele, Salcedo & Coley, 2010). Studies also show that nearly one half of student veterans are married (Ang & Molina, 2014a; Kim & Cole, 2013; NSSE, 2010; Steele, Salcedo, & Coley, 2010). In addition, at least 50% of student veterans have one or more dependent and more than half are female (Ang & Molina, 2014a; ED, 2013b; Kim & Cole, 2013; NSSE, 2012; Steele, Salcedo & Coley, 2010; SVA, 2016).

**Psycho-social and Non-cognitive Factors**

Recent evidence suggests that non-cognitive constructs and psycho-social attributes are correlative to college student success. Richardson, Abraham, and Bond (2012) conducted a meta-analysis of 13 years of research which analyzed 50 correlates of college GPA, including 42 non-cognitive constructs. Conscientiousness and achievement motivation were found to be positively correlated to cumulative GPA after controlling for prior education background and achievement. Many non-cognitive or psycho-social attributes influence the college completion

risk level for veterans because they often characterize themselves as lower in academic self-concept compared to peers (Cohen, Mannarino, & Iyengar, 2011; Kisantas, Winsler, & Huie, 2008). The need for veterans to learn how to effectively self-advocate is complicated by a culture in which asking for help or admitting to difficulties carries a stigma and is seen as a weakness or character flaw (Brown, Creel, Engel, Herrell, & Hoge, 2011).

**Academic and Social Integration**

The Lang and Powers' (2011) study revealed that while the transition from military to civilian life can be a challenge, veterans viewed returning to school as a way to actively reestablish their sense of belonging within the civilian community. This can often be exacerbated by the fact that they are also balancing these activities while maintaining work, family, and academic responsibilities (Steele, Salcedo, & Coley, 2010). Research related to retention and college completion rates points to the role academic and social integration plays in college student success regardless of institutional type (Tinto, 2012). For student veterans, getting engaged in academic and social activities across campus can be problematic. Increased student engagement and connection to the institution has been regularly correlated to increased rates of both student persistence and graduation (Kuh & Whitt, 1998; Pacarella & Terenzini, 2005). Wilson, Smith, Lee, and Stevenson (2013) found student veterans are less likely to become involved in academic and social activities because of work and family responsibilities. Veteran college students also report less satisfaction with the support provided to them in college and do not feel confident in the university's ability to meet their academic and social needs (Wilson et al., 2013).

**Veteran-related Issues**

Access to mental health care is critical not only for the prevention of harmful actions by student veterans, but also for the ongoing treatment as they make the transition from military life to that of a college student (Callahan & Jarrat, 2014; McCaslin, Leach, Herbst, & Armstrong, 2013). Veterans also have risk factors specifically related to their military experiences. Hampton (2011) reported that 25% of returning veterans have mental health issues including PTSD and many experience complications associated with cognitive disorders due to blast-related traumatic brain injuries. These conditions present substantial academic challenges for veteran college students and IHEs are generally ill-equipped to mitigate these specific problems. Geographic mobility is another veteran related risk factor as many veteran college students are stationed across the world or may have their academic pursuits interrupted by their military responsibilities.

DiRamio and Jarvis (2011d) created an adapted longitudinal model of instructional departure specifically for student veterans. The model focused on the veteran student and his/her transition from military to college life. The instances are unique to student veterans as they persist through college. The study also noted student veterans are typically more mature, more globally aware, and more skilled than either the traditional or non-traditional/adult college student. Their persistence rates were affected by characteristics such as their familial duties, commitment to complete college, mental health, and life experiences among other things. DiRamio and Jarvis (2011d) concluded that as a result of the serving in the military, student veterans have learned the basic skills necessary to be successful in college; it's transferring those experiences and skills into a civilian mindset that will insure their success in higher education.

## Veteran Student Support Services

Not since the original GI Bill of 1944, and the return of WWII student veterans to postsecondary education, has there been such a dramatic increase in the number of veteran-students on college campuses (Steele et al., 2010). Student veterans have unique needs when it comes to student support services and many college campuses are not adequately prepared to meet those needs (Cook & Kim, 2009; McBain et. al, 2012). While academic, social, and psychological services are available at most IHEs for all students, a one-size-fits-all approach is not sufficient for student-veterans (O'Herrin, 2011). Some IHEs have programs in place specifically designed for student veterans, however best practices have yet to be determined, thus these programs serve as a benchmark for such programs (Cook & Kim, 2009). Cook and Kim's study also focused on the individual needs of student veterans. The inclusion of a veteran's focus group showed a need for greater flexibility of programs along with making student veterans aware of services that are offered. O'Herrin's (2011) study also addressed the need for open communication across campuses and building on the personnel infrastructures in place to address the needs of student veterans. Tinto (2012) argued that institutions must not only provide access to high-need students, but they must also create the institutional conditions for these students to be successful.

In 2010, the Student Veterans of America (SVA) designed a handbook to assist institutions looking to set up a veteran's center. Among other things, the guide outlines nine steps that are comprehensive in nature and serve to address the issues facing todays student veterans (SVA, 2010). In 2012, the Green Zone program was designed to provide an immediate safe environment for student veterans (Nichols-Casebolt, 2012). In response to the SVA initiative, the American Council on Education (ACE) developed an online collaborative tool,

*Toolkit for Veteran Friendly Institution*, which provides guidance and support for becoming a veteran friendly campus (ACE, 2013). As with the other programs, participation in this program is voluntary and is based on the sharing of information and best practices among institutions.

The *8 Keys to Success* is the most recent program designed to help postsecondary institutions address the pressing issues veterans face as they transition into higher education (ACE; 2013; ED, 2013; VA, 2013). In 2013, the U.S. Department of Education (ED), the VA, and the Obama Administration collaborated with more than 100 education experts to develop the program with guidelines supporting the veteran student population (Baker, 2008; ED, 2013). All four programs focus solely on the veteran student and the support and services they need to be successful. Table 2 highlights the guiding principles and similarities of these programs currently being utilized to both understand and better serve student veterans at institutions across the country.

Table 2

*Comparison of Guiding Principles of Four Veteran Student-Centered Programs*

| Student Veterans of America | ACE Veteran Friendly Toolkit | *8 Keys to Success* | Green Zone Program |
|---|---|---|---|
| 1) Develop a Veterans Task Force<br><br>2) Support a Student Veterans Organization<br><br>3) Create a Veteran's Office<br><br>4) Set up Space<br><br>5) Develop Online & Print Resources<br><br>6) Establish Partnerships<br><br>7) Educate Administration, Faculty & Staff<br><br>8) Converge All Resources in One Place<br><br>9) Evaluate Organizational Success | • Top down Support<br>• Funding<br>• Admission, Readmission, Transfer Consideration<br>• Tracking Students<br>• Veteran-Specific Space<br>• Central Point of Contact<br><br>A matrix is used to measure progress and define the institution's "veteran friendliness":<br><br>A. Currently in place and successful;<br>B. Needs/gaps;<br>C. Resources needed/identified;<br>D. Goals-Lead-Timeframe-Results;<br>E. Next steps. | 1) Create a culture of trust and connectedness to promote well-being and success for veterans.<br>2) Ensure consistent and sustained support from campus leadership.<br>3) Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.<br>4) Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space.<br>5) Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.<br>6) Utilize a uniform set of data tolls to collect and track information on veterans, including demographics, retention and degree completion.<br>7) Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.<br>8) Develop systems that ensure sustainability of effective practices for veterans. | • Willingness to work with military students needing assistance.<br>• Attendance at a training session.<br>• Agreement to publicly acknowledge they are military-friendly.<br><br>Participants are volunteer faculty/staff interested in assisting military students. |

The most recent published comprehensive research of postsecondary institutions regarding student veterans and the programs and services available to them was performed by McBain et al., in 2012. The study assigned issues facing military students into four predominant categories: 1) social acculturation; 2) healthcare; 3) degree retention/completion; and 4) financial aid. As shown in Figure 2 there was a slight increase in the number of responding institutions from 2009 to 2012, but most telling was the finding that although campuses are committed to student veterans, there is still a lack of personnel in place to meet the needs of student veterans' needs. For the purposes of this study, the 24 veteran student support services assessed in the needs survey were categorized using the 2012 McBain et al. report as a way of encapsulating the literature. The difference was the addition of an *other* category for those services assessed that the researcher thought did not logically fit into one of the four named categories: social acculturation, health care, degree retention/completion, and financial aid. The five categories and correlating support services are shown in Table 3.

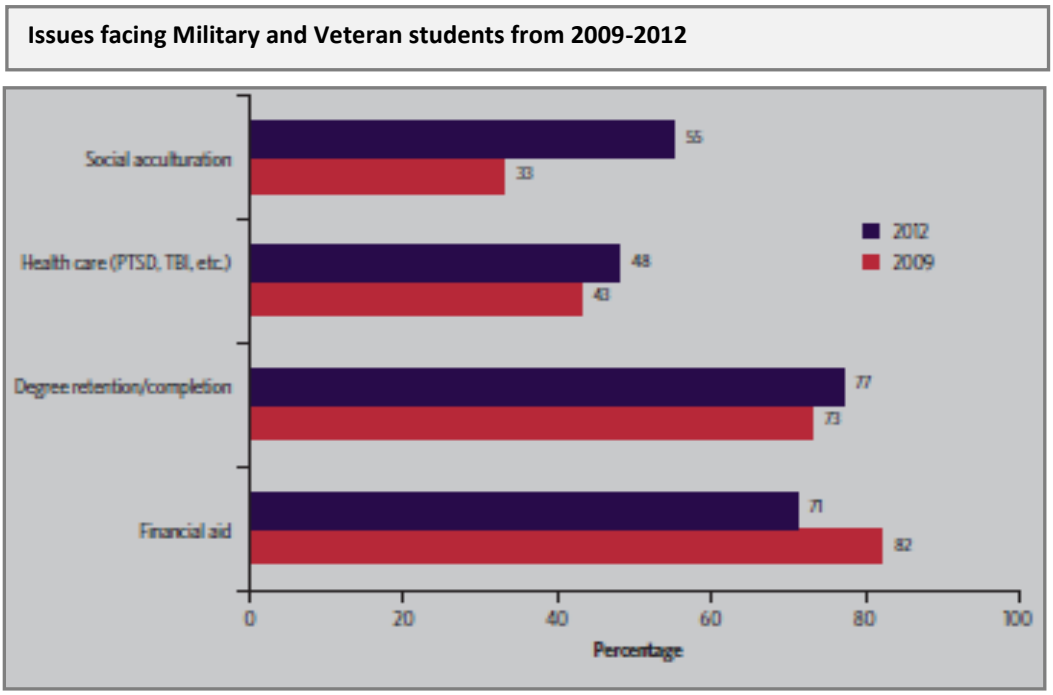


*Figure 2.* Issues facing military and veteran students from 2009-2012

Table 3

*Veteran Issues and Correlating Support Services*

| | Social Acculturation | Health Care | Degree Retention/ Completion | Financial Aid | Other |
|---|---|---|---|---|---|
| Veteran Student Support Services | • Student Veteran Organizations<br>• Orientation<br>• Career Services<br>• Faculty Training<br>• One-Stop-Shop for Veterans | • Counseling Services<br>• Disability Resources<br>• Healthcare Referral<br>• Mental Health Referral<br>• VA Certified Counselors<br>• Off-campus Referrals | • Admission Assistance<br>• Academic Support/Advising<br>• Veteran-only Classes<br>• Alternative Curriculum,<br>• Military Credit<br>• Registrar Services<br>• Registration Assistance<br>• Tutoring<br>• Retention/Degree Completion Assistance | • VA Certifying Official<br>• Legislation | • Marketing and Outreach<br>• Veterans-only Facility |

While the support services may fall into more than one area, for the purposes of this study, the researcher assigned them to the most logical category based on the literature and the functionality of the services at the institution. It should be noted that while the five categories of risk factors for student veterans (academic background and college readiness, personal and family issues, psycho-social and non-cognitive risk factors, academic and social integration, and veteran-related issues) could also have been used, the researcher thought the issues identified in the McBain et al. report more closely align with the purpose of this study.

**Social Acculturation**

Several studies (DiRamio & Jarvis, 2011c; DiRamio & Jarvis, 2011e; Ford, Northrup & Wiley, 2009) provide evidence that the presence of veteran specific support services on campuses of higher education increase the success rate of student veterans. Another study by DiRamio and Jarvis (2011e) indicated that socioeconomic status and being a first-generation student played an important role in the identity development of student veterans. The same study

advocated identity development to determine what services and programs best served student veterans.

DiRamio and Jarvis (2011c) highlighted student peer groups as influential on veteran student success. According to this study, while demographics and other external forces affected the peer groups, regular interactions with like-minded students helped student veterans become successful. In a follow-up to the McBain et al. study, Kim and Cole (2013) used 2012 National Survey of Student Engagement (NSSE) data to compare how veteran and non-veteran students perceive their integration into college. More interesting was the comparison of demographic data between the two populations. Table 2 shows the demographic comparison of those schools that participated in both the McBain et al. study and the 2012 NSSE. The majority (79%) of student veterans in the study were 25 and older as well as male (73%). This data is reversed for non-veteran students. With nearly two-thirds (62%) of the student veterans identifying as first-generation, the importance of adequate support services that provide a better understanding of the campus culture, is amplified.

Table 4

*General Survey Respondent Demographic Information*

| | Percentage of Student Veterans | Percentage of Non-veteran Students |
|---|---|---|
| Age | | |
| 18-24 | 21.1 | 86.5 |
| 25 and over | 78.9 | 13.5 |
| Total | 100.0 | 100.0 |
| | | |
| Gender | | |
| Male | 73.3 | 34.1 |
| Female | 26.7 | 65.9 |
| Total | 100.0 | 100.0 |
| | | |
| First-generation student | | |
| Yes | 61.8 | 42.8 |
| No | 38.2 | 57.2 |
| Total | 100.0 | 100.0 |

Source: Indiana University Center for Postsecondary Research, National Survey of Student Engagement, 2012

While the 2013 Kim and Cole study provides a glimpse into student veterans' perceptions, needs and values, information on support service programs' effectiveness is still nearly non-existent.

Tinto (1993) showed the significance of developing internal and external programs to help students be successful and become engaged in their new college environment. That noted, it is important for individual institutions to gauge their campuses to determine what student veterans need (DiRamio & Jarvis, 2011c). Student veterans have a keen sense of community and will band together as a group based on the camaraderie they experienced while in the military (Ackerman et al., 2009). This makes it imperative that student veterans feel part of the college campus. The social acculturation of student veterans could prevent a clash between them and what they may perceive as a dictatorial administration.

Research on student support services for student veterans conducted by Nichols-Casebolt (2012) studied how implementation of a Green Zone (GZ) program provided student veterans with a visible network of faculty, staff, and administrators they could turn to for help. Based on the Safe Zone model, which was developed to provide safe spaces for the LBGTQ community, the GZ program was designed specifically for student veterans (Poynter & Tubbs, 2007). Osborne's 2015 study examined The Veteran Ally program as another practical strategy for closing the military-civilian gap on campus. The Veteran Ally program is used to provide comprehensive training for campus personnel about the military culture which included strategies for assisting student veterans. In keeping with this ideology, a 2009 study by Summerlot, Green, and Parker noted that university administrators would be well-served to support student veteran organizations as they promote a culture change for the campus. Ongoing efforts to create experiences that help to blend the boundaries between non-Veteran and Veteran

students and communities will eventually be what build collaborative relationships that serve the needs of all (ACE, 2010).

**Health Care**

DiRamio et al. (2008) explored the difficulties student veterans face in the civilian world after the life-altering experiences on the battlefield. The study showed that these students have very serious issues –visible external scars along with invisible internal wounds. The management of student veterans is different than that of the traditional college student thereby highlighting the importance and positive effect a full-fledged student-centered services operation has for student veterans (Brown & Gross, 2011). Additionally, one in five combat student veterans reported at least one disability, compared to about one in ten non-veterans (NSSE, 2010).

Collaboration and communication are key to successful implementation of programs for student veterans; offering services to veterans soon after separation from the military is critical; providing, or linking students with, ongoing mental health services on campuses allows for early intervention and preventative actions; and keeping student veterans aware of their VA health benefits is the responsibility of not only the VA but of colleges and universities as well (McCaslin et al., 2013).

**Degree Retention/Completion**

The 2009 Cook & Kim study indicated veterans cited an unfriendly and/or cumbersome registration process as a primary reason not to pursue a postsecondary education. McBain et al. (2012) noted similar responses from veterans they surveyed. Both studies indicated that veteran student became overwhelmed with the process and simply gave up. Once registered, student veterans found themselves in need of more personal attention from faculty and/or staff than was available (Cook & Kim, 2009; McBain et al., 2012). Additionally, both studies showed that

while traditional student support services that were available to all students were helpful to student veterans, the need for specialized services is crucial for this unique population of students to be successful.

McBain et al. (2012) examined changes that had taken place in both institutional policies and the increase in veteran student enrollment based on the Post 9/11 GI Bill. The updated report, with 62% of surveyed institutions responding, concluded that while some veteran student needs were being met, many still were left generally unattended to. Like other adult and non-traditional/adult students, student veterans often have difficulty navigating the collegiate taxonomy to determine what and where the services they need can be found (Sherman & Cahill, 2015). It remains unclear the level of support that postsecondary institutions are willing to provide for this targeted group of students (Ford et al., 2009). It is imperative that the needs of student veterans be carefully evaluated and adequately addressed in order for them to have the best chance possible of being successful as they pursue a college education (O'Herrin, 2011).

Of the surveys and studies that have been conducted at institutions of higher education, evidence shows that targeted academic support services had a positive impact on veteran-student success (DiRamio & Jarvis, 2011b). The 2010 NSSE report indicated that student veterans spend on average 9-13 hours per week working, compared to six hours for non-veteran students. This type of information provides a glimpse into the daily lives of student veterans. A 2010 study by Peters, Hyun, and Taylor linked the importance that familiarity with student veteran needs and effective advising. In 1972, O'Banion outlined a model of advising points to a clear emphasis on understanding both the personal and career goals of the student. Linear in nature, this model often is not in the best interest of non-traditional/adult students (Burton & Wellington, 1998). Integrative advising incorporates ongoing evaluation of educational and career aspirations which

seem to be better suited to non-traditional/adult students' ever changing lives (Bloom, Hutson, & He, 2008). When advisors are both familiar with student veteran issues and integrating best practices for advising, they can be more effective.

In 2010, a Veteran Success Jam was hosted by the American Council on Education (ACE) and the Kresge Foundation where support services for student veterans were among the most referenced issues. The report highlighted assistance with transitioning, admissions, benefits, advising, and the ability to track student veterans were identified as most important to student veterans. When students are accepted and admitted into postsecondary institution, they have every right to expect that institution to provide services that will help them succeed (Miller, 2010; Seidman, 2005). Like other groups of students with unique support service needs, the increased open access to college can become a 'revolving door' if those services are not adequate (Tinto, 2008). According to an economic report published by the VA (2015), public institutions have the longest average time to complete the degree, 5.8 years, for student veterans.

While access to higher education has more than doubled since 1980, college completion rates have remained stagnant. Females are outpacing males in college attainment and large disparities exist in college completion rates with high-income students completing college at a higher rate than high-need students (42.0% versus 19.0%). Most disturbing is the extremely low graduation rate of students eligible for Pell Grants (7.5%) illustrating the fact that first-generation students from high-need backgrounds are the least likely to complete college. Tinto (2012) argued that institutions must not only provide access to high-need students, but they must also create the institutional conditions for these students to be successful.

Institutions serving high-need students must be purposeful in their efforts to retain students. Students do not complete college for a variety of reasons; therefore, efforts to retain

students cannot be one dimensional. One problem is how institutions invest in a "laundry list of actions, one disconnected from another" (Tinto, 2012, p. 12). The lack of coordinated efforts aligned to improving success in the classroom is a major obstacle to creating an environment that fosters student retention and completion. Creating an institutional culture completely focused on student success starts with setting clear and consistent expectations about what it takes to be successful in college. Generic learning support is not enough to foster student success, rather targeted interventions based on holistic assessment of student learning needs has the greatest potential of affecting student success. Students need to be involved in the process of self-assessment to improve their learning and study habits (Tinto, 2012).

Early warning systems are being used effectively to increase student retention and success. Increased student engagement and connection to the institution has been consistently correlated to higher rates of student persistence and graduation (Kuh et al., 2006; Pascarella & Terenzini, 2005). In fact, the more students are engaged with faculty and student peers, the more likely they will graduate from college (Astin, 1984; Kuh et al., 2006; Pascarella & Terenzini, 2005; Tinto, 1993). Astin (1999) also noted that students' frequent interaction with faculty more often than not results in them being more satisfied with their college experience. Opportunities for academic engagement and early success in college may very well offset negative effects of deficits in academic preparedness that some student veterans struggle with (ACE, 2010; DiRamio, Ackerman, & Mitchell, 2008; Mikelson & Saunders, 2013; Molina, Esqueda, & DeBraber, 2015).

Institutions providing increased access to student veterans must recognize the importance of allocating funds for academic support. According to Webber and Ehrenberg (2009), the impact of increased spending on academic support services are largest at institutions that have

lower current graduation and first-year persistence rates. Increased spending, however, is only one part of the equation. The institutional formula for college completion based on Tinto's framework is expectations + support + feedback + engagement =college completion (Tinto, 1993; 2012).

**Financial Aid**

Beginning in 1944 with the passage of the Serviceman's Readjustment Act to the updated legislation of the Post 9/11 GI Bill in 2008, military veterans have consistently been provided with higher education benefits. It is estimated that from 2008 until 2015, nearly 1,082,155 veterans or military connected individuals have utilized these benefits to attend a postsecondary institution. (VA, 2016). Student veterans often cite delayed reimbursement from the VA as one of the primary barriers to higher education (Cook & Kim, 2009; Molina, Esqueda, & DeBraber, 2015, SVA, 2014). The numerous processes involved in timely payments rely extensively on clear communication and transference of information from the VA to the student; the student to the institution; the institution to the student; and most importantly from the institution to the VA (Cook & Kim, 2009; Lang & Powers, 2011; Molina, Esqueda, & DeBraber, 2015). Just one mistake or omission of vital information along the registration/financial aid path could mean weeks and months of delayed payments (ACE, 2010; SVA, 2012; Steele, Salcedo, & Coley, 2010; VA, 2014). Not only are there several benefit sources for student veterans, there are numerous rules and regulations for each (VA, 2012). Benefit amounts can be affected by length of service, duty status, deployments, trainings and a myriad of other qualifications (Johnson, 2009). Having a VA certifying official(s) on campus not only takes some of the guesswork out of the equation for student veterans, they also provide institutions with personnel knowledgeable of the intricacies involved with the education benefits for student veterans (ACE, 2010; Cook &

Kim, 2009; VA, 2013). Education benefits are of the utmost concern to student veterans. Ensuring that those benefits are used in the most responsible and effective manner is the responsibility of the veteran student as well as the institution reaping the benefits that an increase in veteran student enrollment brings (Ackerman, DiRamio, & Mitchell, 2009; ACE, 2009; SVA, 2013).

Passage of the 2008 Post 9/11 GI Bill is providing the opportunity for an education at a public/state controlled institution a reality for millions of student veterans. For those student veterans who want to attend a private institution or are being charged out-of-state tuition at a public/state controlled institution, the Yellow Ribbon Program was designed to provide additional funding for those individuals (VA, 2013b). Passage of the Improving Transparency of Education Opportunities for Veterans Act of 2012 will ensure centralized and accurate tracking of educational practices and support services (VA, 2012). This legislation provides data to assess the effectiveness and efficiency of support services and allocate both human capital and financial resources where they will be most beneficial for student veterans (SVA, 2015b; VA, 2014). Just as the passage of the original GI Bill and the influx of student veterans on college campuses had unintended consequences, so has the Post 9/11 GI Bill (Ackerman, DiRamio, & Mitchell, 2009; Cook & Kim, 2009, Esqueda, DePedro, & Atuel, 2015; McBain, Kim, Cook, & Snead, 2012). With ongoing assessment and evaluation of veteran student issues at the local, regional, state and national levels, these unintended consequences can be mitigated thereby reducing some of the challenges for student veterans.

**Other**

Student veterans are less engaged with faculty and perceive less campus support than non-veterans (NSSE, 2010). Additionally, the NSSE report noted the perception of less campus support as a contributing factor to student veterans being at a higher risk for leaving the university without a degree. Student veterans' satisfaction with support services is essential if they are expected to be effective and have a positive impact (Alves & Raposo, 2007; Appleton-Knapp & Krentler, 2006). Marketing and outreach strategies for this population needs to be intentional and organized (Coll & Weiss, 2015).

This study fills the gap in the literature between student support services and a veteran friendly campus. While most institutions provide student support services, there are relatively few that provide those services designed to meet the specific needs of their student veterans. As shown in Figure 3, the primary characteristics of a veteran friendly campus is support service related (ACE, 2013). The expected influence of student veterans in the next 3-5 years will continue to have a tremendous effect on both higher education and society, similar to the impact returning GIs from World War II had as a result of the 1944 GI Bill (Cook & Kim, 2009; Thelin, 2004). The Cook and Kim (2009) study revealed that 60% of the campuses responding were not currently prepared to meet the needs of the increased enrollment of student veterans however they did have plans to implement services and programs. Today's student veteran needs more than basic financial aid and registration assistance (Francis& Kraus, 2012).

Student veterans bring a perspective and maturity to college campuses that is unmatched by any other single group of students (Lighthall, 2012). Figure 3 also highlights the relationship between traditional student support services and those identified as important/valued on a veteran

friendly campus. Being military-friendly is more than just providing services for student veterans, it is about facilitating a comprehensive student-centered culture.

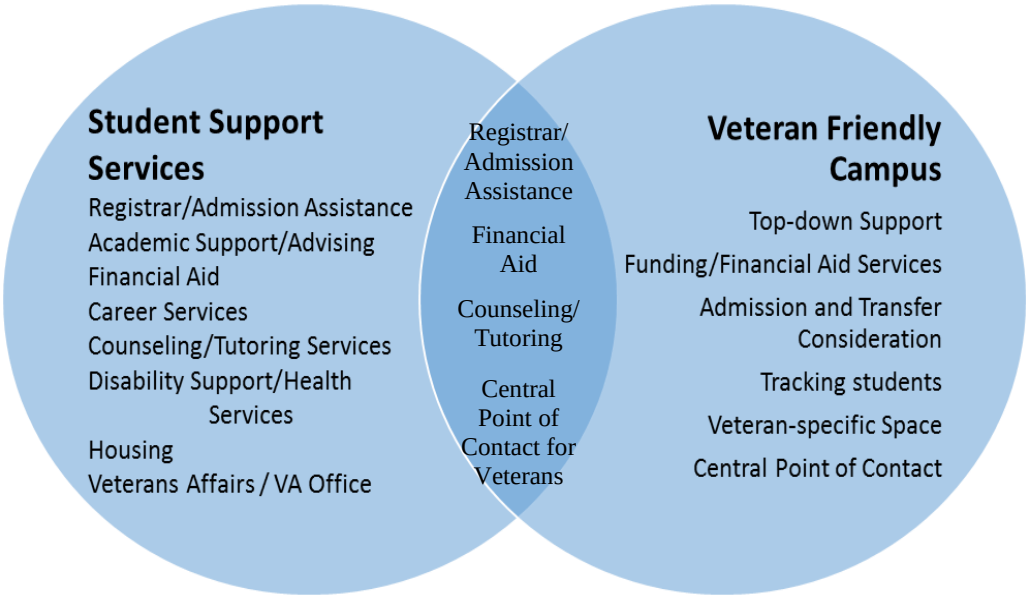


*Figure 3.* Relationship between student support services and veteran friendly campus characteristics

## Satisfaction

Satisfaction is defined as the perception that consumption of a good or service fulfills a particular goal or need in a pleasurable manner (Oliver, 1993; Oliver, 1997). Yet another definition comes from Kotler and Clark (1987) noting satisfaction as the fulfillment of an expectation from an experience. The concept of satisfaction, from an operational perspective, is much like an attitude; attitudes can be assessed as the level of overall satisfaction with assorted characteristics of a good or service (Churchill & Suprenant, 1982). Giese and Cote (2002) defined satisfaction as the reaction to a product or service at a specific point in time. Customer

satisfaction is a value judgment based on the gap between actual experience and expectations/perceptions of the customer (Zeithaml, Parasuraman, & Berry, 1990).

Conceptually, the literature points to three primary operational measures of consumer/customer satisfaction: 1) during consumption/experience; 2) after consumption/experience; and 3) both during and after consumption/experience (Giese & Cote, 2002). As expected, there is a good deal of overlap between the concepts. An attempt to provide an overview of the similarities and differences among the three groups follows.

**During Consumption/Experience**

Oliver (1997) noted that during consumption, a response of the product/service is based on the level of pleasure or fulfillment the product/service provides the user. In a 1992 study, Oliver determined that satisfaction during consumption/experience actually coexisted with other consumption feelings. In a 1983 study, Bearden and Teel concluded that satisfaction during consumption was simply a function of expectation(s) with no resultant affective response. Likewise, Hunt (1977) noted satisfaction during the experience as the supposition that it was equally as good as a previous experience. Alternatively, Cadotte, Woodruff, and Jenkins (1987) defined satisfaction as an emotional response developed based on the use of the product/service. Westbrook (1980) conceptualized satisfaction during consumption as a focus on the outcomes and experiences of the user, resulting in a subjective evaluation response. In 1981, Oliver found satisfaction during the experience to be evaluative in nature based on a combination of the consumer's previous feelings and the disconfirmation of expectation.

**After Consumption/Experience**

Westbrook and Oliver (1991) found that satisfaction after consumption/experience was evaluative and based on prior expectation and perception of performance. Fornell (1992) also

found satisfaction to be evaluative as the response to perception of performance and expectations. Likewise, LaBarbera and Mazursky (1983) found the satisfaction response to be an evaluation; this time based on the inherent surprise of the product/service. Alternatively, in the 1983 study by Westbrook and Reilly which defined post-consumption/experience satisfaction as an emotional response based on prior association with and perception of the product/service. Mano and Oliver's 1993 research defined post-consumption satisfaction as an attitude with a range of variance.

**During and After Consumption/Experience**

Cook and Campbell (1979) noted that satisfaction very well may be the result of something that happens between an initial survey and the final survey. Halstead, Hartman, and Schmidt (1994) conceptualized satisfaction as transition-specific and is measured with an affective response during and/or after consumption. Likewise, Swan, Trawick, and Carroll (1980) posited that satisfaction is measured both pre- and post-consumption as a cognitive evaluation of the product or services performance.

Gardial, Clemons, Woodruff, Schumann, and Burns (1994) pointed out that in order to determine a primary focus, customers should be surveyed at various times following consumption of a product of service. In the Giese and Cote (2002) study, they found that surveys delivered during and after consumption allowed for tailoring of products and services to better meet the needs and expectations of the customer. Giese and Cote also noted that there is no one-size-fits-all measure of satisfaction; to accurately gauge satisfaction, context-specific instruments are necessary to provide meaningful results to product and service providers.

Student satisfaction is defined by Oliver and DeSarbo (1989), as a student's subjective evaluation of the various outcomes and experiences associated with education. Elliot and Shin

(2002) described student satisfaction as “the favorability of a student’s subjective evaluation of the various outcomes and experiences associated with education. Student satisfaction is being shaped continually by repeated experiences in campus life” (p. 109). Research by Giese and Cote summarized that there is such a wide variance of the definition of satisfaction that it is not possible to design valid satisfaction measures, choose suitable contextual definition or adequately compare results.

With the differences in the overall definition of satisfaction noted, Bitner and Hubbert (1994) hold that regardless of the customer type, satisfaction should be considered on more than one level: on the individual incident level and overall satisfaction with the good or service level. This idea suggests that the satisfaction is an antecedent to perceived quality. Alternatively, Cronin and Taylor (1992) argued that perception defines quality, regardless of expectations of the consumer.

As consumers of the services higher education provides, students’ satisfaction with services has become important to institutions (Hampton, 1993; Thomas & Galambos, 2004). In 2008, Ilias, Hasan, Rahman, and Yasoa posited that student satisfaction is inclusive of perceptions along with experiences during their time in college. When the service(s) they receive correlates with their perception, they are satisfied. Additionally, they are extremely satisfied when the service exceeds their expectations. Contrarily, Petruzzellis, Uggento, and Romanazzi (2006) offered the idea that when a service is less than expected, students will be dissatisfied with the institution. When customer satisfaction is measured, the success or failure of the product/service being provided is able to be assessed (Mark, 2013; Munteanu, Ceobanu, & Anton, 2010).

Focus on customer service is standard operating procedure in the business world. With more demands on IHEs for accountability and effectiveness, a shift to a customer-satisfaction approach is gaining traction (Aldridge & Rowley, 1998; Appleton-Knapp & Krentler, 2006; Elliott, 2002; Glenn, 1997). Both the business world and higher education share several characteristics. Each organization has a customer base with perceptions, expectations, and needs; each rely on their ability to meet the needs of their customers for the short- and long-term success of the organization; and each must balance their resources to adequately and effectively meet the perceptions, expectations, and needs of their customers (Coate, 1990; Glenn, 1997).

Some researchers have noted that students have weak expectations when it comes to higher education thereby performance is the most influential satisfaction factor (Hartman & Schmidt, 1995; Rautopuro & Vaisanen, 2000). Other studies found that influence variable of expectation is largely resolved by the perceived quality (Anderson & Sullivan, 1993; Kristensen, Martensen, & Gronholdt, 1999). Peterson and Wilson (1992) pointed out that it is important to acknowledge expectations' influence on satisfaction when operationalizing the differences in results. The Kristensen et al. 1999 study also noted image as an antecedent to satisfaction.

In 1985, Bean and Metzner identified three variables that influence satisfaction: organizational, personal, and environmental. Additionally, the study noted these variables may also influence a student's perception of an institution. Another study tested an explanatory model of student satisfaction in higher education that showed image, value, and quality perceived to have the most influence on student satisfaction (Alves & Raposo, 2007). Elliott and Shin's 2002 study concluded that there are two primary determinants of student satisfaction: a sense of belonging and a quality education. Much like private enterprise, higher education is being forced into competition based on a trend of reduced external federal and state funding

(Munteanu, Ceobanu, & Anton, 2010). Research by Kotler and Fox (1995) found the while most students are satisfied with their academic success, they are not satisfied with the overall support services.

In research conducted on identifying predictors of student satisfaction and motivation, Stulkalina (2014) noted that educators should expand motivation for additional learning as a response to students' expressed needs and expectations. In this customer-driven approach, students' satisfaction is paramount in education. Researchers Bay and Daniel (2001) posited that treating students as customers can result in a reactionary, short-term short term solution to a problem as opposed to meeting the strategic, long-term goals and needs of the institution. They argued that students are not customers, but rather a collaborative partner. In 1998, Franz offered that in treating students as customers, we are encouraging the "Nordstromization" of higher education where the gratification of the customer is the motivating force. In yet an earlier study, the conclusion was drawn that when the student is viewed as a customer, the overarching needs of society are often discounted (Winston, 1977).

Trust is also identified as a significant influence of satisfaction (Grossman, 1999). Consistency and fairness in listening, and responding, to students is a key to building trust (Grossman, 1999; Elliott, 2002). Customer loyalty, as it relates to satisfaction, is a combination of an attitude that is high when compared to the possible alternatives and subsequent repeated use (Dick & Basu, 1994). Raisman (2002) posited the in order to achieve student satisfaction, regular appreciation and encouraging greetings were important. Based on the expressed needs of student veterans for specific support services, this study looks to determine if the implementation of intentional support services improves their satisfaction with those services as well as their perception of the institution as veteran friendly.

## Theoretical Framework

A theoretical framework provides a basis for the researcher's study. This long-standing theoretical basis for what the researcher believes is happening gives rationale and scholarly corroboration to the research study (Calabrese, 2006). The framework for this study was organizational change. Zaltman and Duncan (1977) described organizational change as "an alteration in the structure, processes and/or behaviors in s system" (p. 15). As change is ongoing at every level in an organization, it is oftentimes a moving target that is difficult to both start and control (Bess & Dee, 2012). Organizational theories provide a means to categorize, analyze, and evaluate institutional response to external and internal demands. Organizational change falls into two primary categories: planned change or emergent change. Bess and Dee noted that planned change happens in a top-down fashion. This change takes into account responses from internal and external stakeholders toward the stated goal. Kezar, Galant, and Lester (2011) noted that emergent change happens when groups of people with little to no decision-making power come together and help direct change utilizing a leadership strategy with a grassroots, bottom-up approach.

In addition to the two primary categories of organizational change are two primary levels of change: first-order and second-order (Bess& Dee, 2012; Boyce, 2003). First-order changes are implemented to revise processes in a particular area without replacing the existing operational framework of an organization (Boyce, 2003). Alternatively, second-order change is transformational in nature and is the result of much analyzation from leaders in an organization (Bess & Dee, 2012; Boyce, 2003; Kezar, et al., 2011). This study examined the incremental change that took place as the result of feedback provided by student veteran, and focused on first-order, emergent change.

In conjunction with an organizational change framework, satisfaction and perception provided a perspective lens for that change. Some studies on student veterans have employed Schlossberg's, Waters', and Goodman's theories of adult development to explore the psychosocial, cognitive and personal development of this population as they make the journey from soldier to student. The 2008 study by DiRamio, Ackerman, and Garza-Mitchell took adult development theory one step further and utilized a role theory framework to emphasize the transition of student veterans into college and on through careers in the civilian world based on the expectations of students, institutions and society.

While there are studies with identifiable theoretical frameworks, the majority of veteran support services research relies primarily on laundry lists to explain best practices, strategies, goals and objectives to address and meet the needs of student veterans. The adult development and role theory frameworks are appropriate when studying the progression through college and into the civilian world however neither is well suited for an approach that focuses on student perception and satisfaction and how those factors lead to organizational change. The studies to date have not assessed the individual level of satisfaction with support services offered, nor have they correlated perception of military friendliness with satisfaction.

The lack of established theoretical frameworks in the field of veteran support services led to satisfaction as the orienting lens of the framework through which the problem was viewed for this study. Figure 4 shows the conceptual model for satisfaction and the relationship between perception, satisfaction with a service and overall satisfaction that were used in this study (Gruber, Fuß, Voss, & Glaeser-Zikulda, 2010; Johnson & Fornell, 1991; Stulkalina, 2014).

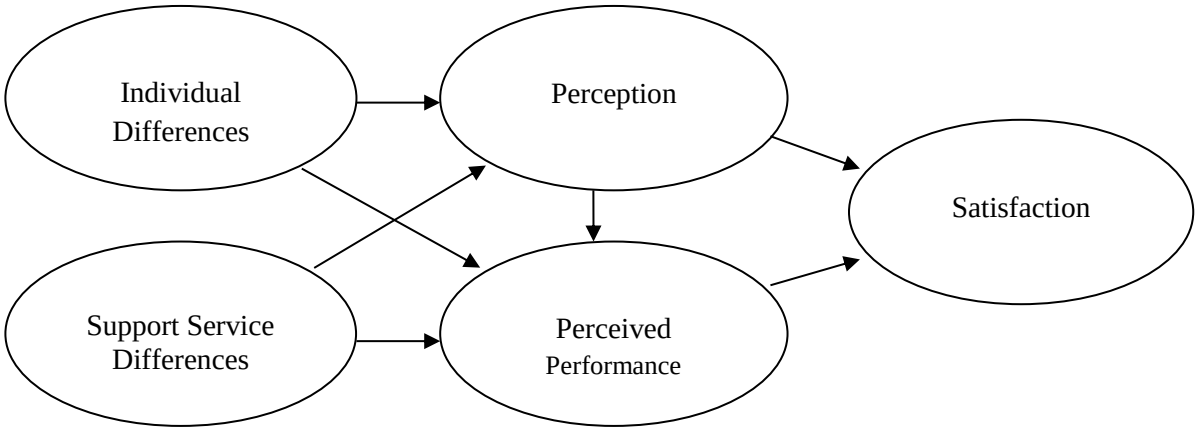


*Figure 4.* Model for satisfaction research

Westbrook and Reilly (1983) noted that satisfaction responses are based on an individuals assumption and perception of a product/service. Similarly, Fornell (1992) highlighted the linkage between perception and satisfation outcomes. Based on an individual's frame of reference, research supports perception as a primary antecedent to satisfaction (Johnson & Fornell, 1991; Stulkalina, 2014; Oliver, 1997). Based on the focus of the study and the literature that supports individual characteristics and perception as antecedents to satisfaction, the support service differences and perceived performance components of the model were not utilized for this study.

Inherent in first-order, emergent change is the idea that information is gathered from stakeholders to empower the group to bring about change (Bess& Dee, 2008; Boyce, 2003; Kezar, Galant, & Lester, 2011). The focus of this study was perception of the institution as veteran friendly and the relationship that had on satisfaction. Measuring the dependent variables of perception and satisfaction along with the relationship the individual differences of student veterans had on each of those served as a developmental piece of the framework. Figure 5 shows the relationship of satisfaction and perception as important influencers of organizational change.

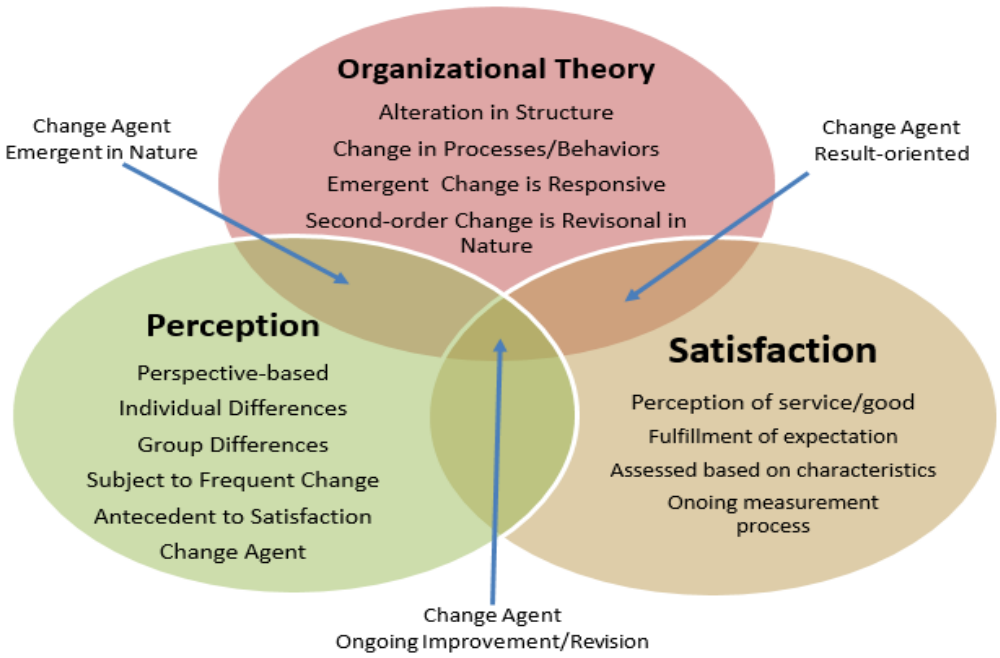


*Figure 5.* Relationship between organizational theory, perception, and satisfaction

This study examined how student veterans' perception of the institution as veteran friendly and their satisfaction with support services worked as change agents for the organization's alteration to existing structures. The organizational change was driven primarily by the expressed needs of the internal constituency of student veterans and was respondent to their needs. While the changes to the organization altered some internal operational structures, the changes were primarily procedural in a focused area and did supplant the overall framework of the institution.

## Conclusion

This quantitative research study analyzed the relationship between level of satisfaction with support services before and after implementation of a one-stop student veteran support services center among military student veterans in a regional higher education institution. Much of the research on student veterans to date is primarily qualitative in nature with a concentration on transition issues, the need for intentional support services, and the risks associated with PTSD

(Ackerman, DiRamio, & Garza Mitchell, 2009; Cook & Kim, 2009; DiRamio & Jarvis, 2011; Molina & Morse, 2015; Moon & Schma, 2011). Early efforts by higher education to address the issues faced by student veterans have primarily been implemented from an administrative, top-down approach with a 'build it and they will come' mentality (Ackerman, DiRamio, & Garza Mitchell, 2009; ACE, 2010; Ang & Molina, 2014; Cook & Kim, 2009). The review of the literature made a case for increased student veteran success when veteran-specific student support services are part of campus culture and infrastructure. First, the literature review explored the differences among traditional students and the unique characteristics of military student veterans. Second, the transitioning issues student veterans face when moving from military service to college life was clarified. Third, student support services and the important role they play in the success of student veterans were explained. Fourth, risk factors for student veterans were detailed. Use of these risk factors as a determining factor of success was explored. Fifth, organizational change was defined as the theoretical framework for the study. Lastly, perception and satisfaction were defined as the perspective lens for the change. The literature review supports the positive relationship between perception, intentional support services and student satisfaction.

# CHAPTER III:

# METHODOLOGY

This study filled some of the gaps in the literature and addressed the correlation between targeted support services for student veterans and satisfaction with those services among student veterans. This study also addressed the correlation between intentional student support services and the perception of veteran friendliness. This chapter summarizes the methodology used in the study to include research design, research questions, population, research variables and instruments, data collection procedures, bias and error, validity and reliability, and limitations and delimitations.

## Research Design

This study used multiple-point cross sectional quantitative research design to measure the level of satisfaction with student support services and the perception of veteran friendliness before and after implementation of a one-stop military student support services center. Quantitative data tested objective theories by examining the relationship among variables. The resulting numbered variables were then analyzed using statistics (Creswell, 2009).

A quantitative multiple-point cross sectional design for this study was chosen for a number of reasons. First, this study analyzed importance, satisfaction, and perception before and after an intervention. Importance was assessed by rating 24 student support service areas before and after the intervention. Satisfaction was assessed by rating 9 existing student support service areas before and after the intervention. Perception of veteran friendliness was rated before and after intervention. Second, this type of research design required validity and reliability tests that

give researchers strong confidence in results (Thomas, 2003). Third, exploring a research problem in a quantitative study seeks to identify factors that influence or predict an outcome (Creswell, 2009).

This study was multiple-point cross sectional and used both inferential and descriptive statistics. The multiple-point cross sectional research design was chosen because it allowed the researcher to study an identified group, provide an intervention during the experiment, and did not require a control group for comparison (Creswell, 2009). Inferential statistics were used by the researcher to conclude something about the population, based on a sample (O'Sullivan, Rassel, & Berner, 2008). Descriptive statistics provided the researcher with methods of organizing, summarizing and presenting data in an informative way (Mason, Lind, & Marchal, 1998). These constructs reinforce the quantitative research design.

The survey method is the specific type of quantitative research used in this study and was chosen for several reasons. First, the primary purpose of survey research is to collect information from individual subjects. Second, surveys are both convenient and cost-effective when collecting data to study an identified sample population (O'Sullivan et al., 2008). Third, surveys provide the researcher with timely data collection instruments and confidentiality. Fourth, data collected in survey research can be easily analyzed using statistical software. "Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2009, p. 12). This multiple-point cross sectional survey type of research was valuable for this study because it facilitated the collection of suitable data to answer the research questions.

## Research Questions

The purpose of this quantitative survey research was to examine the level of satisfaction with support services offered to student veterans and the perception of veteran friendliness at a public, regional institution of higher education before and after establishing a one-stop veteran student support services center. The following research questions guided the study.

1. What level of importance do student veterans place on support services;
    a. Are there differences in the level of importance student veterans place on support services based on military-affiliation;
    b. Are there differences in the level of importance student veterans place on support services based on gender;
    c. Are there differences in the level of importance student veterans place on support services based on age;
    d. Are there differences in the level of importance student veterans place on support services based on a combination of military affiliation, gender, and age?
2. What level of satisfaction do student veterans have with support services before and after implementation of one-stop veteran support services center;
3. What is the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center;
    a. Are there differences in the perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on military-affiliation;

b. Are there differences in the perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on gender;

c. Are there differences in the perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on age; and

4. What is the relationship between perception of the institution as a veteran friendly campus and satisfaction with support services before and after implementation of a one-stop veteran support services center?

## Population

The location of the study was Jacksonville State University (JSU), a four-year, regional public university in Alabama. Located in the Appalachian foothills, JSU was established in 1883 as a state teachers' college and has grown into a public, comprehensive university with the highest percentage of accredited programs of any regional university in Alabama. JSU is listed within the Master's College and Universities, a larger programs classification with Carnegie classification of Institutions of Higher Education. JSU has a robust Reserve Officers' Training Corps (ROTC) that was established in 1948. Since that time, ten general officers and more than 1,400 lieutenants and have been commissioned from the program.

JSU's Research Center for Veteran Support Services actively conducts research to assess the needs of student veterans. Of the 8,514 students enrolled at JSU (2016), 32% are eligible to receive Pell grants and 60% of graduating seniors (NSSE, 2015) identified as first-generation students. Of the recent incoming freshmen cohorts, 34% are classified as first-generation students (24%, Fall 2013; 27%, Fall 2014; and 26%, Fall 2015). In comparison, 33% of student

veterans are eligible to receive Pell grants and 24% identified as a first-generation student. The population of this study will consist of approximately 444 student veterans currently enrolled at JSU. Table 5 shows additional demographics of the study population.

Table 5

*Demographics of Study Population- Fall 2016*

| | All Students (N=8,514) | | All Student Veterans (N=444) | |
|---|---|---|---|---|
| | N | % | N | % |
| Gender | | | | |
| Female | 4,913 | 58% | 199 | 45% |
| Male | 3,601 | 42% | 245 | 55% |
| Military Affiliation | | | | |
| Army | | | 296 | 68% |
| Navy | | | 61 | 14% |
| Air Force | | | 39 | 9% |
| Marines | | | 39 | 9% |
| Coast Guard | | | 0 | 0 |
| Age | | | | |
| 19-24 | 6,424 | 75% | 278 | 63% |
| 25 and over | 2,090 | 25% | 166 | 37% |

*Source:* JSU Office of Institutional Research and Analytics

JSU employs 317 full-time faculty and 570 staff members. Of the employee population, 22 have self-identified as a veteran and 38 as military connected. Participation by student veterans in this study is voluntary, making the sample for the study a convenience sample.

## Research Variables

Based on the research questions for the study, several independent and dependent variables were identified. The dependent variable is student support services. Student support services include financial, administrative, academic, counseling, career, and health-related services. Twenty-four survey questions measured level of importance with these components.

Ten survey questions measured the level of satisfaction with these components. Responses within the component levels were averaged to yield an overall score for each support service. There are three sets of dependent variables: importance, satisfaction and perception. The level of importance is determined based on a 5-point Likert scale ranging from 1= "not important at all" to 5 = "very important." The level of satisfaction is determined based on a 5-point Likert scale ranging from 1= "very dissatisfied" to 5 = "very satisfied." The level of perception is determined based on a 5-point Likert scale, ranging from 1 = "strongly disagree" to 5 = "strongly agree". Responses are averaged to yield a construct score.

## Research Instruments

One survey questionnaire was used in this study. The survey contained 101 questions. A copy is included in Appendix A. The survey questionnaire was developed by the researcher to measure levels of importance, satisfaction and perception. The pilot study of the Veteran Student Assessment Survey (Newton, 2012) instrument had a reliability coefficient using Cronbach's alpha of .724 and item-to-total correlations from .308 to .547. This measure indicates the internal consistency of a multiple-item scale (Leech, Barrett, & Morgan, 2011). This suggests that most of the items gave a significant contribution to the total instrument. High item-to-total correlations support the internal consistency reliability of the instrument. The standard error of measurement was found to be 4.22. The survey consisted of 101 total questions. There were 35 questions that measured level of importance and level of satisfaction. Each level was answered based on a 5-point Likert scale which ranged from 1= "very dissatisfied" to 5= "very satisfied." These questions were averaged for a construct score for each level. Twelve questions allowed the participant to provide information about their personal experiences at the institution. These questions were answered with a "yes" or "no" response. Twenty questions assessed the typed of

delivery method (in person or online) preferred for various resources and programs. Thirteen qualitative questions provided participants the opportunity to share recommendations for the institution and personal insights about their experiences on campus. The remaining 21 questions were demographic questions of military status, military affiliation, type of service, combat, deployments, injuries, living arrangements, marital status, employment status, number of children/dependents, employment status, types of education funding used, first-generation status, gender and age. These were demographics that other similar instruments collected; the three that this study focused on were military affiliation, age and gender. The surveys had an expected completion time of 25-35 minutes.

## Data Collection and Analysis Procedures

This study was longitudinal, meaning that data was collected and compared across time (Warner, 2008). The surveys in the study were self-administered online surveys. In addition to being convenient, the online surveys did not require postage, which negated a distribution budget. Another benefit of conducting an online survey is safeguards built into the university survey system that allowed for confidentiality and security issues to be mitigated. Additionally, online surveys provide a mechanism for streamlining the collection and processing of the survey results. (Dillman, Smyth, & Christian, 2009).

The initial surveys were administered to student veterans during the 2013, 2014, and 2015 fall semesters. The final survey was administered to student veterans during the 2106 fall semester. Student email addresses were provided by the university's Office of Financial Aid and the Veteran's Affairs Office. A survey invitation was distributed through university email. The survey remained open for a two-week period with a follow-up reminder sent out to all prospective participants after one week. After the two-week time period, the data was collected

and exported into IBM Statistical Package for Social Sciences (SPSS) V.20 software for analysis.

Inferential statistics were used to analyze and evaluate the collected data. The research questions were tested for significance. ANOVAs, t-tests, correlations, and multiple regressions were used to determine significance between constructs. Differences between each of the three survey data (fall 2013, 2014, and 2015) were compared and if nothing significant was found, the data were combined. For any participant data that was repeated, only the first response was kept and all other responses removed. Keeping the first response allowed for comparison of the participants' first impressions before and after implementation of the support services center. Additionally, demographics from the cross-sectional groups were looked at to determine if any major differences surfaced. To assure validity for inter-survey comparisons, the same questions and formatting was used for all four surveys (Fiorini, Liu, Shepard, & Ouimet 2014; McDonnell, Ben-Arieh, & Melton, 2015). The unit of analysis differed for each research question.

## Bias and Error

Acknowledging the potential bias and error in a research study allows the researcher to draw legitimate conclusions from the research (Calabrese, 2006). My personal experiences and world view have shaped the course of this study. In my role as the director of the Research Center for Veteran Support Services at JSU I have been involved in assessing and facilitating implementation of programming to assist student veterans. I have spent the past three years conducting research on student veterans in higher education and therefore bring a bias toward the need for intentional support services for student veterans to this study. I believe that deliberate, veteran-only support services are one way to improve the success of student veterans.

Additionally, personal bias toward the research comes from my first-hand experience with veterans. As the granddaughter, wife and mother of veterans who served in WWII, Vietnam, Iraq, Afghanistan and the Army National Guard, I understand and am aware of veteran issues and concerns but I lack the actual experience of being a veteran. It is this very personal connection to veterans that inspires me to continue researching ways in which higher education can more effectively serve student veterans. As recognition and gratitude for their service to our country, legislation continues to afford the majority of student veterans the means to attend college. I firmly believe it is the duty of higher education to provide veterans with support services that will successfully transition them from members of the military to academically and socially prepared civilians.

In this study, the researcher chose the specific order of the survey questions. Ordering the questions shows the bias of the researcher in placing particular stress on the questions asked at the beginning of the survey. Additionally, there is participant bias due to the nature of the questions asked in the survey. The participant may fear retribution and therefore, answer questions with a positive response regardless of their true feelings.

## Validity and Reliability

Validity and reliability tests are essential as they ensure that research instruments are precisely measuring the desired constructs. A measure is valid if the resulting scores offer information about the basic construct or variable it is meant to measure (Warner, 2008). Validity specifically refers to the accuracy and truthfulness of the research instrument (Calabrese, 2006). A suitable measure should produce consistent results (Warner, 2008). Reliability tests demonstrate that the instrument can be replicated and provide consistent results over time (Calabrese, 2006). The pilot study of the Veteran Student Assessment Survey instrument had a

reliability coefficient using Cronbach's alpha of .724 and item-to-total correlations from .308 to .547. This suggests that most of the items gave a significant contribution to the total instrument. High item-to-total correlations support the internal consistency reliability of the instrument. The standard error of measurement was found to be 4.22.

## Assumptions

Several assumptions are made in this study. First, this study assumes that participants were forthcoming in answering the survey questions both accurately and honestly as they related to their perceptions and satisfaction. The researcher assumes the participants were not influenced either by the promise of compensation or the fear of retribution for providing honest feedback on the perception of military friendliness and satisfaction with student support services at the institution. This study also assumes satisfaction and perception is accurately measured by the Veteran Student Assessment Survey (Newton, 2012).

The assumptions of the statistical tests that will be used to analyze the data (ANOVA, t-tests, and regression) are normality, homogeneity of variance, linearity, and independence. It was assumed that the data would have a normal distribution; data from multiple groups had the same variance; data had a linear relationship; and data were independent (Hinkle, Wiersma, & Jurs, 2003). To test the constructs for normality, the Shapiro-Wilks test was used as it is the test recommended for small and medium samples up to n =2000 (Field, 2013). For each of the constructs $p<.05$, skewness fell between -2.0 and 2.0, the data did not appear to be kurtotic, and the means ranged from 2.65 to 4.40. As this study is exploratory in nature, it may have made sense to use alpha = 0.10 to suggest significance (Zar, 2009). While the 0.05 level of significance is the customary threshold, it was the significance level used for this study (Field, 2013; Zar,

2009). These results confirm the assumption of a normal distribution. These assumptions help guide this research study.

## Limitations and Delimitations

There are a few limitations or weaknesses to this study's research design that restricted the study's scope. First, the study was limited to student veterans receiving some form of financial aid at one regional institution of higher education. A case study sample was used and generalizations were made to the entire student veteran population. It should be noted that these generalizations may not be applicable to all student veterans enrolled in postsecondary education.

Second, use of a Likert scale gave participants no choice other than to choose a response, which may have prevented some germane information from being captured. The study results may be biased due to the tendency to give consistently low or high ratings on this type of survey instrument (Thomas, 2003; Warner, 2008).

Third, as the data collected in this survey were longitudinal, participants may have matured or changed during the study thereby influencing the results. It was also possible that some of the participants left the institution therefore dropping out of the study (Creswell, 2009).

The study had several delimitations in the form of voluntary boundaries to help delimit the study. First, the study was conducted at one American regional, non-profit, public four-year higher education institution therefore the results will not apply in another country, two-year American institutions, private four-year institutions, or for-profit institutions. Second, the survey in this study was voluntary and as a convenience sample relied on the participants' personal interest to participate. These delimitations narrow the scope of the research and subsequently

narrow the function of the results. Table 6 outlines the research questions, dependent variables, independent variables, and the statistical methods used to analyze the data collected.

Table 6

*Research Question, Variables, and Statistical Methods*

| Research Questions | Variables | Statistical Methods |
|---|---|---|
| 1. What level of importance do student veterans place on support services? | Importance of support services is made up of 26 questions. Support services are categorized into five constructs. Each construct contains the applicable support service. The five constructs are Social Acculturation (Q5, Q7, Q8, Q9, Q18, Q24); Healthcare (Q10, Q11, Q12, Q13, Q14, Q17); Degree Retention/Completion (Q2, Q3, Q4, Q6, Q19, Q22, Q23); Financial Aid (Q1, Q20, Q21); Other (Q16, Q25, Q26). Each construct received an average score and the means were ranked. Additionally, each question was ranked by its mean. | Descriptive Statistics and *t*-test |
| 1a. Are there differences in the level of importance student veterans place on support services based on branch of military service? | Military service is represented by the five unique branches. Each of the five constructs were compared with branch of military service (Q81a, Q81b, Q81c, Q81d, Q81e, Q84a, Q84b, Q84c, Q84d, Q84e) to determine any differences among the groups. Each support service was also compared based upon branch of military service to determine if any one service accounted for differences. | ANOVA |
| 1b. Are there differences in the level of importance student veterans place on support services based on gender? | Each of the five constructs were compared based upon gender (Q93) to determine any differences among the two groups. Each support service was also compared based upon gender to determine if any one service accounted for differences. | ANOVA |
| 1c. Are there differences in the level of importance student veterans place on support services based on age? | Age has four groups. Each of the five constructs were compared based upon age groups (Q94) to determine any differences among the groups. Each support service was also compared with the age groups to determine if any one service accounted for differences. | ANOVA |
| 1d. Are there differences in the level of importance student veterans place on support services based on branch of military service, gender, and age? | Each of the five constructs were compared based upon branch of military service (Q81a, Q81b, Q81c, Q81d, Q81e, Q84a, Q84b, Q84c, Q84d, Q84e), gender (Q93), and age (Q94) to investigate interactions between the dependent factors as well as the effects of the independent factors. Each support service was also compared based upon the groups to determine if any one service accounted for differences. | Multiple regression |

| | | |
|---|---|---|
| 2. What level of satisfaction do student veterans have with support services before and after implementation of a one-stop veteran support services center? | Satisfaction with support services is made up of 9 questions. The questions were assigned to the five constructs Social Acculturation (Q31, Q39); Healthcare (Q33, Q35); Degree Retention/Completion (Q31, Q37); Financial Aid (Q34, Q38); Other (Q36). Each construct received an average score and the means were ranked. Additionally, each question was ranked by its mean.<br><br>Each of the constructs were compared based upon pre- and post-levels of satisfaction. | Descriptive statistics and *t*-test |
| 2a. Are there differences in the level of satisfaction student veterans have with support services before and after implementation of a one-stop veteran support services center based on gender | Each of the five constructs were compared with gender (Q93) to determine any differences among the two groups. Each support service was also compared based upon gender to determine if any one service accounted for differences. | 2x2 Factorial ANOVA |
| 3. What is the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center? | The level of perception of the institution as veteran friendly (Q56) was scored and rank ordered.<br><br>Level of perception of the institution as veteran friendly was compared based upon pre- and post-implementation of the one-stop veteran support services center. | Descriptive statistics and *t*-test |
| 3a. Are there differences in the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on branch of military service? | Level of perception of the institution as veteran friendly (Q56) pre- and post-implementation of the one-stop veteran support services center was compared based upon branch of military service (Q81a, Q81b, Q81c, Q81d, Q81e, Q84a, Q84b, Q84c, Q84d, Q84e) to determine any differences among the groups. | 2x5 Factorial ANOVA |
| 3b. Are there differences in the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on gender? | Level of perception of the institution as veteran friendly (Q56) pre- and post-implementation of the one-stop veteran support services center was compared based upon gender (Q93) to determine any differences among the two groups. | 2x2 Factorial ANOVA |

| | | |
|---|---|---|
| 3c. Are there differences in the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on age? | Level of perception of the institution as veteran friendly (Q56) pre- and post-implementation of the one-stop veteran support services center was compared based upon age (Q94) to determine any differences among the four age groups. | 2x3 Factorial ANOVA |
| 4. What is the relationship between perception of the institution as a veteran friendly campus and satisfaction with support services before and after implementation of a one-stop veteran support services center? | Level of perception of the institution as veteran friendly (Q56) was compared based upon satisfaction with support services (Q31-39) pre- and post-implementation of the one-stop veteran support services center to determine any differences. The satisfaction questions were assigned to the five constructs Social Acculturation (Q31, Q39); Healthcare (Q33, Q35); Degree Retention/Completion (Q31, Q37); Financial Aid (Q34, Q38); Other (Q36). | 2x2 Factorial ANOVA |

## Summary

This chapter reviews the purpose of the study as well as the research questions. Also, this chapter includes information about the research design, population, survey instrument, data collection procedures, and data analysis. The data from this survey were used to answer the research questions to explain the relationship between perception of military friendliness and satisfaction with student support services for student veterans.

# CHAPTER IV:

# RESULTS

The purpose of this study is to gain an understanding of the relationship between perception of the institution as veteran friendly and the satisfaction/dissatisfaction with support services before and after implementation of a Center of Excellence for Veteran Student Support Services. Previous research shows a positive correlation between perception, satisfaction and organizational change (Bess & Dee, 2008; Boyce, 2003; Gruber, Fuß, Voss, & Glaeser-Zikulda, 2010; Johnson & Fornell, 1991; Kezar, Galant & Lester, 2011; Stulkalina, 2014). However, this relationship has not been explored on the population of student veterans in higher education. This study used quantitative survey research to examine this relationship for student veterans at a master's institution. A profile of the survey participants is presented and the research questions are answered using the quantitative data collected.

## Profile of Participants

The study's population included student veterans at Jacksonville State University, a public, regional institution of higher education. During the fall 2013, 2014, and 2015 semesters, 1,453 copies of the Veteran Student Needs Assessment Survey (see Appendix A) were distributed electronically to student veterans. Participants in the study answered 89 questions. Each survey remained available for a period of three weeks, with 192 responses and a total of 154 completed surveys. The response rates for the surveys were 22%, 16%, and 8% respectively. These surveys were collapsed into one for purposes of comparing the cross-sectional results after implementation of the one-stop veteran support services center. All repeated responses were

removed from the survey results, leaving only the first response per participant. Keeping only the first response provided the researcher with a better sense of first impressions before and after implementation of the support services center. During the fall 2016 semester, 484 copies of the Veteran Student Satisfaction Survey were distributed electronically to student veterans. Participants in this study answered 101 questions. The survey remained open for four weeks with 112 responses and 94 completed surveys returned, with a response rate of 20%. A response rate of 20%-40% for survey research is common (Gall, Gall, & Borg, 2007). Therefore, an overall response rate of 20% is considered acceptable for this study. Both surveys were validated for reliability and consisted of demographic questions and general information questions. The twelve additional items on the 2016 survey consisted of five demographic questions and six general information questions. Participants ranked questions on a 5- Likert scale. Nine qualitative questions were included to provide participants the opportunity to share positive and negative feedback regarding suggestions, personal experiences and support services at the institution. While the qualitative data collected is not used in this study, it will be used to inform future decisions at the institution.

Demographics collected from both surveys include gender, age, component of military service, branch of military service, combat service, number of deployments, living arrangements, employment status, marital status, and number of children. In the post-implementation survey, five demographic questions were added to include first-generation status, number of credits transferred into JSU, number of two-year and four-year institutions attended, and primary type of classes student veterans attend. Gender, age, and branch of military service are outlined to provide a general demographic snapshot of the student veterans that participated in the surveys. Other demographic information is outlined in Appendix B. First, Table 7 outlines the gender of

the participants for the pre-implementation (fall 2013, 2014, and 2015) and post-implementation (fall 2016) surveys. In the pre-survey, 51.0% were male (*n*=77) and 49.0% (*n*=73) were female for the pre-survey. Three participants did not provide their gender. In the post-survey, 53.0% were male (*n*=44) and 47.0% (*n*=39) were female for the pre-survey. Eleven participants did not provide their gender. When the survey data are combined, 52.5% (*n*=123) were male and 47.5% (*n*=111) were female with 14 participants choosing not to identify their gender. The missing gender data was not calculated for percentage as only the actual responses were used to compare gender percentages.

Table 7

*Summary of Participants by Gender*

| Survey | Gender | *N* | Percent |
|---|---|---|---|
| Pre-Implementation | Male | 77 | 51.0 |
| | Female | 73 | 49.0 |
| | Missing | 3 | |
| | Total | 154 | 100.0 |
| Post-Implementation | Male | 44 | 53.0 |
| | Female | 39 | 47.0 |
| | Missing | 11 | |
| | Total | 94 | 100.0 |
| Pre- and Post-Implementation | Male | 123 | 52.5 |
| | Female | 111 | 47.5 |
| | Missing | 14 | |
| | Total | 248 | 100.0 |

Table 8 outlines the age of the study participants. In each of the survey groups, the 25-44 age group had the highest number of participants with 54.6% (*n*=83) and 46.9% (*n*=37) respectively. Collectively the 25-44 age group comprised 50.7% (*n*=120) of the participants. The next largest age group was 18-24 with 23.7% (*n*=36) in the pre-implementation group and 39.3% (*n*=31) in the post-implementation group. Combined, the 18-24 age group averaged 29.0% (*n*=67). The two smallest age groups in both surveys were 45-64 at 21.7% (*n*=33), 12.7% (*n*=10), and 17.5% (*n*=43) respectively. Only one (<. 01%) respondent chose the 65 and older age group and a total of 17 participants (.07%) did not provide their age. The missing age data was not calculated for percentage as only the actual responses were used to compare age group percentages.

Table 8

*Summary of Participants by Age*

| Survey | Age Group | *N* | Percent |
|---|---|---|---|
| Pre-Implementation | 18-24 | 36 | 23.7 |
| | 25-44 | 83 | 54.6 |
| | 45-64 | 33 | 21.7 |
| | 65 and older | 0 | 0.0 |
| | Missing | 2 | |
| | Total | 154 | 100.0 |
| Post-Implementation | 18-24 | 31 | 39.3 |
| | 25-44 | 37 | 46.9 |
| | 45-64 | 10 | 12.7 |
| | 65 and older | 1 | <.01 |
| | Missing | 15 | |
| | Total | 94 | 100.0 |
| Pre- and Post-Implementation | 18-24 | 67 | 29.1 |
| | 25-44 | 120 | 52.2 |
| | 45-64 | 43 | 18.7 |
| | 65 and older | 1 | <. 01 |
| | Missing | 17 | |
| | Total | 248 | 100.0 |

The participants' branch of military service is outlined in Table 9. The branch with the most representation is the Army at 66.9% (*n*=75) and 57.2% (*n*=24) in the cross-sectional surveys. The second largest military branch represented is the Navy at 16.0% (*n*=18) and 16.8% (*n*=26) respectively. The other branches represented were Air Force at 10.0% (*n*=11) and 7.0% (*n*=3), Marines at 7.01% (*n*=8) and 4.8% (*n*=2), and Coast Guard at < .01% (*n*=1) and 12.0% (*n*=5). These results show that the majority of the participants that provided branch of service information served in the Army at 63.9% (*n*=99) overall. All of the other branches combined comprise the remaining 36.1% (*n*=56). Ninety-three participants declined to provide branch of service information. The missing military branch data was not calculated for percentage as only the actual responses were used to compare group percentages. While all of the demographic data collected is considered valuable, only gender, age, and branch of military service were analyzed for this study to determine what difference, if any, they had on perception and satisfaction. Other demographic will be used to inform internal and external constituencies as well as inform future decisions at the institution.

Table 9

*Summary of Participants by Branch of Military Service*

| Survey | Service Branch | *N* | Percent |
|---|---|---|---|
| Pre-Implementation | Air Force | 11 | 10.0 |
| | Army | 73 | 66.3 |
| | Marines | 8 | 7.3 |
| | Navy | 18 | 16.4 |
| | Coast Guard | 0 | <. 01 |
| | Missing | 44 | |
| | Total | 154 | 100.0 |
| Post-Implementation | Air Force | 3 | 7.1 |
| | Army | 25 | 59.6 |
| | Marines | 2 | 4.8 |
| | Navy | 8 | 19.0 |
| | Coast Guard | 4 | 9.5 |
| | Missing | 52 | |
| | Total | 94 | 100.0 |
| Combined | Air Force | 14 | 9.2 |
| | Army | 99 | 64.7 |
| | Marines | 10 | 6.5 |
| | Navy | 26 | 17.0 |
| | Coast Guard | 4 | 2.6 |
| | Missing | 95 | |
| | Total | 248 | 100.0 |

## Reliability Scores

The Shapiro-Wilks test was used to test the financial aid, healthcare, degree retention/completion, social acculturation, and other constructs for normality as it is the test recommended for small and medium samples up to n =2000 (Field, 2013). For each of the constructs $p<.05$, skewness fell between -2.0 and 2.0, the data did not appear to be kurtotic, and the means ranged from 2.65 to 4.40. Therefore, a normal distribution is assumed. Reliability tests demonstrate that the instrument can be replicated and provide consistent results over time (Calabrese, 2006). Table 10 outlines the normality results for the constructs.

Table 10

*Summary Results for Test of Normality for Constructs*

| Construct | *M* | *p* | Skewness |
|---|---|---|---|
| Importance - Financial Aid | 4.20 | .000 | -.854 |
| Importance - Healthcare | 4.06 | .000 | -1.060 |
| Importance - Other | 3.95 | .000 | -1.044 |
| Importance - Degree Retention/Completion | 3.94 | .000 | -.513 |
| Importance - Social Acculturation | 3.84 | .000 | -.680 |
| Satisfaction - Financial Aid | 4.40 | .000 | -.638 |
| Satisfaction - Degree Retention/Completion | 4.24 | .000 | -.575 |
| Satisfaction - Social Acculturation | 4.07 | .000 | -.204 |
| Satisfaction - Healthcare | 2.70 | .000 | .349 |
| Satisfaction - Other | 2.65 | .000 | .467 |

A Cronbach's alpha coefficient was calculated for the support services of the survey. An acceptable range is above 0.70 for this test. An alpha higher than 0.90 can be evidence that the questions are repetitive (Leech et al., 2011). The following chart contains the results of the construct analysis. In Table 11, the reliability for importance of each support services construct is measured using the appropriate questions. The questions were placed in the constructs based upon the literature and the functionality of the services at the institution. Each of the importance constructs and all of the questions within the constructs met the acceptable range of 0.70. One question in the healthcare construct and both questions in the other construct had alpha scores just slightly higher than 0.90 indicating they may stand better alone. However, they were not removed as the alpha was only slightly higher than 0.90. Keeping all questions for the constructs allows for the greatest level of explanatory information and variance.

Table 11

*Cronbach's Alpha for Importance of Support Services*

| Construct and Individual Questions | Cronbach's Alpha | Cronbach's Alpha if Deleted |
|---|---|---|
| Social Acculturation | .846 | |
| Q5: Faculty/staff sensitivity to student veterans training | | .840 |
| Q7: Career services/career development counseling | | .840 |
| Q8: Veterans-only facility (i.e., study area, computer lab, TV room) | | .827 |
| Q9: Student veteran support groups/organizations/clubs | | .809 |
| Q18: Orientation specifically for student veterans | | .823 |
| Q24: One-stop-shop for student veterans (i.e., registration, advising, tutoring, career services, etc.) especially for student veterans in one centralized location | | .844 |
| Healthcare | .899 | |
| Q10: Counseling services for family members of active duty service members/veterans` | | .886 |
| Q11: VA-certified counselors on campus | | .906 |
| Q12: Disability resources | | .889 |
| Q13: Healthcare referral to external agency for service-related injuries | | .881 |
| Q14: Mental healthcare referral to external agency for service-related injuries | | .876 |
| Q17: Off-campus referral procedures to address veteran needs | | .891 |
| Degree Retention/Completion | .814 | |
| Q2: Academic application assistance | | .809 |
| Q3: Classes for veterans only | | .803 |
| Q4: Alternative curriculum delivery (i.e., online, blended or evening courses) | | .800 |
| Q6: Credit for military training and service | | .807 |
| Q19: Registrar services/enrollment verification | | .798 |
| Q22: Tutoring services specifically for veterans | | .787 |
| Q23: Retention/degree completion assistance | | .779 |
| Financial Aid | .835 | |
| Q1: Admission application assistance | | .858 |
| Q20: VA-certifying official on campus | | .850 |
| Q21: Registration assistance | | .764 |
| Other | .870 | |
| Q15: Ongoing communication with JSU student veterans about current veteran legislation at the state and federal levels | | .907 |
| Q16: Marketing and outreach to recruit veterans to enroll at JSU | | .914 |

Table 12 shows the Cronbach's alpha for the satisfaction constructs with the individual questions included for each construct. Each construct and all questions within the constructs meet the acceptable level of 0.70 for reliability therefore no questions were removed. While a few of the alpha scores were slightly higher than the 0.90 threshold, the researcher made the decision to leave them in. As with the importance constructs, keeping all questions for each of the satisfaction constructs provides the highest possible explanatory information and variance.

Table 12

*Cronbach's Alpha for Satisfaction with Support Services*

| Construct and Individual Questions | Cronbach's Alpha | Cronbach's Alpha if Deleted |
|---|---|---|
| Social Acculturation | .783 | |
| Q32: Career services/advising | | .810 |
| Q39: Veterans Affairs Office | | .853 |
| | | |
| Healthcare | .928 | |
| Q33: Campus health center | | .946 |
| Q:35: Off-campus referral procedures to address veteran needs | | .948 |
| | | |
| Financial Aid | .859 | |
| Q34: Financial aid | | .902 |
| Q38: VA certification/verification | | .897 |
| | | |
| Degree Retention/Completion | .868 | |
| Q31: Academic support/advising | | .900 |
| Q37: Registrar services/enrollment assistance | | .909 |

## Research Questions

### Research Question One

*What level of importance do student veterans place on support services?* First, each support service/program importance level is measured on a range from 1 (not at all important) to 5 (extremely important). Table 13 outlines these mean scores in rank order, starting with the support service/program with the highest level of importance. The mean scores were calculated

for each service/program, ranging from 2.92 to 4.38. Credit for military training was the support service/program with the highest level of importance with a mean of 4.38. The second highest ranked service/program was VA certifying official on campus with a mean of 4.34. Services and programs ranked 3-16 have an average mean of 4.13 and those services/programs ranked 17-24 have an average mean score of 3.62. Only one service/program, classes for veterans only, had a mean score less than 3.00 at 2.92. The standard deviations range from .923 - .1.36 for these variables. On an individual support services level, these results show that student veterans participating in the surveys place a high level of importance on administrative-type support services/programs to include a one-stop-shop for veteran services. Alternatively, student veterans do not consider classes for veterans only important.

Table 13

*Rank Order of Importance of Individual Support Services*

| Rank | Support Service/Program | *n* | M | SD |
|---|---|---|---|---|
| 1 | Credit for military training | 245 | 4.38 | 0.923 |
| 2 | VA Certifying official on campus | 245 | 4.34 | 0.847 |
| 3 | One-stop-shop for veteran services | 245 | 4.29 | 0.929 |
| 4 | Disability resources | 246 | 4.25 | 0.872 |
| 5 | VA-certified counselors on campus | 244 | 4.21 | 0.918 |
| 6 | Retention/degree completion assistance | 247 | 4.20 | 0.816 |
| 7 | Academic support/advising | 247 | 4.17 | 0.953 |
| 8 | Career services/career development counseling | 246 | 4.17 | 0.962 |
| 9 | Registration assistance | 243 | 4.16 | 0.903 |
| 10 | Registrar services/enrollment verification | 247 | 4.13 | 0.829 |
| 11 | Ongoing legislative communication | 247 | 4.09 | 0.961 |
| 12 | Admission application assistance | 248 | 4.06 | 0.959 |
| 13 | Healthcare referral to external agency | 245 | 4.04 | 0.976 |
| 14 | Mental healthcare referral to external agency | 244 | 4.04 | 1.034 |
| 15 | Alternative curriculum delivery | 240 | 4.03 | 1.002 |
| 16 | Faculty/staff sensitivity training | 242 | 4.02 | 1.097 |
| 17 | Off-campus referral procedures | 246 | 3.90 | 0.951 |
| 18 | Counseling services for family members | 246 | 3.87 | 1.120 |
| 19 | Student Veteran support groups/organizations | 248 | 3.78 | 1.061 |
| 20 | Veteran-specific tutoring | 244 | 3.72 | 1.185 |
| 21 | Veteran-specific orientation | 242 | 3.51 | 1.182 |
| 22 | Marketing and outreach | 171 | 3.30 | 0.907 |
| 23 | Veterans-only facility | 246 | 3.27 | 1.400 |
| 24 | Classes for veterans only | 244 | 2.92 | 1.360 |

Two service/program choices, childcare and transportation, were added to the post-implementation survey to check for level of importance. Childcare had a mean score of 3.65 (*n*=91) and transportation had a mean score of 3.58 (*n*=93), indicating that these services/programs were important to the post-implementation study participants.

Next, each of the 24 support services scored for importance were placed into five constructs. The average score for each construct ranges from 1 (not at all important) to 5 (extremely important). Table 14 outlines these mean scores in rank order, starting with the construct with the highest level of importance. The mean scores were calculated for each construct, ranging from 3.89 to 4.20. Financial Aid was the construct with the highest level of importance with a mean of 4.20. Healthcare was the construct with the second highest level of importance with a mean of 4.15. Three constructs have an average mean score of 3.92: degree retention/completion construct (M=3.98), social acculturation (M=3.89), and other construct (M=3.90). The standard deviations range from .685 - .908 for these variables. These results show that student veterans participating in the surveys place a high level of importance on financial aid support services. Alternatively, student veterans consider social acculturation support services as least important.

Table 14

*Rank Order of Importance of Support Services Constructs*

| Rank | Constructs | *n* | M | SD |
|---|---|---|---|---|
| 1 | Financial Aid | 248 | 4.20 | .763 |
| 2 | Healthcare | 248 | 4.15 | .828 |
| 3 | Degree Retention/Completion | 248 | 3.98 | .685 |
| 4 | Other | 248 | 3.90 | .908 |
| 5 | Social Acculturation | 248 | 3.89 | .832 |

**Research question 1a.** *Are there differences in the level of importance student veterans placed on support services constructs based on branch of military service?* A one-way between subjects ANOVA was conducted to compare the effect of branch of military service on the level of importance placed on support services. There was not a significant effect of branch of military service on level of importance placed on support services at the $p<.05$ level for the five constructs. The calculated effect sizes ranged from 0.003- 0.027. According to Cohen (1998), the guidelines for effect size are small = 0.01, medium = 0.059, and large = 0.138. The degree retention/completion construct had the lowest effect size calculated at 0.003 and the highest effect size was calculated at 0.027 for the other construct. These results suggest that branch of service does not have an effect of level of importance placed of support services. Table 15 outlines the results of the one-way ANOVA and lists the constructs from highest to lowest calculated effect size.

Table 15

*One-Way Analysis of Variance Summary Table for the Effects of Branch of Military Service on Level of Importance Placed on Support Services*

| Variable and Source | *df* | *SS* | *MS* | *F* | *P* | $\eta^2$ |
|---|---|---|---|---|---|---|
| *Other Construct* | | | | | | |
| Between-group | 4 | 3.48 | .870 | 1.002 | .409 | .027 |
| Within group | 142 | 123.27 | .868 | | | |
| Total | 146 | 126.75 | | | | |
| *Social Acculturation Construct* | | | | | | |
| Between-group | 4 | 2.74 | .683 | .972 | .425 | .026 |
| Within group | 142 | 99.81 | .703 | | | |
| Total | 146 | 102.54 | | | | |
| *Financial Aid Construct* | | | | | | |
| Between-group | 4 | 1.76 | .439 | .822 | .513 | .023 |
| Within group | 142 | 75.84 | .534 | | | |
| Total | 146 | 77.59 | | | | |
| *Healthcare Construct* | | | | | | |
| Between-group | 4 | .946 | .237 | .317 | .867 | .008 |
| Within group | 142 | 106.08 | .747 | | | |
| Total | 146 | 107.03 | | | | |
| *Degree Retention/Completion Construct* | | | | | | |
| Between-group | 4 | .235 | .059 | .121 | .975 | .003 |
| Within group | 142 | 69.09 | .487 | | | |
| Total | 146 | 69.32 | | | | |

**Research question 1b.** *Are there differences in the level of importance student veterans place on support services constructs based on gender?* A one-way between subjects ANOVA was conducted to compare the effect of gender on the level of importance placed on support services. There was not a significant effect of gender on level of importance placed on support services at the $p<.05$ level for the social acculturation [$F(1,233) = 2.24$, $p = .136$], healthcare [$F(1,233) = 1.17$, $p = .280$], degree retention/completion [$F(1,233) = 1.04$, $p = .309$], and other

[F(1,233) = .224, p = .636] constructs. The calculated effect sizes for these constructs ranged from <0.001- 0.009. These meet the guidelines for small effect size (Cohen, 1998). The other construct had the lowest effect size calculated at <0.001 and the highest effect size was calculated at 0.009 for the social acculturation construct. There was a significant effect of gender on level of importance placed on support services in the financial aid construct at the p<.05 level for the three conditions [F(1,233) = 3.97, *p* = .047]. These results suggest that while gender does not have an effect of all levels of importance placed of support services, there is a relationship between gender and importance placed on support services in the financial aid construct. Table 16 shows the results of the test.

Table 16

*One-Way Analysis of Variance Summary Table for the Effects of Gender on Level of Importance Placed on Support Services Constructs*

| Variable and Source | *df* | *SS* | *MS* | *F* | *P* | $\eta^2$ |
|---|---|---|---|---|---|---|
| *Social Acculturation Construct* | | | | | | |
| Between-group | 1 | 1.53 | 1.53 | 2.24 | .136 | .009 |
| Within group | 232 | 158.40 | .683 | | | |
| Total | 233 | 159.93 | | | | |
| *Healthcare Construct* | | | | | | |
| Between-group | 1 | .809 | .809 | 1.17 | .280 | .005 |
| Within group | 232 | 160.25 | .691 | | | |
| Total | 233 | 161.06 | | | | |
| *Degree Retention/Completion Construct* | | | | | | |
| Between-group | 1 | .495 | .495 | 1.04 | .309 | .004 |
| Within group | 232 | 110.39 | .476 | | | |
| Total | 233 | 110.89 | | | | |
| *Financial Aid Construct* | | | | | | |
| Between-group | 1 | 2.35 | 2.35 | 3.97 | .047 | .017 |
| Within group | 232 | 137.21 | .591 | | | |
| Total | 233 | 139.56 | | | | |
| *Other Construct* | | | | | | |
| Between-group | 1 | .190 | .190 | .224 | .636 | < .001 |
| Within group | 232 | 196.92 | .849 | | | |
| Total | 233 | 197.11 | | | | |

A one-way ANOVA was conducted on each of the support services in the financial aid construct to investigate the effect of gender on the level of importance placed on the services. Compared to the overall average score for the financial aid construct (M = 4.20), females (M = 4.31) placed more importance than males (M = 4.11) on these type of support services. Females ranked all four of the individual services in this construct higher than males (M =4.25,3.99; M = 4.20,3.92; M = 4.39, 4.29; M = 4.28, 4.08). It was determined that there was a significant effect of gender on the level of importance placed on individual support services for two services at the

p<.05 level for three conditions for admission application assistance [F(1,232) = 4.56, p = 0.027] and registrar services/enrollment [F(1, 231) = 5.86, p = 0.016]. These results suggest that gender does have an effect on the level of importance placed on financial aid services. Table 17 outlines the results of the one-way ANOVA.

Table 17

*One-Way Analysis of Variance Summary Table for the Effects of Gender on Level of Importance Placed on Individual Support Services Within the Financial Aid Construct*

| Variable and Sources | *df* | *SS* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|
| *Admission Application Assistance* | | | | | | |
| Between-group | 1 | 4.56 | 4.56 | 4.92 | .027 | .020 |
| Within group | 232 | 214.83 | .926 | | | |
| Total | 233 | 219.39 | | | | |
| *Registrar Services/ Enrollment Verification* | | | | | | |
| Between-group | 1 | 4.01 | 4.01 | 5.86 | .016 | .025 |
| Within group | 231 | 157.86 | .683 | | | |
| Total | 232 | 161.87 | | | | |
| *VA Certifying Official on Campus* | | | | | | |
| Between-group | 1 | .595 | .595 | .826 | .364 | .003 |
| Within group | 229 | 156.07 | .721 | | | |
| Total | 230 | 165.66 | | | | |
| *Registration Assistance* | | | | | | |
| Between-group | 1 | 2.24 | 2.24 | 2.82 | .095 | .012 |
| Within group | 227 | 180.77 | .796 | | | |
| Total | 228 | 183.01 | | | | |

**Research question 1c.** *Are there differences in the level of importance student veterans place on support services constructs based on age?* A one-way between subjects ANOVA was conducted to compare the effect of age on the level of importance placed on support services. There were four age groups: 18-24, 25-44, 45-64, and 65 and older. There was no significant main effect found for age on the level of importance participants placed on support services at

the p<.05 level for the five constructs to include financial aid [F(1, 149) = 0.078, p = 0.925], social acculturation [F(1, 149) = 0.119, p = 0.888], healthcare [F(1, 149) = 0.800, p = 0.451], other [F(1, 149) = 0.966, p = 0.383], and degree retention/completion [F(1, 149) = 0.999, p = 0.371]. The calculated effect sizes ranged from .001 to .013, falling well within the small effect size. These results suggest age had no effect on level of importance placed on support services. Table 18 summarizes the data and listed in order according to effect size.

Table 18

*One-Way Analysis of Variance Summary Table for the Effects of Age on Level of Importance Placed on Support Services*

| Variable and Source | *df* | *SS* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|
| *Financial Aid Construct* | | | | | | |
| Between-group | 2 | .084 | .042 | .078 | .925 | .001 |
| Within group | 149 | 80.86 | .543 | | | |
| Total | 151 | 80.94 | | | | |
| *Social Acculturation Construct* | | | | | | |
| Between-group | 2 | .161 | .081 | .119 | .888 | .002 |
| Within group | 149 | 101.36 | .680 | | | |
| Total | 151 | 101.52 | | | | |
| *Healthcare Construct* | | | | | | |
| Between-group | 2 | 1.06 | .530 | .800 | .451 | .010 |
| Within group | 149 | 98.81 | .663 | | | |
| Total | 151 | 99.87 | | | | |
| *Other Construct* | | | | | | |
| Between-group | 2 | 1.50 | .750 | .966 | .383 | .013 |
| Within group | 149 | 115.74 | .777 | | | |
| Total | 151 | 117.24 | | | | |
| *Degree Retention/Completion Construct* | | | | | | |
| Between-group | 2 | .962 | .481 | .999 | .371 | .013 |
| Within group | 149 | 71.72 | .481 | | | |
| Total | 151 | 72.68 | | | | |

**Research question 1d.** *Are there differences in the level of importance student veterans place on support service constructs based on branch of military service, gender, and age?* Simultaneous multiple regression was conducted to investigate if military service, gender, and age made a difference in the level of importance study participants placed on support services constructs. The means, standard deviations, and intercorrelations for each construct can be found in Tables 19-27 (odd numbers). The beta coefficients are found in Tables 20–28 (even numbers). For each of the constructs tested, Army variable was excluded from the coefficients model for both the enter and stepwise methods. A reasonable interpretation for this could be correlations were more strongly significant for Army because the sample size was larger.

The combination variables to predict levels of importance placed on support services in the social acculturation construct was not statistically significant, $F(6,86) = .323$, $p = .923$. While there was some variance within the coefficients, when combined, there was no significance. Table 19 outlines these results for the social acculturation construct.

Table 19

*Means, Standard Deviations, and Intercorrelations for Level of Importance Student Veterans Place on Support Services in the Social Acculturation Construct and Branch of Military Service, Gender and Age Predictor Variables*

| Variables | *M* | *SD* | SA[a] (DV) | AR | M | N | CG | G | A |
|---|---|---|---|---|---|---|---|---|---|
| 1. Air Force | .065 | .247 | .05 | .35 | -.06 | -.14 | -.04 | .03 | -.19* |
| 2. Army (AR) | .645 | .481 | -.03 | | -.32** | -.71*** | -.20* | -.02* | -.06* |
| 3. Marines (M) | .054 | .227 | -.01 | | | -.13 | -.04 | .07 | .08 |
| 4. Navy (N) | .215 | .413 | -.03 | | | | .08 | -.04 | .13 |
| 5. Coast Guard (CG) | .022 | .146 | .12 | | | | | -.13 | .01 |
| 6. Gender (G) | 1.44 | .500 | .00 | | | | | | -.13 |
| 7. Age (A) | 1.98 | .675 | -.08 | | | | | | |

*Note.* * p< .05.; ** p<.01; ***p<.001; [a] SA = Social Acculturation Construct

The regression analysis summary for social acculturation in Table 20 shows that none of the demographic variables were significant for predicting importance for support services in the social acculturation construct. Gender was compared as a group variable and age was compared across age groups. The $R^2$ was .022 which indicates that only 2% of the variance in the importance levels was explained by the model. According to Cohen (1998), this is a small effect.

Table 20

*Regression Analysis Summary Table for Branch of Military Service, Gender and Age Variables Predicting the Level of Importance Student Veterans Place on Support Services in the Social Acculturation Construct*

| Variable | B | SE B | β | t | p |
|---|---|---|---|---|---|
| Air Force | .124 | .370 | .037 | .336 | .737 |
| Marines | -.016 | .405 | -.004 | -.040 | .968 |
| Navy | -.014 | .222 | -.007 | -.065 | .948 |
| Coast Guard | .678 | .618 | .119 | 1.10 | .275 |
| Gender | .016 | .184 | .010 | .087 | .931 |
| Age | -.092 | .137 | -.074 | -.670 | .505 |

*Note.* $R^2$ = .022(N = 92, p = .923)

When combined, the demographic variables to predict levels of importance placed on support services in the healthcare construct was not statistically significant, $F(6,86) = .567$, $p = .756$. While there was some variance among the military branch coefficients, when all demographics were combined, there was no significance. Table 21 outlines these results.

Table 21

*Means, Standard Deviations, and Intercorrelations for Level of Importance Student Veterans Place on Support Services in the Healthcare Construct and Branch of Military Service, Gender and Age Predictor Variables*

| Variables | *M* | *SD* | HC[a] (DV) | AR | M | N | CG | G | A |
|---|---|---|---|---|---|---|---|---|---|
| 1. Air Force | .065 | .247 | .07 | .35*** | -.06 | -.14 | -.04 | .03 | -.19* |
| 2. Army (AR) | .645 | .481 | -.07 | | -.32** | -.71*** | -.20* | -.02* | -.06* |
| 3. Marines (M) | .054 | .227 | .14 | | | -.13 | -.04 | .07 | .08 |
| 4. Navy (N) | .215 | .413 | -.06 | | | | .08 | -.04 | .13 |
| 5. Coast Guard (CG) | .022 | .146 | .07 | | | | | -.13 | .01 |
| 6. Gender (G) | 1.44 | .500 | .08 | | | | | | -.13 |
| 7. Age (A) | 1.98 | .675 | -.05 | | | | | | |

*Note.* * p< .05.; ** p<.01; ***p<.001; [a] HC = Healthcare Construct

Table 22 outlines the regression analysis summary for healthcare. None of the demographic variables were significant for predicting importance for support services in the healthcare construct. Gender was compared as a group variable and age was compared across age groups. The $R^2$ was .038 which indicates that only 4% of the variance in the importance levels was explained by the model. According to Cohen (1998), an effect size less that .059 is considered a small effect.

Table 22

*Regression Analysis Summary Table for Branch of Military Service, Gender and Age Variables Predicting the Level of Importance Student Veterans Place on Support Services in the Healthcare Construct*

| Variable | *B* | *SE B* | *β* | *t* | *p* |
|---|---|---|---|---|---|
| Air Force | .254 | .379 | .073 | .670 | .505 |
| Marines | .528 | .415 | .139 | 1.27 | .206 |
| Navy | -.036 | .227 | -.018 | -.161 | .873 |
| Coast Guard | .494 | .633 | .084 | .781 | .437 |
| Gender | .095 | .189 | .055 | .505 | .615 |
| Age | -.052 | .140 | -.041 | -.369 | .713 |

*Note.* $R^2$ = .038(N = 92, p = .756)

The combination variables to predict levels of importance placed on support services in the degree retention/completion construct was not statistically significant, $F(6,86) = .275$, $p = .947$. Table 23 shows the means, standard deviations and intercorrelations of the variables. While there was some variance within some of the correlations, when combined, there was no significance.

Table 23

*Means, Standard Deviations, and Intercorrelations for Level of Importance Student Veterans Place on Support Services in the Degree Retention/Completion Construct and Branch of Military Service, Gender and Age Predictor Variables*

| Variables | *M* | *SD* | DRC[a] (DV) | AR | M | N | CG | G | A |
|---|---|---|---|---|---|---|---|---|---|
| 1. Air Force | .065 | .247 | .07 | .35** | -.06 | -.14 | -.04 | .03 | -.19* |
| 2. Army (AR) | .645 | .481 | -.07 | | -.32** | -.71** | -.20* | -.02 | -.06 |
| 3. Marines (M) | .054 | .227 | .14 | | | -.13 | -.04 | .08 | .08 |
| 4. Navy (N) | .215 | .413 | -.06 | | | | .08 | -.04 | .13 |
| 5. Coast Guard (CG) | .022 | .146 | .07 | | | | | -.13 | .01 |
| 6. Gender (G) | 1.44 | .500 | .08 | | | | | | -.13 |
| 7. Age (A) | 1.98 | .675 | -.05 | | | | | | |

*Note.* * p< .05.; ** p<.01; ***p<.001; [a] DRC = Degree Retention/Completion Construct

Table 24 outlines the regression analysis summary for degree retention/completion for construct. None of the demographic variables were significant for predicting importance for these support services. Gender was compared as a group variable and age was compared across age groups. The $R^2$ was .019. This indicates that only 2% of the variance in the importance levels was explained by the model and is considered small (Cohen, 1998).

Table 24

*Regression Analysis Summary Table for Branch of Military Service, Gender and Age Variables Predicting the Level of Importance Student Veterans Place on Support Services in the Degree Retention/Completion Construct*

| Variable | *B* | *SE B* | *β* | *t* | *p* |
|---|---|---|---|---|---|
| Air Force | .260 | .322 | .089 | .807 | .422 |
| Marines | .167 | .352 | .052 | .475 | .636 |
| Navy | .051 | .193 | .029 | .265 | .792 |
| Coast Guard | .126 | .537 | .025 | .234 | .816 |
| Gender | -.029 | .160 | -.020 | -.179 | .858 |
| Age | -.094 | .119 | -.088 | -.789 | .432 |

Note. $R^2$ = .019(N = 92, p = .947)

The combination of demographic variables to predict levels of importance placed on the financial aid support services construct was not statistically significant, F(6,86) = .1.84, p = .102. The means, standard deviations and intercorrelations of the variables are outlined in Table 25. While there was some variance within some of the correlations, when combined, there was no significance.

Table 25

*Means, Standard Deviations, and Intercorrelations for Level of Importance Student Veterans Place on Support Services in the Financial Aid Construct and Branch of Military Service, Gender and Age Predictor Variables*

| Variables | *M* | *SD* | FA[a] (DV) | AR | M | N | CG | G | A |
|---|---|---|---|---|---|---|---|---|---|
| 1. Air Force | .065 | .247 | -.09 | .35** | -.06 | -.14 | -.04 | .03 | -.19* |
| 2. Army (AR) | .645 | .481 | -.05 | | -.32** | -.71*** | -.20* | -.02 | -.06 |
| 3. Marines (M) | .054 | .227 | .11 | | | -.13 | -.04 | .17 | .08 |
| 4. Navy (N) | .215 | .413 | .14 | | | | .08 | -.04 | .13 |
| 5. Coast Guard (CG) | .022 | .146 | -.25* | | | | | -.13 | .01 |
| 6. Gender (G) | 1.44 | .500 | .13 | | | | | | -.13 |
| 7. Age (A) | 1.98 | .675 | -.08 | | | | | | |

*Note.* * p< .05.; ** p<.01; ***p<.001; [a] FA = Financial Aid Construct

The regression analysis summary for the financial aid construct is shown in Table 26. One of the demographic variables, Coast Guard (*p*= .029), was significant for predicting importance for these support services. These results could be interpreted to mean that participants in the Coast Guard are more concerned than those in the Army with financial aid support services. Gender was compared as a group variable and age was compared across age groups. The $R^2$ was .114 which indicates that 11% of the variance in the importance levels for financial aid support services was explained by the model. According to Cohen (1998) this effect size would be considered medium.

Table 26

*Regression Analysis Summary Table for Branch of Military Service, Gender and Age Variables Predicting the Level of Importance Student Veterans Place on Support Services in the Financial Aid Construct*

| Variable | *B* | *SE B* | *β* | *t* | *p* |
|---|---|---|---|---|---|
| Air Force | -.295 | .317 | -.097 | -.930 | .355 |
| Marines | .356 | .347 | .108 | 1.03 | .308 |
| Navy | .244 | .190 | .135 | 1.29 | .202 |
| Coast Guard | -1.180 | .530 | -.229 | -2.23 | .029 |
| Gender | .111 | .158 | .074 | .704 | .484 |
| Age | -.120 | .117 | -.108 | -1.03 | .307 |

*Note.* $R^2$ = .114(N = 92, p = .102)

The combination of demographic variables to predict levels of importance placed on the other support services construct was not statistically significant, F(6,86) = .414, p = .868. Table 27 shows the means, standard deviations and intercorrelations of the demographic variables. While there was some variance in the coefficients, when combined, there was no significance.

Table 27

*Means, Standard Deviations, and Intercorrelations for Level of Importance Student Veterans Place on Support Services in the Other Construct and Branch of Military Service, Gender and Age Predictor Variables*

| Variables | *M* | *SD* | O[a] (DV) | AR | M | N | CG | G | A |
|---|---|---|---|---|---|---|---|---|---|
| 1. Air Force | .065 | .247 | .08 | .35*** | -.06 | -.14 | -.04 | .03 | -.19* |
| 2. Army (AR) | .645 | .481 | -.06 | | -.32** | -.71*** | -.20* | -.02 | -.06 |
| 3. Marines (M) | .054 | .227 | -.03 | | | -.13 | -.04 | .17 | .08 |
| 4. Navy (N) | .215 | .413 | .06 | | | | .08 | -.04 | .13 |
| 5. Coast Guard (CG) | .022 | .146 | -.07 | | | | | -.13 | .01 |
| 6. Gender (G) | 1.44 | .500 | -.09 | | | | | | -.13 |
| 7. Age (A) | 1.98 | .675 | -.07 | | | | | | |

*Note.* * p< .05.; ** p<.01; ***p<.001; [a] O = Other Construct

Table 28 outlines the regression analysis summary for the other construct. The combination of variables to predict importance for these support services was not significant. Gender was compared as a group variable and age was compared across age groups. The $R^2$ was .028 which reveals that 3% of the variance in the importance levels for other support services was explained by the model. This effect size is considered small (Cohen, 1998).

Table 28

*Regression Analysis Summary Table for Branch of Military Service, Gender and Age Variables Predicting the Level of Importance Student Veterans Place on Support Services in the Other Construct*

| Variable | *B* | *SE B* | *β* | *t* | *p* |
|---|---|---|---|---|---|
| Air Force | .267 | .399 | .073 | .610 | .504 |
| Marines | .028 | .436 | .007 | .065 | .948 |
| Navy | .147 | .239 | .037 | .616 | .540 |
| Coast Guard | -.444 | .666 | -.072 | -.667 | .506 |
| Gender | -.190 | .199 | -.106 | -.959 | .340 |
| Age | -.101 | .147 | -.076 | -.984 | .496 |

*Note.* $R^2$ = .028(N = 92, p = .868)

**Research Question Two**

*What level of satisfaction do student veterans have with support services before and after implementation of a one-stop veteran support services center?* An independent sample *t*-test was conducted to compare satisfaction with support services before and after implementation of a one-stop veterans support services center. There was not a significant difference between pre-and post-implementation for satisfaction with support services based on $p<.05$ at either the individual service level or among the constructs. The *p*-values ranged from a low of 0.118 to a high of 0.984 for individual services and from $p = 0.088$ to $p = 0.735$ for the constructs. The effect size for each was calculated using Cohen's *d* (Field, 2013). Table 29 outlines the individual support service mean scores ranked from highest to lowest from the 2016 survey results. VA certification/verification (M = 4.49) scored the highest and off- campus procedures (M = 2.61) scored the lowest is terms of satisfaction with support services after implementation of the one-stop veteran support services center. While there were some nominal shifts in the mean scores, there are no significant differences between pre- and post-implementation for satisfaction with support services.

Table 29

*Level of Satisfaction Differences with Individual Support Services Before and After Implementation of a One-Stop Veteran Support Services Center*

| | 2013-2015 Survey | | 2016 Survey | | | | | |
|---|---|---|---|---|---|---|---|---|
| Individual Support Service | *M* | *SD* | *M* | *SD* | *df* | *t* | *p* | Cohen's *d* |
| VA Certification/Verification | 4.14 | 1.48 | 4.49 | 1.26 | 121 | -1.317 | .190 | 0.255 |
| Veterans Affairs Office | 4.15 | 1.45 | 4.41 | 1.32 | 122 | -.982 | .328 | 0.188 |
| Academic Support/Advising | 4.06 | 1.44 | 4.41 | 1.32 | 121 | -1.318 | .190 | 0.253 |
| Financial Aid | 4.33 | 1.54 | 4.16 | 1.61 | 120 | .589 | .557 | 0.108 |
| Registrar Services/ Enrollment Verification | 4.31 | 1.23 | 4.14 | 1.60 | 122 | .686 | .494 | 0.119 |
| Off-campus Housing | 2.71 | 1.72 | 2.56 | 1.72 | 120 | .465 | .643 | 0.087 |
| Campus Health Center | 2.76 | 1.80 | 2.40 | 1.65 | 120 | 1.071 | .286 | 0.208 |
| Career Services/Advising | 3.36 | 1.76 | 3.88 | 1.63 | 115 | -1.574 | .118 | 0.307 |
| Off-campus Referral Procedures | 2.62 | 1.73 | 2.61 | 1.73 | 121 | .021 | .984 | 0.006 |

Table 30 outlines the support services constructs' mean scores ranked from highest to lowest based on the 2016 survey results. The financial aid construct (M = 4.48) had the highest mean score while the other construct ranked lowest (M = 2.56). in terms of satisfaction with support services after implementation of the one-stop veteran support services center. While there were some nominal increases in three of the five construct mean scores, the results of the analysis show that there are no significant differences in satisfaction with support services before and after implementation of the student veteran support services center.

Table 30

*Level of Satisfaction Differences with Support Services Constructs Before and After Implementation of a One-Stop Veteran Support Services Center*

| | 2013-2015 Survey | | 2016 Survey | | | | | |
|---|---|---|---|---|---|---|---|---|
| Support Service Construct | *M* | *SD* | *M* | *SD* | *df* | *t* | *p* | Cohen's *d* |
| Financial Aid | 4.40 | 1.21 | 4.48 | 1.23 | 122 | -.339 | .735 | 0.066 |
| Degree Retention/Completion | 4.34 | 1.19 | 4.43 | 1.28 | 122 | -.411 | .682 | 0.073 |
| Social Acculturation | 4.04 | 1.25 | 4.43 | 1.17 | 122 | -1.722 | .088 | 0.322 |
| Healthcare | 2.80 | 1.61 | 2.66 | 1.52 | 122 | .475 | .636 | 0.089 |
| Other | 2.71 | 1.70 | 2.56 | 1.72 | 120 | .465 | .643 | 0.088 |

**Research question 2a.** *Are there differences in the level of satisfaction student veterans have with support services before and after implementation of a one-stop veteran support services center based on gender?* A 2 x 2 factorial ANOVA was conducted to compare the main effect of gender on the level of satisfaction with support services across the five support service constructs. There was not a significant effect of gender on level of satisfaction placed on support services at the p<.05 level for the constructs social acculturation ($p$ = .096), healthcare ($p$ = .928), degree retention/completion ($p$ = .488), financial aid ($p$ = .932), and other ($p$ = .288). There was, however, a significant interaction among genders between the surveys for the constructs degree retention/completion (p = .044) and financial aid (p = .045). Table 26a outlines the results of the one-way ANOVA and lists the constructs from highest to lowest calculated effect size. A post hoc cannot be run with less than three variables. Tables 31 and 32 show the mean scores, standard deviations and number of samples based on gender for the degree retention/completion and financial aid constructs.

Table 31

*2x2 Factorial Analysis Summary Table for the Effects of Gender on Satisfaction with Support Services Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|
| Social Acculturation | | | | | |
| 2013-2015 and 2016 Surveys | 1 | 3.80 | 2.57 | .111 | .021 |
| Gender | 1 | .049 | .033 | .856 | .000 |
| Surveys and Gender | 1 | 4.15 | 2.81 | .096 | .023 |
| Error | 118 | 1.48 | | | |
| Healthcare | | | | | |
| 2013-2015 and 2016 Surveys | 1 | .491 | .192 | .662 | .002 |
| Gender | 1 | 1.36 | .533 | .467 | .004 |
| Surveys and Gender | 1 | .021 | .008 | .928 | .000 |
| Error | 118 | 2.56 | | | |
| Degree Retention/Completion | | | | | |
| 2013-2015 and 2016 Surveys | 1 | .235 | .162 | .688 | .001 |
| Gender | 1 | .703 | .484 | .488 | .004 |
| Surveys and Gender | 1 | 6.00 | 4.133 | .044 | .034 |
| Error | 118 | 1.45 | | | |
| Financial Aid | | | | | |
| 2013-2015 and 2016 Surveys | 1 | .162 | .113 | .737 | .001 |
| Gender | 1 | .010 | .007 | .932 | .000 |
| Surveys and Gender | 1 | 5.86 | 4.10 | .045 | .034 |
| Error | 118 | | | | |
| Other | | | | | |
| 2013-2015 and 2016 Surveys | 1 | .133 | .047 | .829 | .000 |
| Gender | 1 | 5.89 | 2.07 | .153 | .018 |
| Surveys and Gender | 1 | 3.25 | 1.14 | .288 | .010 |
| Error | 116 | | | | |

Table 32

*Summary of Satisfaction with Degree Retention/Completion Construct Scores by Gender*

| Survey | Gender | *M* | *SD* | N |
|---|---|---|---|---|
| 2013-2015 Surveys | Male | 4.16 | 1.24 | 38 |
| | Female | 4.46 | 1.12 | 41 |
| | Total | 4.32 | 1.18 | 79 |
| 2016 Survey | Male | 4.71 | 1.15 | 21 |
| | Female | 4.09 | 1.34 | 22 |
| | Total | 4.40 | 1.28 | 43 |
| Total | Male | 4.36 | 1.23 | 59 |
| | Female | 4.33 | 1.21 | 63 |
| | Total | 4.34 | 1.21 | 122 |

Table 33

*Summary of Satisfaction with Financial Aid Construct Scores by Gender*

| Survey | Gender | *M* | *SD* | N |
|---|---|---|---|---|
| 2013-2015 Surveys | Male | 4.13 | 1.19 | 38 |
| | Female | 4.61 | 1.18 | 41 |
| | Total | 4.38 | 1.20 | 79 |
| 2016 Survey | Male | 4.67 | 1.07 | 21 |
| | Female | 4.23 | 1.34 | 22 |
| | Total | 4.44 | 1.22 | 43 |
| Total | Male | 4.32 | 1.17 | 59 |
| | Female | 4.48 | 1.24 | 63 |
| | Total | 4.4 | 1.20 | 122 |

**Research Question 3**

*What is the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center?* An independent samples *t*-test was performed to compare the mean scores of the perception of the institution as a veteran friendly campus pre- and post- implementation of a support services center. Results of the *t*-test shows that mean perception of the institution as veteran friendly does not differ between the

2013-2015 pre-implementation survey (M = 3.45, SD = 1.11, n = 75) and the 2016 post-implementation survey (M = 3.64, SD = 1.01, n = 39) at the .05 level of significance ($t$ = -.884, $df$ = 112, $p$ = .455, 95% CI for mean difference 2.23 to .233). Table 34 shows the results of the perception before and after implementation of the center.

Table 34

*Results for Comparison of Level of Perception of the Institution as a Veteran Friendly Campus*

| Survey | *n* | M | SD |
|---|---|---|---|
| 2013-2015 Survey | 75 | 3.45 | 1.11 |
| 2016 Survey | 39 | 3.64 | 1.01 |

**Research question 3a.** *Are there differences in the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on branch of military service?* A 2 x 5 factorial ANOVA was performed to determine if branch of military service had a main effect on the level of perception of the institution as veteran friendly pre- and post-implementation of a one-stop center. There was no significant effect of branch of service on perception of the institution as veteran friendliness at the $p<.05$ level pre- or post-implementation of the center. There was, however, a significant interaction among branch of military service ($p$ = .028) between the surveys for perception of veteran friendliness. Table 28a shows the results of the factorial ANOVA. Tables 35 shows the mean scores, standard deviations and number of samples based on branch of service for the perception question.

Table 35

*2x5 Factorial Analysis Summary Table for the Effect of Branch of Military Service on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | |
| 2013-2015 and 2016 Surveys | 1 | 3.10 | 2.76 | .102 | .041 |
| Branch of Service | 4 | 1.75 | 1.55 | .198 | .088 |
| Surveys and Branch | 2 | 4.26 | 3.78 | .028 | .106 |
| Error | 64 | 1.13 | | | |

Table 36

*Summary of Perception of the Institution as Veteran Friendly by Branch of Military Service*

| Survey | Branch | *M* | *SD* | N |
|---|---|---|---|---|
| 2013-2015 Surveys | Air Force | 3.50 | 0.577 | 4 |
| | Army Marines | 3.41 | 1.100 | 32 |
| | Marines | 4.00 | 0.816 | 4 |
| | Navy | 3.50 | 1.600 | 8 |
| | Coast Guard | 2.00 | 0.000 | 1 |
| | Total | 3.45 | 1.140 | 49 |
| 2016 Survey | Air Force | | | 0 |
| | Army Marines | 3.67 | 0.724 | 15 |
| | Marines | 1.00 | 0.000 | 1 |
| | Navy | 4.00 | 1.000 | 7 |
| | Coast Guard | | | 0 |
| | Total | 3.65 | 0.982 | 23 |
| Total | Air Force | 3.50 | 0.577 | 4 |
| | Army Marines | 3.49 | 0.997 | 47 |
| | Marines | 3.40 | 1.120 | 5 |
| | Navy | 3.73 | 1.340 | 15 |
| | Coast Guard | 2.00 | 0.000 | 1 |
| | Total | 3.51 | 1.090 | 72 |

**Research question 3b**. *Are there differences in the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on gender?* A 2 x 2 factorial ANOVA was performed to determine if gender had a main effect on the level of perception of the institution as veteran friendly pre- and post-implementation of a one-stop center. There was no significant effect of gender on perception of the institution as veteran friendliness at the $p<.05$ level pre- or post-implementation of the center. Table 37 shows the results of the factorial ANOVA.

Table 37

*2x5 Factorial Analysis Summary Table for the Effect of Gender on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | |
| 2013-2015 and 2016 Surveys | 1 | .834 | .732 | .394 | .006 |
| Gender | 1 | 1.99 | 1.75 | .188 | .015 |
| Surveys and Gender | 1 | .570 | .500 | .481 | .004 |
| Error | 108 | 1.14 | | | |

**Research question 3c.** *Are there differences in the level of perception of the institution as a veteran friendly campus before and after implementation of a one-stop veteran support services center based on age?* To determine if gender had a main effect on the level of perception of the institution as veteran friendly pre- and post-implementation of a one-stop center, a 2 x 3 factorial ANOVA was performed. There was no significant effect of age on perception of veteran friendliness pre- or post-implementation of the center at the institution at the $p<.05$ level. Table 38 shows the results of the 2 x 3 factorial ANOVA.

Table 38

*2x3 Factorial Analysis Summary Table for the Effect of Age on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | |
| 2013-2015 and 2016 Surveys | 1 | .828 | .708 | .402 | .006 |
| Age | 2 | .524 | .488 | .640 | .008 |
| Surveys and Age | 2 | .264 | .225 | .799 | .004 |
| Error | 106 | 1.17 | | | |

**Research Question 4**

*What is the relationship between perception of the institution as a veteran friendly campus and satisfaction with support services before and after implementation of a one-stop veteran support services center?* A 2 x 2 factorial ANOVA was conducted to compare the main effect of satisfaction with support services on perception of the institution as veteran friendly for each of the five support service constructs. There was a significant positive effect of satisfaction with support services and perception at the $p<.05$ level for the social acculturation construct ($p$ = .006), healthcare ($p$ = .001), degree retention/completion ($p$ = .001), financial aid ($p$ = .000) and other ($p$ = .011). Tables 31a-31e outline the results of the factorial analyses. A Bonferroni post hoc test showed the satisfied mean for each of the constructs was significantly different from every other category except very satisfied.

The overall mean perception of the institution as veteran friendly increased from 3.45 to 3.64, but was not significant. Table 39 shows that the mean scores for satisfaction with the social acculturation significantly increased from 4.04 to 4.43. This supports the positive relationship

between satisfaction with the social acculturation construct and perception of the institution as veteran friendly.

Table 39

*2x2 Factorial Analysis Summary Table for the Effect of Satisfaction with Social Acculturation Construct on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *M* 2013-2015 | *M* 2016 | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | | | |
| 2013-2015 and 2016 Surveys | 3.45 | 3.64 | 1 | .339 | .330 | .567 | .003 |
| Social Acculturation Construct | 4.04 | 4.43 | 4 | 3.98 | 3.87 | .006 | .130 |
| Surveys and Construct | | | 4 | .738 | .718 | .582 | .027 |
| Error | | | 104 | 1.03 | | | |

From the 2013-2015 survey to the 2016 survey, satisfaction with the healthcare construct decreased significantly from 2.80 to 2.66. Table 40 shows that even with the slight decrease in overall satisfaction with healthcare, the perception of the institution as veteran friendly for this construct was still positive.

Table 40

*2x2 Factorial Analysis Summary Table for the Effect of Satisfaction with Healthcare Construct on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *M* 2013-2015 | *M* 2016 | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | | | |
| 2013-2015 and 2016 Surveys | 3.45 | 3.64 | 1 | 4.65 | 5.42 | .022 | .050 |
| Healthcare Construct | 2.80 | 2.66 | 5 | 3.80 | 4.43 | .001 | .178 |
| Surveys and Construct | | | 5 | 1.84 | 2.14 | .067 | .095 |
| Error | | | 102 | .859 | | | |

Table 41 shows that the mean scores for satisfaction with the degree retention/completion construct increased significantly from 4.34 to 4.43. These results indicate a positive effect between satisfaction with the degree retention/completion construct and perception of the institution as veteran friendly as the combined $p = .005$ and is also significant.

Table 41

*2x2 Factorial Analysis Summary Table for the Effect of Satisfaction with Degree Retention/Completion Construct on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *M* 2013-2015 | *M* 2016 | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | | | |
| 2013-2015 and 2016 Surveys | 3.45 | 3.64 | 1 | .019 | .022 | .883 | .000 |
| Degree Retention/Completion | 4.34 | 4.43 | 5 | 4.06 | 4.69 | .001 | .187 |
| Surveys and Construct | | | 5 | 3.14 | 3.63 | .005 | .151 |
| Error | | | 102 | .864 | | | |

There was a significant increase in the overall satisfaction with the financial aid construct from the 2013-2015 survey to the 2016 survey. Likewise, Table 42 shows there is positive effect between satisfaction with the financial aid construct and perception of the institution as veteran friendly.

Table 42

*2x2 Factorial Analysis Summary Table for the Effect of Satisfaction with Financial Aid Construct on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *M* 2013-2015 | *M* 2016 | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | | | |
| 2013-2015 and 2016 Surveys | 3.45 | 3.64 | 1 | .089 | .096 | .757 | .001 |
| Financial Aid Construct | 4.40 | 4.48 | 5 | 5.03 | 5.41 | .000 | .208 |
| Surveys and Construct | | | 4 | 1.06 | 1.14 | .340 | .043 |
| Error | | | 103 | .930 | | | |

The other construct's mean satisfaction score dropped slightly from 2.71 to 2.56, and was significant. That noted, as there was only one individual service in this construct, the perception of the institution as veteran friendly is still positive. Table 43 shows the summary of these results.

Table 43

*2x2 Factorial Analysis Summary Table for the Effect of Satisfaction with Other Construct on Perception of the Institution as Veteran Friendly Before and After Implementation of a One-Stop Veteran Support Services Center*

| Variable and Source | *M* 2013-2015 | *M* 2016 | *df* | *MS* | *F* | *p* | $\eta^2$ |
|---|---|---|---|---|---|---|---|
| *Perception of Veteran Friendliness* | | | | | | | |
| 2013-2015 and 2016 Surveys | 3.45 | 3.64 | 1 | 1.19 | 1.15 | .287 | .011 |
| Other Construct | 2.71 | 2.56 | 5 | 3.25 | 3.14 | .011 | .136 |
| Surveys and Construct | | | 5 | 1.73 | 1.67 | .148 | .077 |
| Error | | | 100 | 1.03 | | | |

## Summary

This chapter offered the statistical results of this survey research. Each of the research questions were answered based on the data collected. Descriptive statistics were used to provide a profile of the study participants. Descriptive statistics were also used to answer the first, second and third research questions regarding level of importance placed on support services, level of satisfaction with support services, and perception of the institution as veteran friendly respectively. Overall, participants placed a high level of importance on the financial aid and healthcare support service constructs. Additionally, participants were most satisfied with support services in the financial aid and degree retention/completion constructs. One-way and factorial ANOVA's were used to answer questions observing the effect individual demographics had on the level of importance placed on support service constructs, satisfaction with support service constructs, and participants' perception of institution as veteran friendly. There was a difference in the level of importance placed on the financial aid construct between men and women. Factorial analysis showed a positive relationship between level of satisfaction with the support services constructs and the perception of the institution as veteran friendly. Chapter V involves interpretations of the analyzed data, implications of the findings, as well as recommendations for practitioners and future research.

# CHAPTER V:

# DISCUSSION AND IMPLICATIONS

The purpose of this study was to gain an understanding of the relationship between perception of the institution as veteran friendly and satisfaction with support service constructs before and after implementation of a one-stop veteran student support center. Because a positive relationship exists between perception and satisfaction (Johnson & Fornell, 1991; Stulkalina, 2014; Oliver, 1997), understanding students's perceptions of the institution can provide helpful insights to organizational change. This information can also be used to inform changes to institutional policies and procedures.

## Summarized Findings

By completing four validated surveys, a total of 248 student veterans provided first impressions of their level of satisfaction with support services and their perceptions of the institution as a veteran friendly campus before (n=154) and after (n=94) implementation of a one-stop student veteran support center. Demographic information was also collected from the study participants. Qualitative questions were asked however that information was not used for the purposes of this study. To answer the four research questions, quantitative statistical analysis methods were utilized to include correlations, descriptive statistics, inferential statistics,and linear regresion analysis.

Research Question One analyzed the level of importance participants placed on support services using descriptive statistics. First, each of the individual support services was ranked accoring to their means. Of the 24 individual support services that participants ranked, the top

five highest in importance were credit for military training, VA certifying officials on campus, one-stop-shop for veteran services, disability resources, and VA certified counselors on campus. Veteran-specific tutoring, veteran-specific orientation, and a veterans-only facility were among the lowest scores for importance and classes for veterans only scored the lowest for importance. Two individual support services, childcare and transportation, were added to the post-implementation survey and ranked near the bottom of the list. On a scale of 1-5, with 5 being extrememly important, sixteen of the individual services had an average mean of 4 or higher indicating a distinct need for these types of services.

Second, each of the five support service constructs was ranked in order of importance with the financial aid construct ranking highest. The healthcare construct ranked second highest followed by the degree retention/completion, other, and lastly social acculturation constructs. Third, analysis of variance was performed to compare the level of importance placed on each construct based upon participants' branch of military service, gender or age. While these demographics altered the ranking of the constructs, no differences were significant. Finally, multiple regression and correlation were used to investigate if branch of military service, gender and age combined affected the level of importance placed on the constructs. No significant differences were found.

Research Question Two explored the differences in the first impression levels of satisfaction with support services before and after implementation of a student veteran support service center applying a *t*-test. Participants ranked their level of satisfaction on individual support services before (n =194) and after (n=94) implementation of the center. While there were slight changes in the mean scores, none were significant. Participants were most satisfied with VA certification/verification, the veterans affair office, academic support/advising and

financial aid services. Participants were least satisfied with the campus health center, career services/advising, and off-campus referral procedures.

Second, the constructs were rank ordered. There were nominal increases in the satisfaction scores after implementation of the center but none were significant. The financial aid construct ranked highest followed by the degree retention/completion, social acculturation, healthcare and other constructs respectively. These results confirm an overall dissatisfaction with healthcare services at the individual and construct levels. Factorial analysis of variance was conducted to compare the main effect of gender on the level of satisfaction with support services across the constructs. While no significant changes in overall satisfaction were found, there was an interaction for the financial aid and degree retention constructs among men and women before and after implementation. These findings support the satisfaction levels with the individual services.

Research Question Three examined the level of perception of the institution as a veteran friendly campus using an independent samples t-test to compare mean scores. The mean scores were found to be similar with a mean score of 3.45 before and a mean score of 3.64 after implemenation of the center. Additionally, factorial analysis of variance was used to answer the question if branch of service, gender or age made a difference in perception. The results revealed no significant differences in perception based on these demographics although there was an interaction between the branches of service.

Research Question Four examined the relationship between perception and satisfaction among the five constructs. Factorial analysis of variance was used to answer this question. The results revealed that for nearly all of the constructs satisfaction levels increased just as perception of the institution as a veteran friendly campus increased. These results indicated a positive

relationship between satisfaction and perception. They also indicate that perception may have influenced satisfaction.

## Discussion

Based on the findings for this research study, four basic conclusions are drawn. First, this researcher found that the rank order of the support services constructs identified by McBain, Kim, Cook, and Snead (2012) at the national level as being most important to student veterans were different from the rankings by this institution's student veteran population. This finding echoes earlier research which shows that postsecondary institutions and student service providers on those campuses in particular, should acknowledge and focus on student veterans' unique needs as the enrollment of this group of students continues to increase (Brown & Gross, 2011; Hampton, 2011; Griffin & Gilbert, 2015). This conclusion also confirms earlier research that with the continued increase of student veterans enrolling in colleges, the need for support services that address their unique needs is critical (DiRamio & Jarvis, 2001g; Schlossberg, Waters, & Goodman, 1995). Brown and Gross (2011) also found that highlighting the importance of individual support services to student veterans is key when designing programs and services to meet their needs.

The level of importance participants placed on support services matter. Early efforts by institutions of higher education to address the issues faced by student veterans have primarily been implemented from an administrative, top-down approach with a 'build it and they will come' mentality (Ackerman, DiRamio, & Garza Mitchell, 2009; ACE, 2010; Ang & Molina, 2014; Cook & Kim, 2009). When groups of people with limited decision-making authority come together and help direct change in this way, emergent change is the result (Kezar, Galant, & Leste, 2011). This research attempted to provide a solution to this problem with a 'bottom-up'

approach by assessing the needs of student veterans at this institution and providing the services the specifically addressed those needs.

At this institution, financial aid issues parallel the national results, but healthcare outranks degree retention/completion as the second most important construct of support services. Additionally, while branch of service and age did not have a significant effect on the level of importance placed on support services, gender did. Females at the study institution consistently ranked all four services within the financial aid construct as more important than males. This finding is important because for two reasons: 1) nearly one half (47%) of the student veteran population at the institution is female; and 2) it helps to clarify differences gender makes to the services construct identified as most important. As females in general are currently leading males in college achievement and completion, paying close attention to their needs improves the experience for the student and the institution (Choy, 2001; Saenz et al., 2007; NCES, 2012).

Much like other unique groups of students, the increased open access to college can become a 'revolving door' for student veterans if the services provided are not adequate (Tinto, 2008). Determining any demographic nuances in the importance student veterans place on support services supports the findings of the Molina and Morse (2015). Their research stressed the need for institutions to understand the association between the needs of their student veterans and the programs and services offered. This study showed that when an institution listens and responds to the needs of their student veterans, everyone comes out a winner. The institution creates a culture of trust and goodwill while providing support services in ways that are both meaningful and effective.

The second conclusion drawn from this research is that student veterans at this institution are satisfied with most of the support services offered. This finding supports studies that have

highlighted the relationship between intentional support services for student veterans and student satisfaction (DiRamio & Jarvis, 2001f; McBain et al., 2012; Steele, Salcedo & Coley, 2010). Of the five constructs, participants were satisfied with the financial aid, degree retention/completion and social acculturation constructs both before and after implementation of the student veteran support services center. These results are important as they seem to contradict other studies that report not only less satisfaction with the supports provided to student veterans but also a lack of confidence in institutions' abilities to meet their academic and social needs (Wilson et al., 2013).

Prior research has also shown a positive correlation between student support services and student satisfaction (Braxton, Hirschy & McClendon, 2004; Schlossberg, Waters, & Goodman, 1995; Tinto, 2012). Additionally, one can conclude from research in order to be effective and have a positive influence, satisfaction with support services is essential for student veterans (Alves & Raposo, 2007; Appleton-Knapp & Krentler, 2006). Of the two constructs with which participants were not satisfied, they were least happy with the healthcare construct which includes campus health center and off-campus referral procedures. This is important as participants ranked healthcare services as being second most important to them. Participants were also unhappy with off-campus housing which was the only service in the "other" construct. This finding will be useful to inform administration about future student veteran healthcare services and off-campus housing strategies at the institution.

Additionally, the study revealed that for both the degree retention/completion and financial aid constructs, gender played a role in level of satisfaction. Males were less satisfied than females with those services before and more satisfied than females after implementation of the student veteran support services center. Student veterans' satisfaction with support services is essential if they are expected to be effective and have a positive impact (Alves & Raposo, 2007;

Appleton-Knapp & Krentler, 2006). While the overall satisfaction with these services did not change significantly from one survey to the next, the reversal in satisfaction among males and females was significantly different. Men were less satisfied before and more satisfied after implementation of the center. Women were more satisfied before and less satisfied after the center's opening. These findings are important considering that females are less satisfied with financial aid services than males yet ranked all four financial aid services as more important to them than males. As student satisfaction is a predictor of persistence, these findings will provide additional data that can be used to both inform administrative decisions at the institution and add to the body of research knowledge (Astin, 1993; Thomas, 1996).

The third conclusion is that participants perceive the institution as veteran friendly. While perception is one antecedent to satisfaction, simply labeling something as friendly does not make it so (Elliot, 2002; Stulkalina, 2014; Westbrook & Reilly, 1983). The provision of sufficient support services for student veterans is vitally important, but of equal importance is the level of satisfaction with those services as that is what substantially impacts the perception of an institution as veteran friendly (Kelso, 2008; Molina, 2013). While the mean score for perception of the institution as a veteran friendly campus did increase slightly after implementation of the one-stop veteran student support center, the increase was not significant after implementation of the center as was expected.

One reason for this result could be the relatively short period of time (five months) the center had been fully operational at the time of the post-implementation survey. Based on an individual's frame of reference, research supports perception as a primary antecedent to satisfaction (Johnson & Fornell, 1991; Stulkalina, 2014; Oliver, 1997). To determine if there was an effect of perception based on  demographic characteristics, results based on branch of service,

gender, and age were examined. These results showed that while there was no significant difference in perception based on branch of service, gender, or age there was an interaction between branches of service before and after implementation of the center. This interaction is explained by the small number of participants in each branch (Air Force = 4; Army = 47; Marines = 5; Navy = 15; and Coast Guard = 1) as there was no significant differences between the branches of service mean perception scores.

The fourth, and final conclusion from this survey research is that there is a relationship between perception of the institution as a veteran friendly campus and satisfaction with support services. As noted by Westbrook and Reilly's 1983 research, satisfaction responses are based on an individual's assumption and perception of a product/service. Fornell's 1992 study also emphasized the relationship between perception and satisfaction outcomes. For participants in this survey research, a positive relationship between perception and the overall satisfaction with support services was revealed. These results align with prior research that has shown a positive correlation between perception, satisfaction and organizational change (Bess & Dee, 2008; Boyce, 2003; Gruber, Fuß, Voss, & Glaeser-Zikulda, 2010; Johnson & Fornell, 1991;Kezar, Galant & Lester, 2011; Stulkalina, 2014). Student veterans' satisfaction with the financial aid, degree retention/completion, and social acculturation support service constructs all showed an increase in mean scores and revealed a positive relationship between perception and satisfaction.

Previous studies support the idea that an individual's frame of reference is an important factor for perception as a primary antecedent to satisfaction (Johnson & Fornell, 1991; Stulkalina, 2014; Oliver, 1997). This study measured the linkages between dependent variables of importance, perception, and satisfaction with individual differences among student veterans as the developmental piece of the framework. While the model for this study revealed a

correlation between perception and satisfaction, it did not reveal any significant differences in perception of veteran friendliness based on the demographic characteristics of branch of military service, gender, or age as anticipated. Overall, these conclusions are important findings as they add to the scholarly research on student veterans, the importance of intentional support services, and how perception of a campus as veteran friendly influences satisfaction.

## Recommendations for Practice

Based on the conclusions and findings from the study, there are four main recommendations for the administration at this institution. First, regular assessment of student veterans needs both from an overall and demographic characteristic perspective could be beneficial. Creation of the center was an important first step in cultivating a campus climate that values and recognizes the unique needs of its student veterans. Brown and Gross (2011) explained that moving forward it will be important to emphasize the importance and positive effect this student-centered services operation has for the institutions student veterans. First-order change that is emergent in nature and responsive to needs continues to occur as information provided by the student veteran stakeholders allows them to guide change at the institution (Bess & Dee, 2008; Boyce, 2003; Kezar, Galant, & Lester, 2011). From the study data, it could concluded that student veterans at the institution place a high level of importance on financial aid, healthcare and degree retention/completion services. Currently, at the institution, a one-stop veteran support services center exists to provide these services to student veterans. The center is centrally located on campus and offers a wide range of support services to include financial aid, counseling, VA certification/verification, advising, tutoring, and registration assistance. Student veterans now know where they can go for help without having to navigate the oftentimes confusing and frustrating maze of administrative and support service offices on campus.

Perpetuation of the bottom-up, needs-based approach that helped create the center should keep it both relevant and effective.

A second recommendation for the institution is to address the support services associated with healthcare. As the construct ranked second most important to participants, these are the services with which student veterans are least satisfied. At the national level, healthcare is ranked as the third most important issue facing student veterans today (ACE, 2012). Studies also have provided evidence that student veterans are reluctant to divulge healthcare issues for fear of being stereotyped (ACE, 2015; DiRamio et al., 2008; VA, 2012). It would be beneficial for the institution to foster a culture of trust among student veterans. This could facilitate conversations that may lead to a better understanding of why the student veterans on this campus rank healthcare issues higher than the national average and subsequently rank their satisfaction with those services as low. Grossman (1999) identified trust as a significant influence on satisfaction.

Prior studies have provided evidence that student veterans are twice as likely as the traditional student population to have a documented disability (ACE, 2008; Kim & Cole, 2013). It will also be important to investigate what about the healthcare services currently offered make them unsatisfactory. The data collected in this study provided evidence that 12% of the participants had been deployed and 17% of those deployed reported being wounded/injured during their deployment. These results are consistent with Hampton's (2011) report that as many as 25% of returning veterans may have both physical and/or non-physical injuries to include mental health issues and traumatic brain injuries increasing their risk for loss of memory and ability to concentrate. Additionally, 33% of the study participants responded they had served in a combat zone during their military career. Student veterans are twice as likely to have a documented disability compared to the general student population, with one in five combat

veterans reporting a disability (ACE, 2008; Kim & Cole, 2013). Currently, the only healthcare related service offered at the center are counseling services provided by a licensed, clinical counselor. The center does not have the capacity to offer other healthcare related services. As this healthcare issues are a major concern for the student veterans on this campus, other alternative solutions may need to be explored. By consistently addressing the shortcomings of the healthcare support services offered at this institution, a level of trust between student veterans and the institution could be fostered. One of the keys to building trust among students is a combination of consistency and fairness in listening and responding to identified issues (Grossman, 1999; Elliott, 2002). The institution has started to build this trust by listening to their needs and responding accordingly. Next steps may include discussions between student veterans, faculty, staff and administration to continue improving the programs and services offered.

The third recommendation for the institution is to leverage the positive perception of the institution as a veteran friendly campus and the new student veteran support services center to achieve the institution's goals of improving the campus environment and increasing recruitment of qualified undergraduate and graduate students. The institution is in the enviable position of having a center for student veterans that provides support services with which students are increasingly satisfied. The next step should be to parlay how positive perception and student satisfaction can serve as change agents for the existing structures. One effective way to achieve this for the external constituency i.e., veterans in the community, potential employers, service organizations, politicians, etc. is with a targeted marketing and outreach strategy that is both intentional and well organized (Coll & Weiss, 2015).

From an institutional perspective, use of survey data supported the initial structure and momentum for the organizational change. This change was driven primarily by the expressed

needs of the student veterans and the institution responding to their needs. Organizational change is defined by Zaltman and Duncan (1977) as "an alteration in the structure, processes and/or behaviors in a system" (p. 15). While ongoing changes to the organization may alter some internal operational structures, the changes should continue to be focused on student veterans and primarily procedural in nature. Bess and Dee (2012) noted that as a moving target, change occurs at every level of an organization making it difficult to begin and regulate.

The fourth recommendation is for the institution to investigate the differences between satisfaction with support services currently offered among men and women. Women were less satisfied and men were more satisfied with financial aid and degree retention/completion services after implementation of the one-stop veteran student services center. As female student veterans comprise 47% of the groups population, it may be beneficial to determine more specific information about the change in their satisfaction levels. It may also be beneficial to understand what, if any, changes to those same services caused male student veteran's satisfaction levels to increase.

The fifth, and final, recommendation is for the institution to bring the internal and external stakeholders together to devise a long-term, data-driven strategy for sustainability of the student veteran support services center when the federal funding runs out. Internal stakeholders would most likely be a combination of student veterans, faculty, staff, and administration at the institution. The external stakeholders could be healthcare service providers, potential employers, members of local military-affiliated groups, alumni, and veterans in the community. By establishing a clear need for the center, the institution was able to secure a three-year federal grant to establish the one-stop student veteran support services center on campus (Newton, Richards, Newton, & Moore, 2015).

The institution committed a substantial financial investment to the center's establishment with the expectation of an increase in the enrollment, persistence, and graduation rates of student veterans. This investment in student veterans is tied directly to the institution's strategy to improve the campus environment and can also be interpreted as an investment in student veterans' success. When an institution has the capacity for creating multiple change processes to create sustainable change it should also have the resources and capabilities for that change to occur (Kotter, 1990; Meyer & Stensaker, 2006). In adapting the institutions' old capabilities of supporting students to the new threats and opportunities realized by the center, this institution will be creating new capabilities (Gruber, Fuß, Voss, & Glaeser-Zikulda, 2010; Johnson & Fornell, 1991; Judge & Elenkov, 2005; Siggelkow & Leventhal, 2003; Stulkalina, 2014;).

Therefore, the sustainability of the student veteran center will involve an organizational change that is proactive and emergent in nature and responsive to the internal needs and satisfaction levels of the institutions' student veterans as well as the external environment (Boomer, 2008; Westbrook & Reilly, 1983). Additional analysis could also explore the effect the one-stop veteran student support center has on enrollment and retention rates at the institution. Currently, the number one priority for the institution is increased enrollment. The results from additional data collection could provide the information needed to make a valid argument for sustainability of the center. Given the fact that this group of students have earned both a secure and reliable source of education funding i.e., Post 9-11 GI Bill, U.S. Department of Defense, recruitment of this student group could be beneficial to the institution's goal of increased enrollment and retention rates.

Creation of a long-term sustainability plan could send a clear message that the institution and the administrative leadership is committed to cultivating a supportive environment for

student veterans (ACE, 2013; Ang & Molina, 2014a; Kotter, 1990; SVA, 2014; Tinto, 2012). Additionally, it may establish the institution as one that fosters a collaborative culture of veteran friendliness that acknowledges the skills, attributes and unique perspectives veterans bring to a college campus (ACE, 2015; Ackerman et al., 2009; DiRamio et al., 2008; Griffin & Gilbert, 2009; Rumann & Hamrick, 2010; Vacchi, 2012).

## Recommendations for Future Research

The purpose of this study was to determine the level of importance student veterans placed on support services, their level of satisfaction with existing support services, and the relationship between perception and satisfaction. Based upon the findings and conclusions of this study, there are three main recommendations for future research. First, this research was conducted at a regional public four-year master's institution. This study could be replicated at other institutions. The needs of student veterans are as diverse as the different types of institutions of higher education to include community colleges, private four-year institutions, public liberal arts colleges and for-profit institutions. While the study added to the body of knowledge on student veterans, replication at a variety of institution types could provide insights into the similarities and differences among student veterans' needs, satisfaction, and perception levels based on geographic factors (Ford et al., 2009). Continued research on this unique population of students is important. Additionally, a multi-site study of similar institutions would be beneficial to determine if a support services model could be designed that would adequately address the needs of student veterans at those institutions. Understanding the similarities and differences across institution types will help higher education in general as the enrollment of student veterans is not expected to decrease any time soon (Astin, 1993; Griffin & Gilbert,

2015). Continued research into effective, intentional, and accessible support services for student veterans should help inform policies and practices at institutions of higher education.

Second, future research can analyze a variety of additional demographic characteristics in conjunction with gender and age to determine the influence they may have on levels of importance, satisfaction and perception. Researchers have shown that student veterans and first-generation students share some of the same characteristics (Bowman, 2014; Cook & Kim, 2009; DiRamio & Jarvis; 2011c; DiRamio, Ackerman & Mitchell, 2008). Similar to first-generation students and other marginalized groups, student veterans have a need for connectedness with the campus community (Tinto, 2008; Singh & Shelton, 2011). As this study did not fully explore all of the demographic data collected, use of this data for future studies at this institution and others may prove valuable. Understanding the relationship between perception and satisfaction with student support services among different demographic characteristics i.e. first-generation status, number of 2-year and/or 4-year institutions attended, and number of credit hours transferred, may provide higher education administrators with valuable information to guide strategic decision-making. For example, there was only a small amount of variance between military branch, gender and age for levels of importance, satisfaction and perception. Hierarchical linear modeling could be used to analyze the variance in those outcome variables using predictor variables at varying hierarchical levels (Field, 2015; Woltman, Feldstain, MacKay, & Rocchi, 2012). This type of analysis might look at three hierarchical levels of school (level-3), classroom(level-2), and student (level-1) to determine if the geographic location of an institution, type of class attended (level-2), and first-generation status (level-1) affect student veterans' levels of importance, satisfaction and perception (Field, 2015).

Third, there could be a benefit from looking directly at the short answers to the qualitative questions for the 25 participants completing both the before and after implementation of the veteran student support center surveys. A gap analysis could be performed that would compare factors that affect the effectiveness and success of the services offered at the center and possibly the center's staff (Cook & Campbell, 1979). The results of the gap analysis may also provide the faculty and administration with insightful information that could be used when making long-term decisions for the sustainability of the center and the support services offered there.

Fourth, a qualitative study to refine the understanding of student veterans would be informative. Such a study could build upon the demographic information collected in this study by expanding on those questions to determine who these students are and what they bring to the institution. The more an institution understands their student veteran population, the better equipped they are to provide effective and efficient programs and services for them (ACE, 2015; Ackerman et al., 2009; DiRamio et al., 2008; Griffin & Gilbert, 2009; Rumann & Hamrick, 2010; Vacchi, 2012). The qualitative study could focus on issues female student veterans face as this quantitative research provided evidence regarding gender differences in levels of satisfaction and importance. As females represent 47% of the student veteran population, understanding this group of students may provide insights that would not otherwise be revealed.

## Conclusion

This study contributes to the scholarly research on student veterans within the context of a regional public four-year master's institution. The results of this quantitative survey research provide insight to the study institution with regard to student veterans' level of importance placed on support services, level of satisfaction with existing support services, and perception of

the institution as a veteran friendly campus. Additionally, this research contributes to the literature on student veterans as an important constituency at institutions of higher education (Altschuler & Blumin, ED, 2013; 2009; Thelin, 2004; VA, 2009).

The results of this study suggest that student veterans' opinions about the importance of support service may differ from one institution to another. This survey research revealed that student veterans at this institution place the highest level of importance on financial aid services, followed closely by healthcare and social acculturation services. This information is important because it strengthens the line of reasoning that a one-size-fits-all model may not necessarily be the optimal solution for an institution in the beginning stages of developing programming and services for student veterans. The study results also suggest that student veterans are not satisfied with the existing healthcare services offered at the institution. This is important primarily because the healthcare construct was ranked as second most important to student veterans. The gap between the importance of and satisfaction with these services may be an indicator that the both the administration and the veteran student support center staff should focus attention on this area.

This survey research also provided new information confirming that gender had an effect on both the level of importance and satisfaction with financial aid and degree retention/completion services. Female student veterans were less satisfied than males with both of these service constructs after the center was established. This is important as nearly one-half (45%) of the student veteran population are female. It may be beneficial for the veteran student support center staff to find out how what is and is not working in order to better serve this group of student veterans. Additionally, student veterans perceive the institution as a veteran friendly

campus. One could conclude from the study data a positive relationship between perception of veteran friendliness and satisfaction with support services.

The results of this study also provide a snapshot of the current institutional organization along with the needs of its student veterans and provide a point of reference for further research. While some national studies revealed a need for an increase in the support services offered to student veterans, they also highlighted that there is no single approach to solve the problem (ACE; 2013; Cook & Kim, 2009; ED, 2013; O'Herrin, 2011). This study is important because it highlights student veterans' specific needs and satisfaction with services at one institution and could provide information that may lead to best practices that could be of use to other institutions developing programs.

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# APPENDIX A:

# DEFINITION OF TERMS

GI Bill: Formally known as the Serviceman's Readjustment Act, this federal program was legislated in 1944 and provided educational benefits for veterans (VA, 2011).

Green Zone: Modeled after the Rainbow Safe Zone, this is a location(s) designated by a Green Zone sticker where faculty/staff are trained to assist military students with a variety of social and academic issues (Nichols-Casebolt, 2012).

Veteran friendly campus: A campus environment that recognizes the unique needs of military students and has infrastructure and services in place to address those needs (ACE, 2013).

Student veteran support services center: One-stop-shop for student support services for military students (ACE, 2008).

Non-traditional student: Any student that did not attend college within 2 years after completing high school (St. John & Tuttle, 2004)

Persistence: The likelihood that a student will remain at the same IHE from one year to the next (Pascarella & Terenzini, 2005).

Post-9/11 GI Bill: In 2008, Congress reauthorized the GI Bill; this bill provided veterans on active duty since September 10, 2001 with a wide array of educational benefits (VA, 2011).

U.S. Armed Forces: The federal branches of the armed forces of the United States - Army, Marine Corps, Navy, Air Force, and Coast Guard (VA, 2011).

Veteran: Any individual that has served in any branch of the U.S. Armed Forces in active duty, reserve, or the National Guard (VA, 2011).

Veteran's Administration: The federal agency responsible for advocating and protecting the rights of veterans of the U.S. Armed Services (VA, 2011).

APPENDIX B:

SURVEY

**Consent to participate in the survey**

You are invited to participate in this survey designed to learn about the unique needs of student veterans/dependents at Jacksonville State University with regard to specific resources, services and programs. Participation in this survey is completely voluntary. You may withdraw from the survey any time without penalty. You may refuse to answer any question on the survey.

You will not be required to give identifying information with your survey. Your anonymity and confidentiality will be maintained. The information you provide will be combined with the responses of the other respondents and reported only in summary form. None of your individual responses will be reported.

There are no known risks or discomforts associated with your participation in this survey. You will not receive any benefits or compensation in exchange for your participation.

You must be at least 19 years old to take this survey. This survey is being administered by the *Research Center for Veteran Support Services* at Jacksonville State University.

Questions about this survey should be directed to Justin Parker, jparker@jsu.edu, (256) 782-8839 or Allison Newton, anewton@jsu.edu, (256) 782-5108.

If you select "yes" to the following question, it indicates that you have decided to participate in this study and that you have read and understood the information in this consent form.

I have decided to participate in this study and that I have read and understood the information in this consent form.

❍ Yes
❍ No

JSU Student Email address: _____

JSU Student #:_____

Please indicate the level of importance you place on items 1 - 26 in terms of veteran services/programs at Jacksonville State University using a scale of Not at all important, Somewhat important, Neutral, Important, or Extremely important.

| | Not at all important | Somewhat important | Neutral | Important | Extremely important |
|---|---|---|---|---|---|
| 1 Admission application assistance | | | | | |
| 2 Academic support/advising | | | | | |
| 3 Classes for veterans only | | | | | |
| 4 Alternative curriculum delivery (i.e., online, blended or evening courses) | | | | | |
| 5 Faculty/staff sensitivity to student veterans training | | | | | |
| 6 Credit for military training and service | | | | | |
| 7 Career services/career development counseling | | | | | |

| | Not at all important | Somewhat important | Neutral | Important | Extremely important |
|---|---|---|---|---|---|
| 8 Veterans-only facility (i.e., lounge/study area, computer lab, TV room, etc.) | | | | | |
| 9 Student Veteran support groups/organizations/clubs | | | | | |
| 10 Counseling services for family members of active duty service members/veterans | | | | | |
| 11 VA-certified counselors on campus | | | | | |
| 12 Disability resources | | | | | |
| 13 Healthcare referral to external agency for service-related injuries | | | | | |
| 14 Mental healthcare referral to external agency for service-related injuries | | | | | |
| 15 Ongoing communication with JSU student veterans about current veteran legislation at the state and federal levels | | | | | |
| 16 Marketing and outreach to recruit veterans to enroll at JSU | | | | | |
| 17 Off-campus referral procedures to address veteran needs | | | | | |
| 18 Orientation specifically for veterans | | | | | |
| 19 Registrar services/enrollment verification | | | | | |
| 20 VA Certifying official on campus | | | | | |
| 21 Registration assistance | | | | | |
| 22 Tutoring services specifically for veterans | | | | | |
| 23 Retention/degree completion assistance | | | | | |
| 24 One-stop-shop for veterans (i.e., registration ,advising, tutoring, career services, etc. especially for veterans all in one centralized location) | | | | | |
| 25 Childcare | | | | | |
| 26 Transportation | | | | | |

27 Are there additional services/policies that are not listed above you think are essential for JSU to provide?

_____

_____

_____

28 Have you visited the newly established Center of Excellence for Veteran Student Support in Daugette Hall?

❍ Yes
❍ No

29 Do you like the newly established Center of Excellence for Veteran Student Support in Daugette Hall?

❍ Yes
❍ No

30 What do you like/dislike about the Center?

_____
_____
_____

Please indicate your level of satisfaction with the following JSU resources/programs/services (items 31-39) using a scale of Very dissatisfied, Dissatisfied, Neutral, Satisfied, or Very satisfied.

| | Not applicable/haven't used resource | Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied |
|---|---|---|---|---|---|---|
| 31 Academic support/advising | | | | | | |
| 32 Career services/career development advising | | | | | | |
| 33 Campus Health Center | | | | | | |
| 34 Financial Aid | | | | | | |
| 35 Off-campus referral procedures to address veteran needs | | | | | | |
| 36 Off-campus housing | | | | | | |
| 37 Registrar services/enrollment assistance | | | | | | |
| 38 VA certification/verification | | | | | | |
| 39 Veterans Affairs Office | | | | | | |

*Please answer items 40-52 as they apply to you.*

40 Have you been deployed during your college career?

❍ Yes
❍ No

41 To what extent was Jacksonville State University helpful or supportive when you were called away for deployment? Please explain your response in box below.

❍ Not at all
❍ Somewhat

❍ Helpful
❍ Extremely helpful

_____
_____
_____

42 To what extent was Jacksonville State University helpful or supportive when you returned from your deployment? Please explain your response in box below.
❍ Not at all
❍ Somewhat
❍ Helpful
❍ Extremely helpful

_____
_____
_____

43 Have you experienced a point in your career at JSU when you thought you might have to leave JSU?
❍ Yes
❍ No

44 Please describe what circumstances led you to think you might have to leave JSU?

_____
_____
_____

45 What factors contributed to you staying?

_____
_____
_____

46 Have you ever had a withdrawal from JSU for a non-deployment reasons and then re-enrolled after a break of a semester or more?
❍ Yes
❍ No

47 Please describe what circumstances caused your withdrawal from JSU.

_____
_____
_____

48 Did you transfer academic credits into JSU?
- ❍ Yes
- ❍ No

49 How many credit hours did you transfer into JSU? If more than 49, please list the number in the box below.
- ❍ Less than 12
- ❍ 12-24
- ❍ 25-36
- ❍ 37-48
- ❍ 49 or more

50 What is the number of 2-year institution(s) you have attended other than JSU? If more than four, please list the number in the box specified.
- ❍ 0
- ❍ 1
- ❍ 2
- ❍ 3
- ❍ 4
- ❍ More than 4, please specify: _____

51 What is the number of 4-year institution(s) you have attended other than JSU? If more than four, please list the number in the box specified.
- ❍ 0
- ❍ 1
- ❍ 2
- ❍ 3
- ❍ 4
- ❍ More than 4, please specify: _____

52 I primarily attend classes at JSU:
- ❍ In person/On-campus
- ❍ Virtually/Online
- ❍ A combination of in person and online

53 Please indicate your level of agreement with the following statement:

**My transition to college has been made easier by the assistance provided to me by JSU.**
- ❍ Strongly disagree
- ❍ Disagree
- ❍ Neutral
- ❍ Agree
- ❍ Strongly agree

54 Please describe any positive experiences you had and/or challenges you experienced during you transition to JSU:

| Positive experience | Challenge |
|---|---|

| | |
|---|---|
| | |

55 I know where to go on campus if I have questions regarding veteran's services.
- ❍ Strongly disagree
- ❍ Disagree
- ❍ Neutral
- ❍ Agree
- ❍ Strongly agree

56 My perception is that JSU is a veteran friendly campus.
- ❍ Strongly disagree
- ❍ Disagree
- ❍ Neutral
- ❍ Agree
- ❍ Strongly agree

57 What might make JSU a more "veteran-friendly" campus?

_____
_____
_____

58 Please provide 3-5 recommendations that you think JSU could implement that would better meet your needs or enhance your experience as a student veteran/family member of a veteran:

_____
_____
_____

What delivery method do you prefer for the following resources/services/programs, items 59-78?

| | In person | Online | No preference |
|---|---|---|---|
| 59 Admissions application assistance | | | |
| 60 Academic support/advising | | | |
| 61 Classes for veterans only | | | |
| 62 Alternative curriculum delivery (online or evening courses) | | | |
| 63 Career services/career development advising | | | |
| 64 Counseling services for veterans, dependent family members and family members of active duty service members | | | |
| 65 Disability resources | | | |
| 66 Healthcare referral for service-related injuries | | | |
| 67 Mental healthcare referral to external agency for service-related injuries | | | |
| 68 Ongoing communication with JSU student veterans about current veteran legislation at the state and federal levels | | | |

| | | | |
|---|---|---|---|
| 69 Marketing and outreach to recruit veterans to enroll at JSU | | | |
| 70 Off-campus referral procedures to address veteran needs | | | |
| 71 Orientation specifically for veterans | | | |
| 72 Registrar services/enrollment verification | | | |
| 73 VA Certifying official on campus | | | |
| 74 Registration assistance | | | |
| 75 Tutoring services specifically for veterans | | | |
| 76 Retention/degree completion assistance | | | |
| 77 Services for family members of active duty service members/veterans | | | |
| 78 Student Veteran clubs/support groups | | | |

*Please answer items 79-101 as they apply to you.*

79 Are you currently in the military?
- ❍ Yes
- ❍ No

80 Which component?
- ❍ Active Duty
- ❍ National Guard
- ❍ Reserve

81 Which branch of the military are you in?
- ❍ Air Force
- ❍ Army
- ❍ Marines
- ❍ Navy
- ❍ Coast Guard

82 What are you currently?
- ❍ Discharged
- ❍ Retired
- ❍ Military connected

83 Which component were you discharged or retired?
- ❍ Active Duty
- ❍ National Guard
- ❍ Reserve

84 Which branch of the military were you in?
- ❍ Air Force
- ❍ Army
- ❍ Marines
- ❍ Navy
- ❍ Coast Guard

85 Have you ever served in a combat zone?
- ❍ Yes
- ❍ No

86 Please check if you served in any of the following: (check all that apply)
- ❑ Operation Iraqi Freedom
- ❑ Operation Enduring Freedom - Afghanistan
- ❑ Operation Noble Eagle (ONE)
- ❑ Operation Desert Storm
- ❑ Vietnam War
- ❑ Korean War
- ❑ Peace Keeping Mission abroad
- ❑ Other (please specify) _____

87 How many times have you been deployed?

_____

88 Please estimate the total time in years/months that you have been deployed: (Please round them up or down to the closest whole numbers)

Year _____

Month _____

89 Were you wounded or injured (Physical and/or non-physical) during any of your deployments?
- ❍ Yes
- ❍ No

90 Please list/explain your diagnosis due to being wounded or injured during any of your deployments.

_____

_____

_____

91 Since you are military connected, are you a _____ ?
- ❍ Dependent
- ❍ Spouse
- ❍ Other: _____

92 Are you a first-generation student? (Your parent(s)/legal guardian(s) have not completed a bachelor's degree. You will be the first in your family to attend a four-year college/university to attain a bachelor's degree.)
- ❍ Yes
- ❍ No

93 What is your gender?
- ❍ Male
- ❍ Female

94 What is your age? (Please round it up or down to the closest whole number)

_____

95 What are your current living arrangements?
- ❍ Residence hall
- ❍ Off-campus rental
- ❍ Own home
- ❍ Parent's home
- ❍ Other (Please specify) _____

96 How far do you live from campus?
- ❍ Less than 2 miles from campus
- ❍ 2-5 miles from campus
- ❍ More than 5 miles from campus

97 What is your marital status?
- ❍ Single
- ❍ Married
- ❍ Separated
- ❍ Divorced
- ❍ Widowed
- ❍ Living with partner

98 Do you have children?
- ❍ Yes, # of children currently live in your household: _____
- ❍ No

99 How many hours each week are you employed?
- ❍ 20 hours or more each week
- ❍ Less than 20 hours each week
- ❍ I am not employed

100 Where are you currently employed?
- ❍ On campus
- ❍ Off campus

101 What are the sources of funding for your education at Jacksonville State University? (Check all that apply)
- ❑ Employment
- ❑ Family resources/support
- ❑ Loans
- ❑ Grants
- ❑ Scholarships
- ❑ VA educational benefits (including GI Bill benefits)
- ❑ Military tuition assistance (from the Department of Defense)

**Thank you for taking the time to respond to the survey.**

APPENDIX C:

IRB APPROVAL

**Office of the Associate Vice President**
**Academic Affairs**

**201 Bibb Graves** **5004**

***MEMORANDUM***

TO: Allison Newton

FROM: Joe G. Delap
Executive Secretary, IRB

DATE: September 25, 2013

SUBJECT: Human Subjects Review Board Application

Your proposal submitted for exempt review by the Human Participants Review Protocol for the project titled: **"Veteran Student Success: How Can We Help?"** was reviewed and approved. If the project is still in process one year from now, you are asked to provide the IRB with a renewal application and a report on the progress of the research project.

Office for Research

Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
RESEARCH

October 10, 2014

Allison Newton
ELPTS
College of Education
The University of Alabama
Box 870231

Re: IRB # 13-OR-354-R1 "Veteran Student Success: How Can We Help?"

Dear Ms. Newton:

The University of Alabama Institutional Review Board has granted approval for your renewal application.

Your renewal application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of written documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

*(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Your application will expire on October 9, 2015. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Study Closure Form.

Please use reproductions of the IRB approved informed consent form to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

[redacted]

Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

358 Rose Administration Building
Box 870127
Tuscaloosa, Alabama 35487-0127
(205) 348-8461
FAX (205) 348-7189
TOLL FREE (877) 820-3066

INFORMED CONSENT STATEMENT (Survey)

**Veteran Student Success: How Can We Help?**

Dear Potential Participant:

You are invited to participate in a research study conducted by Allison L. Newton, from The University of Alabama, Department of Higher Education. I(We) hope to learn if currently available student support services at Jacksonville State University are having a positive effect on veteran students/dependent family members of veteran students and what other services could be provided for this unique group of individuals. Do veteran students need additional academic, social, psychological, career, etc. services in order to successfully persist and graduate from college and if so, what are they? You were selected as a possible participant in this study because as a veteran student/dependent family member of a veteran you will be able to accurately identify the student services you are currently utilizing. You will also be asked to select from a group of additional support services not currently offered that may help you be successful in college.

If you decide to participate, you will be asked to rank the student support services currently available to you as well as identify additional services that could help you be successful in college. You will be surveyed twice per semester; a pre- and post-survey will be administered to all students who have self-identified as veterans, dependent family member of a veteran and/or are currently receiving any financial aid as a result of their service, in the fall of 2013 and spring of 2014. Each participant student will be emailed the pre-survey before the mid-term of the semester and the post-survey during the last week of each semester. (For participant students with disabilities that would preclude them from participating in the email survey, arrangements will be made with Disability Support Services to accommodate those students in taking the survey.) It is expected to take 25-30 minutes to complete each survey. All data collected will be kept confidential and housed on a secure, password protected database. Coding procedures will be used to maintain anonymity for participants and participation in the survey is voluntary with no incentives provided for participation. Data analysis will be complete by August 2014.

There are no known risks or discomforts associated with your participation in this study. The anticipated benefits expected from this research are an increased awareness of the student support services that veteran students are currently utilizing and which, if any, additional support services may be needed to insure that veteran students are successful in persisting and graduating from college. However, I cannot guarantee that you personally will receive any benefits from this research.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Participant identities will be kept confidential by using a code for each survey consisting of a variant of the participants' name, birth month and birth year and current date. All data collected will be stored on a secure database with password

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 10-10-14
EXPIRATION DATE: 10-9-15

protected access. Data collected as the result of this study will be shared with Jacksonville State University administration to include the President, Provost, VP of Student Affairs, and VP of Student Affairs. These individuals will use the information to guide their decisions when implementing new policies and procedures that will address and serve the needs of the veteran student population on campus.

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with Jacksonville State University. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty.

If you have any questions, please feel free to contact Mrs. Allison Newton, The University of Alabama, Department of Higher Education, at 256-782-5108. Dr. Ann Godfrey, Associate Clinical Professor at The University of Alabama, will serve as the researcher's advisor for this study. If you have questions regarding your rights as a research subject, contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at 205-348-8461, or toll free 877-820-3066. You will be offered a copy of this form to keep. You may also ask question, make a suggestion, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html. After you participate, you are encouraged to complete the survey for research participants that is online there. You may also e-mail us at participnatoutreach@bama.ua.edu.

Completing and returning the questionnaire/survey constitutes your consent to participate and certifies that you are 19 years of age or older. Please detach this letter from the survey and keep for your records.

_____ _____

Researcher's signature Date

Office for Research

Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
RESEARCH

November 30, 2015

Allison L. Newton, Ph.D.
ELPTS
College of Education
The University of Alabama
Box 870231

Re: IRB # 13-OR-354-R2 "Veteran Student Success: How Can We Help?"

Dear Dr. Newton:

The University of Alabama Institutional Review Board has granted approval for your renewal application.

Your renewal application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of written documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

*(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Your application will expire on November 29, 2016. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Study Closure Form.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

[redacted]

Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

358 Rose Administration Building
Box 870127
Tuscaloosa, Alabama 35487-0127
(205) 348-8461
fax (205) 348-7189

THE UNIVERSITY OF ALABAMA | Office of the Vice President for Research & Economic Development
Institutional Review Board for the Protection of Human Subjects

July 29, 2016

Allison L. Newton, Ed.D.
ELPTS
College of Education
The University of Alabama
Box 870231

Re: IRB # 13-OR-354-R3 "Veteran Student Success: How Can We Help?"

Dear Dr. Newton:

The University of Alabama Institutional Review Board has granted approval for your renewal application. Your renewal application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of written documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

*(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Your application will expire on July 28, 2017. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Study Closure Form.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,

[redacted]

Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

# APPENDIX D:

# MEANS AND FREQUENCIES FOR SURVEY QUESTIONS

```
FREQUENCIES VARIABLES=N_Imp_CareerSvcs N_Imp_VetOnlySpace N_ImpSVO N_ImpVetOri
entation
    N_ImpOneStopShop N_ImpSocAccConst
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  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

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| Comments | | |
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| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_Imp_CareerSvcs N_Imp_VetOnlySpace N_ImpSVO N_ImpVetOrientation N_ImpOneStopShop N_ImpSocAccConst /STATISTICS=STDDEV MEAN MEDIAN /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

Page 1

**Statistics**

| | | Importance_Career Services/Advising | Importance_Veteran-only Space | Importance_Student Veteran Organization | Importance_Veteran-specific Orientation | Importance_One-Stop-Shop |
|---|---|---|---|---|---|---|
| N | Valid | 246 | 246 | 248 | 242 | 245 |
| | Missing | 2 | 2 | 0 | 6 | 3 |
| Mean | | 4.17 | 3.27 | 3.78 | 3.51 | 4.29 |
| Median | | 4.00 | 3.00 | 4.00 | 4.00 | 5.00 |
| Std. Deviation | | .962 | 1.400 | 1.061 | 1.182 | .929 |

**Statistics**

| | | Importance_Social Acculturation Construct |
|---|---|---|
| N | Valid | 248 |
| | Missing | 0 |
| Mean | | 3.89 |
| Median | | 4.00 |
| Std. Deviation | | .832 |

## Frequency Table

**Importance_Career Services/Advising**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 2.8 | 2.8 |
| | Somewhat important | 8 | 3.2 | 3.3 | 6.1 |
| | Neutral | 30 | 12.1 | 12.2 | 18.3 |
| | Important | 92 | 37.1 | 37.4 | 55.7 |
| | Extremely important | 109 | 44.0 | 44.3 | 100.0 |
| | Total | 246 | 99.2 | 100.0 | |
| Missing | System | 2 | .8 | | |
| Total | | 248 | 100.0 | | |

**Importance_Veteran-only Space**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 48 | 19.4 | 19.5 | 19.5 |
| | Somewhat important | 11 | 4.4 | 4.5 | 24.0 |
| | Neutral | 75 | 30.2 | 30.5 | 54.5 |
| | Important | 51 | 20.6 | 20.7 | 75.2 |
| | Extremely important | 61 | 24.6 | 24.8 | 100.0 |
| | Total | 246 | 99.2 | 100.0 | |
| Missing | System | 2 | .8 | | |
| Total | | 248 | 100.0 | | |

**Importance_Student Veteran Organization**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 2.8 | 2.8 |
| | Somewhat important | 27 | 10.9 | 10.9 | 13.7 |
| | Neutral | 49 | 19.8 | 19.8 | 33.5 |
| | Important | 95 | 38.3 | 38.3 | 71.8 |
| | Extremely important | 70 | 28.2 | 28.2 | 100.0 |
| | Total | 248 | 100.0 | 100.0 | |

**Importance_Veteran-specific Orientation**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 21 | 8.5 | 8.7 | 8.7 |
| | Not at all important | 19 | 7.7 | 7.9 | 16.5 |
| | Neutral | 73 | 29.4 | 30.2 | 46.7 |
| | Important | 73 | 29.4 | 30.2 | 76.9 |
| | Extremely important | 56 | 22.6 | 23.1 | 100.0 |
| | Total | 242 | 97.6 | 100.0 | |
| Missing | System | 6 | 2.4 | | |
| Total | | 248 | 100.0 | | |

**Importance_One-Stop-Shop**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 2.9 | 2.9 |
| | Somewhat important | 2 | .8 | .8 | 3.7 |
| | Neutral | 32 | 12.9 | 13.1 | 16.7 |
| | Important | 76 | 30.6 | 31.0 | 47.8 |
| | Extremely important | 128 | 51.6 | 52.2 | 100.0 |
| | Total | 245 | 98.8 | 100.0 | |
| Missing | System | 3 | 1.2 | | |
| Total | | 248 | 100.0 | | |

**Importance_Social Acculturation Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 2 | .8 | .8 | .8 |
| | Somewhat important | 13 | 5.2 | 5.2 | 6.0 |
| | Neutral | 50 | 20.2 | 20.2 | 26.2 |
| | Important | 129 | 52.0 | 52.0 | 78.2 |
| | Extremely important | 54 | 21.8 | 21.8 | 100.0 |
| | Total | 248 | 100.0 | 100.0 | |

```
FREQUENCIES VARIABLES=N_Imp_CounselingN_ImpVACertCounsN_ImpDisabilityResN_I
mpHealthcareRef
    N_Imp_MentalHCRefN_Imp_OffCampRefN_ImpHealthcareConst
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  /ORDER=ANALYSIS.
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## Frequencies

**Notes**

| | | |
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| Comments | | |
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| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_Imp_Counseling N_ImpVACertCouns N_ImpDisabilityRes N_ImpHealthcareRef N_Imp_MentalHCRef N_Imp_OffCampRef N_ImpHealthcareConst /STATISTICS=STDDEV MEAN MEDIAN /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Importance_Counseling Services | Importance_VA Certified Counselor | Importance_Disability Resources | Importance_Healthcare Referral | Importance_Mental Healthcare Refferal |
|---|---|---|---|---|---|---|
| N | Valid | 246 | 244 | 246 | 245 | 244 |
| | Missing | 2 | 4 | 2 | 3 | 4 |
| Mean | | 3.87 | 4.21 | 4.25 | 4.04 | 4.04 |
| Median | | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Std. Deviation | | 1.116 | .918 | .872 | .976 | 1.034 |

**Statistics**

| | | Importance_Off-campus Referral Procedures | Importance_Healthcare Construct |
|---|---|---|---|
| N | Valid | 246 | 248 |
| | Missing | 2 | 0 |
| Mean | | 3.90 | 4.15 |
| Median | | 4.00 | 4.00 |
| Std. Deviation | | .951 | .828 |

## Frequency Table

**Importance_Counseling Services**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 13 | 5.2 | 5.3 | 5.3 |
| | Somewhat important | 15 | 6.0 | 6.1 | 11.4 |
| | Neutral | 47 | 19.0 | 19.1 | 30.5 |
| | Important | 86 | 34.7 | 35.0 | 65.4 |
| | Extremely important | 85 | 34.3 | 34.6 | 100.0 |
| | Total | 246 | 99.2 | 100.0 | |
| Missing | System | 2 | .8 | | |
| Total | | 248 | 100.0 | | |

**Importance_VA Certified Counselor**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 3 | 1.2 | 1.2 | 1.2 |
| | Somewhat important | 12 | 4.8 | 4.9 | 6.1 |
| | Neutral | 28 | 11.3 | 11.5 | 17.6 |
| | Important | 88 | 35.5 | 36.1 | 53.7 |
| | Extremely important | 113 | 45.6 | 46.3 | 100.0 |
| | Total | 244 | 98.4 | 100.0 | |
| Missing | System | 4 | 1.6 | | |
| Total | | 248 | 100.0 | | |

**Importance_Disability Resources**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 5 | 2.0 | 2.0 | 2.0 |
| | Somewhat important | 4 | 1.6 | 1.6 | 3.7 |
| | Neutral | 28 | 11.3 | 11.4 | 15.0 |
| | Important | 96 | 38.7 | 39.0 | 54.1 |
| | Extremely important | 113 | 45.6 | 45.9 | 100.0 |
| | Total | 246 | 99.2 | 100.0 | |
| Missing | System | 2 | .8 | | |
| Total | | 248 | 100.0 | | |

**Importance_Healthcare Referral**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 2.9 | 2.9 |
| | Somewhat important | 7 | 2.8 | 2.9 | 5.7 |
| | Neutral | 48 | 19.4 | 19.6 | 25.3 |
| | Important | 89 | 35.9 | 36.3 | 61.6 |
| | Extremely important | 94 | 37.9 | 38.4 | 100.0 |
| | Total | 245 | 98.8 | 100.0 | |
| Missing | System | 3 | 1.2 | | |
| Total | | 248 | 100.0 | | |

**Importance_Mental Healthcare Refferal**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 10 | 4.0 | 4.1 | 4.1 |
| | Somewhat important | 8 | 3.2 | 3.3 | 7.4 |
| | Neutral | 41 | 16.5 | 16.8 | 24.2 |
| | Important | 88 | 35.5 | 36.1 | 60.2 |
| | Extremely important | 97 | 39.1 | 39.8 | 100.0 |
| | Total | 244 | 98.4 | 100.0 | |
| Missing | System | 4 | 1.6 | | |
| Total | | 248 | 100.0 | | |

**Importance_Off-campus Referral Procedures**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 5 | 2.0 | 2.0 | 2.0 |
| | Somewhat important | 13 | 5.2 | 5.3 | 7.3 |
| | Neutral | 55 | 22.2 | 22.4 | 29.7 |
| | Important | 101 | 40.7 | 41.1 | 70.7 |
| | Extremely important | 72 | 29.0 | 29.3 | 100.0 |
| | Total | 246 | 99.2 | 100.0 | |
| Missing | System | 2 | .8 | | |
| Total | | 248 | 100.0 | | |

**Importance_Healthcare Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 3 | 1.2 | 1.2 | 1.2 |
| | Somewhat important | 6 | 2.4 | 2.4 | 3.6 |
| | Neutral | 33 | 13.3 | 13.3 | 16.9 |
| | Important | 115 | 46.4 | 46.4 | 63.3 |
| | Extremely important | 91 | 36.7 | 36.7 | 100.0 |
| | Total | 248 | 100.0 | 100.0 | |

```
FREQUENCIES VARIABLES=N_ImpAcadSuppAdvN_ImpVetOnlyClassesN_ImpAltCurDelN_Im
pVetsSpecificTut
```

Page 8

```
  N_Imp_RegistrarSvcEnrollN_Imp_RetDegCompAssistN_ImpDegRetCompConst
/ORDER=ANALYSIS.
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## Frequencies

**Notes**

| | | |
|---|---|---|
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| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_ImpAcadSuppAdv N_ImpVetOnlyClasses N_ImpAltCurDel N_ImpVetsSpecificTut N_Imp_RegistrarSvcEnroll N_Imp_RetDegCompAssist N_ImpDegRetCompConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Importance_Academic Support/Advising | Importance_Veteran-only Classes | Importance_Alternative Curriculum Delivery | Importance_Veteran-specific Tutoring | Importance_Registrar Services/Enrollment Verification |
|---|---|---|---|---|---|---|
| N | Valid | 247 | 244 | 240 | 244 | 247 |
| | Missing | 1 | 4 | 8 | 4 | 1 |

**Statistics**

| | | Importance_Retention/Degree Completion Assistance | Importance_Degree Retention/Completion Construct |
|---|---|---|---|
| N | Valid | 247 | 248 |
| | Missing | 1 | 0 |

## Frequency Table

**Importance_Academic Support/Advising**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 8 | 3.2 | 3.2 | 3.2 |
| | Somewhat important | 10 | 4.0 | 4.0 | 7.3 |
| | Neutral | 16 | 6.5 | 6.5 | 13.8 |
| | Important | 110 | 44.4 | 44.5 | 58.3 |
| | Extremely important | 103 | 41.5 | 41.7 | 100.0 |
| | Total | 247 | 99.6 | 100.0 | |
| Missing | System | 1 | .4 | | |
| Total | | 248 | 100.0 | | |

**Importance_Veteran-only Classes**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 59 | 23.8 | 24.2 | 24.2 |
| | Somewhat important | 22 | 8.9 | 9.0 | 33.2 |
| | Neutral | 78 | 31.5 | 32.0 | 65.2 |
| | Important | 49 | 19.8 | 20.1 | 85.2 |
| | Extremely important | 36 | 14.5 | 14.8 | 100.0 |
| | Total | 244 | 98.4 | 100.0 | |
| Missing | System | 4 | 1.6 | | |
| Total | | 248 | 100.0 | | |

**Importance_Alternative Curriculum Delivery**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 2.9 | 2.9 |
| | Somewhat important | 12 | 4.8 | 5.0 | 7.9 |
| | Neutral | 38 | 15.3 | 15.8 | 23.8 |
| | Important | 92 | 37.1 | 38.3 | 62.1 |
| | Extremely important | 91 | 36.7 | 37.9 | 100.0 |
| | Total | 240 | 96.8 | 100.0 | |
| Missing | System | 8 | 3.2 | | |
| Total | | 248 | 100.0 | | |

**Importance_Veteran-specific Tutoring**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 18 | 7.3 | 7.4 | 7.4 |
| | Somewhat important | 16 | 6.5 | 6.6 | 13.9 |
| | Neutral | 59 | 23.8 | 24.2 | 38.1 |
| | Important | 75 | 30.2 | 30.7 | 68.9 |
| | Extremely important | 76 | 30.6 | 31.1 | 100.0 |
| | Total | 244 | 98.4 | 100.0 | |
| Missing | System | 4 | 1.6 | | |
| Total | | 248 | 100.0 | | |

**Importance_Registrar Services/Enrollment Verification**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Somewhat important | 9 | 3.6 | 3.6 | 3.6 |
| | Neutral | 44 | 17.7 | 17.8 | 21.5 |
| | Important | 101 | 40.7 | 40.9 | 62.3 |
| | Extremely important | 93 | 37.5 | 37.7 | 100.0 |
| | Total | 247 | 99.6 | 100.0 | |
| Missing | System | 1 | .4 | | |
| Total | | 248 | 100.0 | | |

**Importance_Retention/Degree Completion Assistance**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 3 | 1.2 | 1.2 | 1.2 |
| | Somewhat important | 3 | 1.2 | 1.2 | 2.4 |
| | Neutral | 35 | 14.1 | 14.2 | 16.6 |
| | Important | 106 | 42.7 | 42.9 | 59.5 |
| | Extremely important | 100 | 40.3 | 40.5 | 100.0 |
| | Total | 247 | 99.6 | 100.0 | |
| Missing | System | 1 | .4 | | |
| Total | | 248 | 100.0 | | |

**Importance_Degree Retention/Completion Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 1 | .4 | .4 | .4 |
| | Somewhat important | 3 | 1.2 | 1.2 | 1.6 |
| | Neutral | 45 | 18.1 | 18.1 | 19.8 |
| | Important | 149 | 60.1 | 60.1 | 79.8 |
| | Extremely important | 50 | 20.2 | 20.2 | 100.0 |
| | Total | 248 | 100.0 | 100.0 | |

```
FREQUENCIES VARIABLES=Imp_AdmissAppAssistN_ImpVACertOfficialN_ImpRegisAssist
ance N_ImpFinAidConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 10:56:15 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=Imp_AdmissAppAssist N_ImpVACertOfficial N_ImpRegisAssistance N_ImpFinAidConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Imp_AdmissAppAssist | Importance_VA Certifying Official on Campus | Importance_Registration Assitance | Importance_Financial Aid Construct |
|---|---|---|---|---|---|
| N | Valid | 248 | 245 | 243 | 248 |
| | Missing | 0 | 3 | 5 | 0 |

## Frequency Table

Page 13

**Imp_AdmissAppAssist**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 8 | 3.2 | 3.2 | 3.2 |
| | 2 | 9 | 3.6 | 3.6 | 6.9 |
| | 3 | 31 | 12.5 | 12.5 | 19.4 |
| | 4 | 111 | 44.8 | 44.8 | 64.1 |
| | 5 | 89 | 35.9 | 35.9 | 100.0 |
| | Total | 248 | 100.0 | 100.0 | |

**Importance_VA Certifying Official on Campus**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 2 | .8 | .8 | .8 |
| | Somewhat important | 7 | 2.8 | 2.9 | 3.7 |
| | Neutral | 27 | 10.9 | 11.0 | 14.7 |
| | Important | 79 | 31.9 | 32.2 | 46.9 |
| | Extremely important | 130 | 52.4 | 53.1 | 100.0 |
| | Total | 245 | 98.8 | 100.0 | |
| Missing | System | 3 | 1.2 | | |
| Total | | 248 | 100.0 | | |

**Importance_Registration Assitance**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 3 | 1.2 | 1.2 | 1.2 |
| | Somewhat important | 12 | 4.8 | 4.9 | 6.2 |
| | Neutral | 28 | 11.3 | 11.5 | 17.7 |
| | Important | 99 | 39.9 | 40.7 | 58.4 |
| | Extremely important | 101 | 40.7 | 41.6 | 100.0 |
| | Total | 243 | 98.0 | 100.0 | |
| Missing | System | 5 | 2.0 | | |
| Total | | 248 | 100.0 | | |

**Importance_Financial Aid Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 1 | .4 | .4 | .4 |
| | Somewhat important | 5 | 2.0 | 2.0 | 2.4 |
| | Neutral | 31 | 12.5 | 12.5 | 14.9 |
| | Important | 117 | 47.2 | 47.2 | 62.1 |
| | Extremely important | 94 | 37.9 | 37.9 | 100.0 |
| | Total | 248 | 100.0 | 100.0 | |

```
FREQUENCIES VARIABLES=N_ImpLegisComm N_ImpMktgOutreach N_Imp_Childcare N_Imp_T
ransp N_ImpOtherConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 10:50:08 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |

**Notes**

| | | |
|---|---|---|
| Syntax | | FREQUENCIES VARIABLES=N_ImpLegis Comm N_ImpMktgOutreach N_Imp_Childcare N_Imp_Transp N_ImpOtherConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Importance_Legislative Communication | Importance_Marketing and Outreach | Importance_Childcare | Importance_Transportation | Importance_Other Construct |
|---|---|---|---|---|---|---|
| N | Valid | 247 | 171 | 91 | 93 | 248 |
| | Missing | 1 | 77 | 157 | 155 | 0 |

## Frequency Table

**Importance_Legislative Communication**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 2.8 | 2.8 |
| | Somewhat important | 10 | 4.0 | 4.0 | 6.9 |
| | Neutral | 32 | 12.9 | 13.0 | 19.8 |
| | Important | 104 | 41.9 | 42.1 | 61.9 |
| | Extremely important | 94 | 37.9 | 38.1 | 100.0 |
| | Total | 247 | 99.6 | 100.0 | |
| Missing | System | 1 | .4 | | |
| Total | | 248 | 100.0 | | |

**Importance_Marketing and Outreach**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 11 | 4.4 | 6.4 | 6.4 |
| | Somewhat important | 19 | 7.7 | 11.1 | 17.5 |
| | Neutral | 49 | 19.8 | 28.7 | 46.2 |
| | Important | 92 | 37.1 | 53.8 | 100.0 |
| | Total | 171 | 69.0 | 100.0 | |
| Missing | System | 77 | 31.0 | | |
| Total | | 248 | 100.0 | | |

**Importance_Childcare**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 7.7 | 7.7 |
| | Somewhat important | 5 | 2.0 | 5.5 | 13.2 |
| | Neutral | 26 | 10.5 | 28.6 | 41.8 |
| | Important | 28 | 11.3 | 30.8 | 72.5 |
| | Extremely important | 25 | 10.1 | 27.5 | 100.0 |
| | Total | 91 | 36.7 | 100.0 | |
| Missing | System | 157 | 63.3 | | |
| Total | | 248 | 100.0 | | |

**Importance_Transportation**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 6 | 2.4 | 6.5 | 6.5 |
| | Somewhat important | 9 | 3.6 | 9.7 | 16.1 |
| | Neutral | 28 | 11.3 | 30.1 | 46.2 |
| | Important | 25 | 10.1 | 26.9 | 73.1 |
| | Extremely important | 25 | 10.1 | 26.9 | 100.0 |
| | Total | 93 | 37.5 | 100.0 | |
| Missing | System | 155 | 62.5 | | |
| Total | | 248 | 100.0 | | |

**Importance_Other Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all important | 7 | 2.8 | 2.8 | 2.8 |
| | Somewhat important | 10 | 4.0 | 4.0 | 6.9 |
| | 3 | 2 | .8 | .8 | 7.7 |
| | Neutral | 30 | 12.1 | 12.1 | 19.8 |
| | 4 | 34 | 13.7 | 13.7 | 33.5 |
| | Important | 87 | 35.1 | 35.1 | 68.5 |
| | 5 | 24 | 9.7 | 9.7 | 78.2 |
| | Extremely important | 54 | 21.8 | 21.8 | 100.0 |
| | Total | 248 | 100.0 | 100.0 | |

```
FREQUENCIES VARIABLES=N_VisitNewCOeVSS N_LikeNewCOEVSS
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 10:58:33 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |

**Notes**

| | | |
|---|---|---|
| Syntax | | FREQUENCIES VARIABLES=N_VisitNew COeVSS N_LikeNewCOEVSS /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Visited the New Center of Excellence for Veteran Student Success | Like the New Center of Excellence for Veteran Student Success |
|---|---|---|---|
| N | Valid | 93 | 48 |
| | Missing | 155 | 200 |

## Frequency Table

**Visited the New Center of Excellence for Veteran Student Success**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 49 | 19.8 | 52.7 | 52.7 |
| | No | 44 | 17.7 | 47.3 | 100.0 |
| | Total | 93 | 37.5 | 100.0 | |
| Missing | System | 155 | 62.5 | | |
| Total | | 248 | 100.0 | | |

**Like the New Center of Excellence for Veteran Student Success**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 45 | 18.1 | 93.8 | 93.8 |
| | No | 3 | 1.2 | 6.3 | 100.0 |
| | Total | 48 | 19.4 | 100.0 | |
| Missing | System | 200 | 80.6 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_S_CareerSvcs N_S_VAOffice N_SatSocAcculCounst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 10:59:27 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_S_CareerSvcs N_S_VAOffice N_SatSocAcculCounst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Satisfaction_Career Services/Advising | Satisfaction_VA Office | Satisfaction_Social Acculturation Construct |
|---|---|---|---|---|
| N | Valid | 233 | 241 | 242 |
| | Missing | 15 | 7 | 6 |

## Frequency Table

**Satisfaction_Career Services/Advising**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 61 | 24.6 | 26.2 | 26.2 |
| | Very dissatisfied | 7 | 2.8 | 3.0 | 29.2 |
| | Dissatisfied | 29 | 11.7 | 12.4 | 41.6 |
| | Neutral | 41 | 16.5 | 17.6 | 59.2 |
| | Satisfied | 62 | 25.0 | 26.6 | 85.8 |
| | Very Satisfied | 33 | 13.3 | 14.2 | 100.0 |
| | Total | 233 | 94.0 | 100.0 | |
| Missing | System | 15 | 6.0 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_VA Office**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 8 | 3.2 | 3.3 | 3.3 |
| | Very dissatisfied | 21 | 8.5 | 8.7 | 12.0 |
| | Dissatisfied | 29 | 11.7 | 12.0 | 24.1 |
| | Neutral | 31 | 12.5 | 12.9 | 36.9 |
| | Satisfied | 80 | 32.3 | 33.2 | 70.1 |
| | Very Satisfied | 72 | 29.0 | 29.9 | 100.0 |
| | Total | 241 | 97.2 | 100.0 | |
| Missing | System | 7 | 2.8 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_Social Acculturation Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very dissatisfied | 21 | 8.5 | 8.7 | 8.7 |
| | Dissatisfied | 48 | 19.4 | 19.8 | 28.5 |
| | Neutral | 61 | 24.6 | 25.2 | 53.7 |
| | Satisfied | 63 | 25.4 | 26.0 | 79.8 |
| | Very Satisfied | 49 | 19.8 | 20.2 | 100.0 |
| | Total | 242 | 97.6 | 100.0 | |
| Missing | System | 6 | 2.4 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_SCampusHealthCtrN_SOffCampRef N_SatHealthcareConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:00:07 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |

**Notes**

| | | |
|---|---|---|
| Syntax | | FREQUENCIES VARIABLES=N_SCampus HealthCtr N_SOffCampRef N_SatHealthcareConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Satisfaction_Campus Health Center | Satisfaction_Off-campus Referral Procedures | Satisfaction_Healthcare Construct |
|---|---|---|---|---|
| N | Valid | 240 | 239 | 243 |
| | Missing | 8 | 9 | 5 |

## Frequency Table

**Satisfaction_Campus Health Center**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 118 | 47.6 | 49.2 | 49.2 |
| | Very dissatisfied | 3 | 1.2 | 1.3 | 50.4 |
| | Dissatisfied | 30 | 12.1 | 12.5 | 62.9 |
| | Neutral | 42 | 16.9 | 17.5 | 80.4 |
| | Satisfied | 26 | 10.5 | 10.8 | 91.3 |
| | Very Satisfied | 21 | 8.5 | 8.8 | 100.0 |
| | Total | 240 | 96.8 | 100.0 | |
| Missing | System | 8 | 3.2 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_Off-campus Referral Procedures**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 109 | 44.0 | 45.6 | 45.6 |
| | Very dissatisfied | 10 | 4.0 | 4.2 | 49.8 |
| | Dissatisfied | 31 | 12.5 | 13.0 | 62.8 |
| | Neutral | 34 | 13.7 | 14.2 | 77.0 |
| | Satisfied | 34 | 13.7 | 14.2 | 91.2 |
| | Very Satisfied | 21 | 8.5 | 8.8 | 100.0 |
| | Total | 239 | 96.4 | 100.0 | |
| Missing | System | 9 | 3.6 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_Healthcare Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 97 | 39.1 | 39.9 | 39.9 |
| | Very dissatisfied | 9 | 3.6 | 3.7 | 43.6 |
| | Dissatisfied | 47 | 19.0 | 19.3 | 63.0 |
| | Neutral | 48 | 19.4 | 19.8 | 82.7 |
| | Satisfied | 23 | 9.3 | 9.5 | 92.2 |
| | Very Satisfied | 19 | 7.7 | 7.8 | 100.0 |
| | Total | 243 | 98.0 | 100.0 | |
| Missing | System | 5 | 2.0 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_SAcadSuppAdv N_S_RegistrarSvcs N_Sat_DegRetCompConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:01:03 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_SAcadSuppAdv N_S_RegistrarSvcs N_Sat_DegRetCompConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Satisfaction_Academic Support/Advising | Satisfaction_Registrar Services/Enrollment Verification | Satisfaction_Degree Retention/Completion Construct |
|---|---|---|---|---|
| N | Valid | 242 | 242 | 243 |
| | Missing | 6 | 6 | 5 |

## Frequency Table

Page 25

**Satisfaction_Academic Support/Advising**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 24 | 9.7 | 9.9 | 9.9 |
| | Very dissatisfied | 8 | 3.2 | 3.3 | 13.2 |
| | Dissatisfied | 38 | 15.3 | 15.7 | 28.9 |
| | Neutral | 42 | 16.9 | 17.4 | 46.3 |
| | Satisfied | 76 | 30.6 | 31.4 | 77.7 |
| | Very Satisfied | 54 | 21.8 | 22.3 | 100.0 |
| | Total | 242 | 97.6 | 100.0 | |
| Missing | System | 6 | 2.4 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_Registrar Services/Enrollment Verification**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 20 | 8.1 | 8.3 | 8.3 |
| | Very dissatisfied | 9 | 3.6 | 3.7 | 12.0 |
| | Dissatisfied | 40 | 16.1 | 16.5 | 28.5 |
| | Neutral | 40 | 16.1 | 16.5 | 45.0 |
| | Satisfied | 82 | 33.1 | 33.9 | 78.9 |
| | Very Satisfied | 51 | 20.6 | 21.1 | 100.0 |
| | Total | 242 | 97.6 | 100.0 | |
| Missing | System | 6 | 2.4 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_Degree Retention/Completion Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 7 | 2.8 | 2.9 | 2.9 |
| | Very dissatisfied | 12 | 4.8 | 4.9 | 7.8 |
| | Dissatisfied | 41 | 16.5 | 16.9 | 24.7 |
| | Neutral | 58 | 23.4 | 23.9 | 48.6 |
| | Satisfied | 69 | 27.8 | 28.4 | 77.0 |
| | Very Satisfied | 56 | 22.6 | 23.0 | 100.0 |
| | Total | 243 | 98.0 | 100.0 | |
| Missing | System | 5 | 2.0 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_S_FinAid N_S_VACertVer N_Sat_FinAidConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:01:41 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_S_FinAid N_S_VACertVer N_Sat_FinAidConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Satisfaction_Financial Aid | Satisfaction_VA Certification/Verification | Satisfaction_Financial Aid Construct |
|---|---|---|---|---|
| N | Valid | 240 | 240 | 243 |
| | Missing | 8 | 8 | 5 |

## Frequency Table

**Satisfaction_Financial Aid**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 21 | 8.5 | 8.8 | 8.8 |
| | Very dissatisfied | 16 | 6.5 | 6.7 | 15.4 |
| | Dissatisfied | 31 | 12.5 | 12.9 | 28.3 |
| | Neutral | 24 | 9.7 | 10.0 | 38.3 |
| | Satisfied | 88 | 35.5 | 36.7 | 75.0 |
| | Very Satisfied | 60 | 24.2 | 25.0 | 100.0 |
| | Total | 240 | 96.8 | 100.0 | |
| Missing | System | 8 | 3.2 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_VA Certification/Verification**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 15 | 6.0 | 6.3 | 6.3 |
| | Very dissatisfied | 16 | 6.5 | 6.7 | 12.9 |
| | Dissatisfied | 26 | 10.5 | 10.8 | 23.8 |
| | Neutral | 35 | 14.1 | 14.6 | 38.3 |
| | Satisfied | 84 | 33.9 | 35.0 | 73.3 |
| | Very Satisfied | 64 | 25.8 | 26.7 | 100.0 |
| | Total | 240 | 96.8 | 100.0 | |
| Missing | System | 8 | 3.2 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_Financial Aid Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 2 | .8 | .8 | .8 |
| | Very dissatisfied | 19 | 7.7 | 7.8 | 8.6 |
| | Dissatisfied | 34 | 13.7 | 14.0 | 22.6 |
| | Neutral | 44 | 17.7 | 18.1 | 40.7 |
| | Satisfied | 81 | 32.7 | 33.3 | 74.1 |
| | Very Satisfied | 63 | 25.4 | 25.9 | 100.0 |
| | Total | 243 | 98.0 | 100.0 | |
| Missing | System | 5 | 2.0 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_S_OffcampusHouseN_Sat_OtherConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:02:08 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_S_OffcampusHouse N_Sat_OtherConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Satisfaction_Off-campus Housing | Satisfaction_Other Construct |
|---|---|---|---|
| N | Valid | 240 | 240 |
| | Missing | 8 | 8 |

## Frequency Table

**Satisfaction_Off-campus Housing**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 109 | 44.0 | 45.4 | 45.4 |
| | Very dissatisfied | 9 | 3.6 | 3.8 | 49.2 |
| | Dissatisfied | 38 | 15.3 | 15.8 | 65.0 |
| | Neutral | 39 | 15.7 | 16.3 | 81.3 |
| | Satisfied | 28 | 11.3 | 11.7 | 92.9 |
| | Very Satisfied | 17 | 6.9 | 7.1 | 100.0 |
| | Total | 240 | 96.8 | 100.0 | |
| Missing | System | 8 | 3.2 | | |
| Total | | 248 | 100.0 | | |

**Satisfaction_Other Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not applicable/haven't used resource | 109 | 44.0 | 45.4 | 45.4 |
| | Very dissatisfied | 9 | 3.6 | 3.8 | 49.2 |
| | Dissatisfied | 38 | 15.3 | 15.8 | 65.0 |
| | Neutral | 39 | 15.7 | 16.3 | 81.3 |
| | Satisfied | 28 | 11.3 | 11.7 | 92.9 |
| | Very Satisfied | 17 | 6.9 | 7.1 | 100.0 |
| | Total | 240 | 96.8 | 100.0 | |
| Missing | System | 8 | 3.2 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_Deployed N_SupportDuringDeployN_SupportReturnDeployN
_PotentialDepart
    N_NonDeployDepart
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:03:49 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_Deployed N_SupportDuringDeploy N_SupportReturnDeploy N_PotentialDepart N_NonDeployDepart /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Been Deployed | Extent JSU Supportive/Helpful During Deployment | Extent JSU Supportive/Helpful Upon Deployment Return | Experienced Potential Departure from JSU | Withdrawn and Re-enrolled for Non-Deployment Reasons |
|---|---|---|---|---|---|---|
| N | Valid | 243 | 26 | 27 | 240 | 238 |
| | Missing | 5 | 222 | 221 | 8 | 10 |

## Frequency Table

**Been Deployed**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 30 | 12.1 | 12.3 | 12.3 |
| | No | 213 | 85.9 | 87.7 | 100.0 |
| | Total | 243 | 98.0 | 100.0 | |
| Missing | System | 5 | 2.0 | | |
| Total | | 248 | 100.0 | | |

**Extent JSU Supportive/Helpful During Deployment**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all | 5 | 2.0 | 19.2 | 19.2 |
| | Somewhat | 8 | 3.2 | 30.8 | 50.0 |
| | Helpful | 8 | 3.2 | 30.8 | 80.8 |
| | Extremely helpful | 5 | 2.0 | 19.2 | 100.0 |
| | Total | 26 | 10.5 | 100.0 | |
| Missing | System | 222 | 89.5 | | |
| Total | | 248 | 100.0 | | |

**Extent JSU Supportive/Helpful Upon Deployment Return**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Not at all | 8 | 3.2 | 29.6 | 29.6 |
| | Somewhat | 7 | 2.8 | 25.9 | 55.6 |
| | Helpful | 6 | 2.4 | 22.2 | 77.8 |
| | Extremely helpful | 6 | 2.4 | 22.2 | 100.0 |
| | Total | 27 | 10.9 | 100.0 | |
| Missing | System | 221 | 89.1 | | |
| Total | | 248 | 100.0 | | |

**Experienced Potential Departure from JSU**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 89 | 35.9 | 37.1 | 37.1 |
| | No | 151 | 60.9 | 62.9 | 100.0 |
| | Total | 240 | 96.8 | 100.0 | |
| Missing | System | 8 | 3.2 | | |
| Total | | 248 | 100.0 | | |

**Withdrawn and Re-enrolled for Non-Deployment Reasons**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 37 | 14.9 | 15.5 | 15.5 |
| | No | 201 | 81.0 | 84.5 | 100.0 |
| | Total | 238 | 96.0 | 100.0 | |
| Missing | System | 10 | 4.0 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_TransferCreditsN_NumbCreditsTrnsN_2yrINst N_4yrInsti
t N_ClassAtendType
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:05:26 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_TransferCredits N_NumbCreditsTrns N_2yrINst N_4yrInstit N_ClassAtendType /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Transferred Academic Credits Into JSU | Number of Credits Tranferred Into JSU | Number of 2-year Institutions Attended Other Than JSU | Number of 4-year Institutions Attended Other Than JSU | Primary Type of Class Attendance at JSU |
|---|---|---|---|---|---|---|
| N | Valid | 88 | 59 | 20 | 14 | 66 |
| | Missing | 160 | 189 | 228 | 234 | 182 |

## Frequency Table

**Transferred Academic Credits Into JSU**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 59 | 23.8 | 67.0 | 67.0 |
| | No | 29 | 11.7 | 33.0 | 100.0 |
| | Total | 88 | 35.5 | 100.0 | |
| Missing | System | 160 | 64.5 | | |
| Total | | 248 | 100.0 | | |

**Number of Credits Tranferred Into JSU**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Less than 12 | 7 | 2.8 | 11.9 | 11.9 |
| | 12-24 | 22 | 8.9 | 37.3 | 49.2 |
| | 25-38 | 9 | 3.6 | 15.3 | 64.4 |
| | 37-48 | 6 | 2.4 | 10.2 | 74.6 |
| | 49 or more | 15 | 6.0 | 25.4 | 100.0 |
| | Total | 59 | 23.8 | 100.0 | |
| Missing | System | 189 | 76.2 | | |
| Total | | 248 | 100.0 | | |

**Number of 2-year Institutions Attended Other Than JSU**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 0 | 17 | 6.9 | 85.0 | 85.0 |
| | 1 | 1 | .4 | 5.0 | 90.0 |
| | 2 | 2 | .8 | 10.0 | 100.0 |
| | Total | 20 | 8.1 | 100.0 | |
| Missing | System | 228 | 91.9 | | |
| Total | | 248 | 100.0 | | |

**Number of 4-year Institutions Attended Other Than JSU**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 0 | 6 | 2.4 | 42.9 | 42.9 |
| | 1 | 4 | 1.6 | 28.6 | 71.4 |
| | 2 | 4 | 1.6 | 28.6 | 100.0 |
| | Total | 14 | 5.6 | 100.0 | |
| Missing | System | 234 | 94.4 | | |
| Total | | 248 | 100.0 | | |

**Primary Type of Class Attendance at JSU**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In-person/On campus | 28 | 11.3 | 42.4 | 42.4 |
| | Combination of In-person and Online | 38 | 15.3 | 57.6 | 100.0 |
| | Total | 66 | 26.6 | 100.0 | |
| Missing | System | 182 | 73.4 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_TransitionEasierN_WhereToGo
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:06:30 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_Transition Easier N_WhereToGo /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Transition to College Easier Due to Assistance Provided by JSU | Know Where to Go for Veterans Services |
|---|---|---|---|
| N | Valid | 226 | 223 |
| | Missing | 22 | 25 |

## Frequency Table

**Transition to College Easier Due to Assistance Provided by JSU**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly disagree | 22 | 8.9 | 9.7 | 9.7 |
| | Disagree | 23 | 9.3 | 10.2 | 19.9 |
| | Neutral | 75 | 30.2 | 33.2 | 53.1 |
| | Agree | 75 | 30.2 | 33.2 | 86.3 |
| | Strongly agree | 31 | 12.5 | 13.7 | 100.0 |
| | Total | 226 | 91.1 | 100.0 | |
| Missing | System | 22 | 8.9 | | |
| Total | | 248 | 100.0 | | |

**Know Where to Go for Veterans Services**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly disagree | 19 | 7.7 | 8.5 | 8.5 |
| | Disagree | 10 | 4.0 | 4.5 | 13.0 |
| | Neutral | 27 | 10.9 | 12.1 | 25.1 |
| | Agree | 87 | 35.1 | 39.0 | 64.1 |
| | Strongly agree | 80 | 32.3 | 35.9 | 100.0 |
| | Total | 223 | 89.9 | 100.0 | |
| Missing | System | 25 | 10.1 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_JSUVetFriendly
  /ORDER=ANALYSIS.
```

## Frequencies

## Notes

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:06:43 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_JSUVetFriendly /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

## Statistics

Perceive JSU as a Veteran Friendly Campus

| | | |
|---|---|---|
| N | Valid | 226 |
| | Missing | 22 |

**Perceive JSU as a Veteran Friendly Campus**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly disagree | 11 | 4.4 | 4.9 | 4.9 |
| | Disagree | 20 | 8.1 | 8.8 | 13.7 |
| | Neutral | 50 | 20.2 | 22.1 | 35.8 |
| | Agree | 96 | 38.7 | 42.5 | 78.3 |
| | Strongly agree | 49 | 19.8 | 21.7 | 100.0 |
| | Total | 226 | 91.1 | 100.0 | |
| Missing | System | 22 | 8.9 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_D_CareerSvcs N_D_VetOrientationN_D_SVO N_Del_SocAccCo
nst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:10:45 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_D_Career Svcs N_D_VetOrientation N_D_SVO N_Del_SocAccConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Delivery_Career Services/Advising | Delivery_Veteran-specific Orientation | Delivery_Student Veteran Organization | Delivery_Social Acculturation Construct |
|---|---|---|---|---|---|
| N | Valid | 223 | 220 | 221 | 221 |
| | Missing | 25 | 28 | 27 | 27 |

## Frequency Table

**Delivery_Career Services/Advising**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 100 | 40.3 | 44.8 | 44.8 |
| | Online | 40 | 16.1 | 17.9 | 62.8 |
| | No preference | 83 | 33.5 | 37.2 | 100.0 |
| | Total | 223 | 89.9 | 100.0 | |
| Missing | System | 25 | 10.1 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Veteran-specific Orientation**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 90 | 36.3 | 40.9 | 40.9 |
| | Online | 33 | 13.3 | 15.0 | 55.9 |
| | No preference | 97 | 39.1 | 44.1 | 100.0 |
| | Total | 220 | 88.7 | 100.0 | |
| Missing | System | 28 | 11.3 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Student Veteran Organization**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 111 | 44.8 | 50.2 | 50.2 |
| | Online | 29 | 11.7 | 13.1 | 63.3 |
| | No preference | 81 | 32.7 | 36.7 | 100.0 |
| | Total | 221 | 89.1 | 100.0 | |
| Missing | System | 27 | 10.9 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Social Acculturation Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 64 | 25.8 | 29.0 | 29.0 |
| | Online | 104 | 41.9 | 47.1 | 76.0 |
| | No preference | 53 | 21.4 | 24.0 | 100.0 |
| | Total | 221 | 89.1 | 100.0 | |
| Missing | System | 27 | 10.9 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_D_Counseling N_D_DisabilityResources N_D_HealthcareRef
 N_D_MentalHCRef
    N_D_OffcampusRef N_D_FamilyMbrSvcs N_Del_HealthcareConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:11:41 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |

**Notes**

| | | |
|---|---|---|
| Syntax | | FREQUENCIES VARIABLES=N_D_Counseling N_D_DisabilityResources N_D_HealthcareRef N_D_MentalHCRef N_D_OffcampusRef N_D_FamilyMbrSvcs N_Del_HealthcareConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Delivery_Counseling Services | Delivery_Disability Resources | Delivery_Healthcare Referral | Delivery_Mental Healthcare Referral | Delivery_Off-campus Referral Procedures |
|---|---|---|---|---|---|---|
| N | Valid | 222 | 222 | 222 | 220 | 222 |
| | Missing | 26 | 26 | 26 | 28 | 26 |

**Statistics**

| | | Delivery_Family Member Services | Delivery_Healthcare Construct |
|---|---|---|---|
| N | Valid | 220 | 219 |
| | Missing | 28 | 29 |

## Frequency Table

**Delivery_Counseling Services**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 103 | 41.5 | 46.4 | 46.4 |
| | Online | 30 | 12.1 | 13.5 | 59.9 |
| | No preference | 89 | 35.9 | 40.1 | 100.0 |
| | Total | 222 | 89.5 | 100.0 | |
| Missing | System | 26 | 10.5 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Disablitiy Resources**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 87 | 35.1 | 39.2 | 39.2 |
| | Online | 35 | 14.1 | 15.8 | 55.0 |
| | No preference | 100 | 40.3 | 45.0 | 100.0 |
| | Total | 222 | 89.5 | 100.0 | |
| Missing | System | 26 | 10.5 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Healthcare Referral**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 87 | 35.1 | 39.2 | 39.2 |
| | Online | 38 | 15.3 | 17.1 | 56.3 |
| | No preference | 97 | 39.1 | 43.7 | 100.0 |
| | Total | 222 | 89.5 | 100.0 | |
| Missing | System | 26 | 10.5 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Mental Healthcare Referral**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 92 | 37.1 | 41.8 | 41.8 |
| | Online | 33 | 13.3 | 15.0 | 56.8 |
| | No preference | 95 | 38.3 | 43.2 | 100.0 |
| | Total | 220 | 88.7 | 100.0 | |
| Missing | System | 28 | 11.3 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Off-campus Referral Procedures**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 81 | 32.7 | 36.5 | 36.5 |
| | Online | 54 | 21.8 | 24.3 | 60.8 |
| | No preference | 87 | 35.1 | 39.2 | 100.0 |
| | Total | 222 | 89.5 | 100.0 | |
| Missing | System | 26 | 10.5 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Family Member Services**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 93 | 37.5 | 42.3 | 42.3 |
| | Online | 33 | 13.3 | 15.0 | 57.3 |
| | No preference | 94 | 37.9 | 42.7 | 100.0 |
| | Total | 220 | 88.7 | 100.0 | |
| Missing | System | 28 | 11.3 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Healthcare Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 59 | 23.8 | 26.9 | 26.9 |
| | Online | 88 | 35.5 | 40.2 | 67.1 |
| | No preference | 72 | 29.0 | 32.9 | 100.0 |
| | Total | 219 | 88.3 | 100.0 | |
| Missing | System | 29 | 11.7 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_D_AdmAppAsst N_D_VetOnlyClassesN_D_AltCurric N_D_Regi
sAssist
    N_D_VetSpecTutor N_D_RetDegAssistN_Del_DegRetCompConst
  /ORDER=ANALYSIS.
```

## Frequencies

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**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:13:08 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_D_AdmAppAsst N_D_VetOnlyClasses N_D_AltCurric N_D_RegisAssist N_D_VetSpecTutor N_D_RetDegAssist N_Del_DegRetCompConst /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Delivery_Admission Application Assistance | Delivery_Veteran-only Classes | Delivery_Alternative Curriculum Delivery | Delivery_Registration Assistance | Delivery_Veteran-specific Tutoring |
|---|---|---|---|---|---|---|
| N | Valid | 221 | 218 | 223 | 222 | 223 |
| | Missing | 27 | 30 | 25 | 26 | 25 |

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**Statistics**

| | | Delivery_Retention/Degree Completion Assistance | Dellivery_Degree Retention/Completion Construct |
|---|---|---|---|
| N | Valid | 220 | 220 |
| | Missing | 28 | 28 |

## Frequency Table

**Delivery_Admission Application Assistance**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 71 | 28.6 | 32.1 | 32.1 |
| | Online | 79 | 31.9 | 35.7 | 67.9 |
| | No preference | 71 | 28.6 | 32.1 | 100.0 |
| | Total | 221 | 89.1 | 100.0 | |
| Missing | System | 27 | 10.9 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Veteran-only Classes**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 80 | 32.3 | 36.7 | 36.7 |
| | Online | 56 | 22.6 | 25.7 | 62.4 |
| | No preference | 82 | 33.1 | 37.6 | 100.0 |
| | Total | 218 | 87.9 | 100.0 | |
| Missing | System | 30 | 12.1 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Alternative Curriculum Delivery**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 63 | 25.4 | 28.3 | 28.3 |
| | Online | 83 | 33.5 | 37.2 | 65.5 |
| | No preference | 77 | 31.0 | 34.5 | 100.0 |
| | Total | 223 | 89.9 | 100.0 | |
| Missing | System | 25 | 10.1 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Registration Assistance**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 92 | 37.1 | 41.4 | 41.4 |
| | Online | 50 | 20.2 | 22.5 | 64.0 |
| | No preference | 80 | 32.3 | 36.0 | 100.0 |
| | Total | 222 | 89.5 | 100.0 | |
| Missing | System | 26 | 10.5 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Veteran-specific Tutoring**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 106 | 42.7 | 47.5 | 47.5 |
| | Online | 28 | 11.3 | 12.6 | 60.1 |
| | No preference | 89 | 35.9 | 39.9 | 100.0 |
| | Total | 223 | 89.9 | 100.0 | |
| Missing | System | 25 | 10.1 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Retention/Degree Completion Assistance**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 91 | 36.7 | 41.4 | 41.4 |
| | Online | 39 | 15.7 | 17.7 | 59.1 |
| | No preference | 90 | 36.3 | 40.9 | 100.0 |
| | Total | 220 | 88.7 | 100.0 | |
| Missing | System | 28 | 11.3 | | |
| Total | | 248 | 100.0 | | |

**Dellivery_Degree Retention/Completion Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 42 | 16.9 | 19.1 | 19.1 |
| | Online | 137 | 55.2 | 62.3 | 81.4 |
| | No preference | 41 | 16.5 | 18.6 | 100.0 |
| | Total | 220 | 88.7 | 100.0 | |
| Missing | System | 28 | 11.3 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_D_AdmAppAsst N_D_RegistrarSvcs N_D_VACertOff N_Del_Fin
AidConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:15:55 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_D_AdmAppAsst N_D_RegistrarSvcs N_D_VACertOff N_Del_FinAidConst... |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Delivery_Admission Application Assistance | Delivery_Registrar Services/Enrollment Verification | Delivery_VA Certifying Official on Campus | Delivery_Financial Aid Construct |
|---|---|---|---|---|---|
| N | Valid | 221 | 222 | 220 | 219 |
| | Missing | 27 | 26 | 28 | 29 |

## Frequency Table

**Delivery_Admission Application Assistance**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 71 | 28.6 | 32.1 | 32.1 |
| | Online | 79 | 31.9 | 35.7 | 67.9 |
| | No preference | 71 | 28.6 | 32.1 | 100.0 |
| | Total | 221 | 89.1 | 100.0 | |
| Missing | System | 27 | 10.9 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Registrar Services/Enrollment Verification**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 77 | 31.0 | 34.7 | 34.7 |
| | Online | 72 | 29.0 | 32.4 | 67.1 |
| | No preference | 73 | 29.4 | 32.9 | 100.0 |
| | Total | 222 | 89.5 | 100.0 | |
| Missing | System | 26 | 10.5 | | |
| Total | | 248 | 100.0 | | |

**Delivery_VA Certifying Official on Campus**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 95 | 38.3 | 43.2 | 43.2 |
| | Online | 47 | 19.0 | 21.4 | 64.5 |
| | No preference | 78 | 31.5 | 35.5 | 100.0 |
| | Total | 220 | 88.7 | 100.0 | |
| Missing | System | 28 | 11.3 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Financial Aid Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 67 | 27.0 | 30.6 | 30.6 |
| | Online | 96 | 38.7 | 43.8 | 74.4 |
| | No preference | 56 | 22.6 | 25.6 | 100.0 |
| | Total | 219 | 88.3 | 100.0 | |
| Missing | System | 29 | 11.7 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_D_LegisComm N_D_MktgOutreach N_Del_OtherConst
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:16:24 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_D_LegisComm N_D_MktgOutreach N_Del_OtherConst /ORDER=ANALYSIS. |

**Notes**

| | | |
|---|---|---|
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.02 |

**Statistics**

| | | Delivery_Legislative Communication | Delivery_Marketing and Outreach | Delivery_Other Construct |
|---|---|---|---|---|
| N | Valid | 221 | 218 | 220 |
| | Missing | 27 | 30 | 28 |

## Frequency Table

**Delivery_Legislative Communication**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 57 | 23.0 | 25.8 | 25.8 |
| | Online | 92 | 37.1 | 41.6 | 67.4 |
| | No preference | 72 | 29.0 | 32.6 | 100.0 |
| | Total | 221 | 89.1 | 100.0 | |
| Missing | System | 27 | 10.9 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Marketing and Outreach**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 66 | 26.6 | 30.3 | 30.3 |
| | Online | 64 | 25.8 | 29.4 | 59.6 |
| | No preference | 88 | 35.5 | 40.4 | 100.0 |
| | Total | 218 | 87.9 | 100.0 | |
| Missing | System | 30 | 12.1 | | |
| Total | | 248 | 100.0 | | |

**Delivery_Other Construct**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | In person | 44 | 17.7 | 20.0 | 20.0 |
| | Online | 88 | 35.5 | 40.0 | 60.0 |
| | No preference | 88 | 35.5 | 40.0 | 100.0 |
| | Total | 220 | 88.7 | 100.0 | |
| Missing | System | 28 | 11.3 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_CurrentStatus N_CurrentComp N_CurrentBranch N_DischdRe
t N_DischdRetComp
    N_DischdRetBranch
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:17:18 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |

**Notes**

| | | |
|---|---|---|
| Syntax | | FREQUENCIES VARIABLES=N_CurrentStatus N_CurrentComp N_CurrentBranch N_DischdRet N_DischdRetComp N_DischdRetBranch /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.02 |

**Statistics**

| | | Currently in the Military | Current Military Component | Current Military Branch | Military Status | Military Componet Discharged/Retired |
|---|---|---|---|---|---|---|
| N | Valid | 227 | 47 | 47 | 108 | 107 |
| | Missing | 21 | 201 | 201 | 140 | 141 |

**Statistics**

| | | Military Branch Discharged/Retired |
|---|---|---|
| N | Valid | 105 |
| | Missing | 143 |

## Frequency Table

**Currently in the Military**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 47 | 19.0 | 20.7 | 20.7 |
| | No | 180 | 72.6 | 79.3 | 100.0 |
| | Total | 227 | 91.5 | 100.0 | |
| Missing | System | 21 | 8.5 | | |
| Total | | 248 | 100.0 | | |

**Current Military Component**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Active Duty | 6 | 2.4 | 12.8 | 12.8 |
| | National Guard | 26 | 10.5 | 55.3 | 68.1 |
| | Reserve | 15 | 6.0 | 31.9 | 100.0 |
| | Total | 47 | 19.0 | 100.0 | |
| Missing | System | 201 | 81.0 | | |
| Total | | 248 | 100.0 | | |

**Current Military Branch**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Air Force | 3 | 1.2 | 6.4 | 6.4 |
| | Army | 37 | 14.9 | 78.7 | 85.1 |
| | Marines | 1 | .4 | 2.1 | 87.2 |
| | Navy | 5 | 2.0 | 10.6 | 97.9 |
| | Coast Guard | 1 | .4 | 2.1 | 100.0 |
| | Total | 47 | 19.0 | 100.0 | |
| Missing | System | 201 | 81.0 | | |
| Total | | 248 | 100.0 | | |

**Military Status**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Discharged | 54 | 21.8 | 50.0 | 50.0 |
| | Retired | 54 | 21.8 | 50.0 | 100.0 |
| | Total | 108 | 43.5 | 100.0 | |
| Missing | System | 140 | 56.5 | | |
| Total | | 248 | 100.0 | | |

**Military Componet Discharged/Retired**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Active Duty | 87 | 35.1 | 81.3 | 81.3 |
| | National Guard | 12 | 4.8 | 11.2 | 92.5 |
| | Reserve | 8 | 3.2 | 7.5 | 100.0 |
| | Total | 107 | 43.1 | 100.0 | |
| Missing | System | 141 | 56.9 | | |
| Total | | 248 | 100.0 | | |

**Military Branch Discharged/Retired**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Air Force | 11 | 4.4 | 10.5 | 10.5 |
| | Army | 61 | 24.6 | 58.1 | 68.6 |
| | Marines | 9 | 3.6 | 8.6 | 77.1 |
| | Navy | 21 | 8.5 | 20.0 | 97.1 |
| | Coast Guard | 3 | 1.2 | 2.9 | 100.0 |
| | Total | 105 | 42.3 | 100.0 | |
| Missing | System | 143 | 57.7 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_CombatSvc N_OIF N_OEF N_ONE N_ODS N_Vietnam N_Korea N_
PeaceKeeping
    N_OtherComber
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:17:56 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_CombatSvc N_OIF N_OEF N_ONE N_ODS N_Vietnam N_Korea N_PeaceKeeping N_OtherComber /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Served in Combat Zone | Served in Operation Iraqi Freedom | Served in Operation Enduring Freedom | Served in Operation Noble Eagle | Served in Operation Desert Storm |
|---|---|---|---|---|---|---|
| N | Valid | 178 | 46 | 27 | 3 | 13 |
| | Missing | 70 | 202 | 221 | 245 | 235 |

**Statistics**

| | | Served in the Vietnam War | Served in the Korean War | Served in a Peace Keeping Mission abroad | Served in Other Combat Zone (s) |
|---|---|---|---|---|---|
| N | Valid | 3 | 0 | 6 | 8 |
| | Missing | 245 | 248 | 242 | 240 |

## Frequency Table

**Served in Combat Zone**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 81 | 32.7 | 45.5 | 45.5 |
| | No | 97 | 39.1 | 54.5 | 100.0 |
| | Total | 178 | 71.8 | 100.0 | |
| Missing | System | 70 | 28.2 | | |
| Total | | 248 | 100.0 | | |

**Served in Operation Iraqi Freedom**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 46 | 18.5 | 100.0 | 100.0 |
| Missing | System | 202 | 81.5 | | |
| Total | | 248 | 100.0 | | |

**Served in Operation Enduring Freedom**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 27 | 10.9 | 100.0 | 100.0 |
| Missing | System | 221 | 89.1 | | |
| Total | | 248 | 100.0 | | |

**Served in Operation Noble Eagle**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 3 | 1.2 | 100.0 | 100.0 |
| Missing | System | 245 | 98.8 | | |
| Total | | 248 | 100.0 | | |

**Served in Operation Desert Storm**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 13 | 5.2 | 100.0 | 100.0 |
| Missing | System | 235 | 94.8 | | |
| Total | | 248 | 100.0 | | |

**Served in the Vietnam War**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 3 | 1.2 | 100.0 | 100.0 |
| Missing | System | 245 | 98.8 | | |
| Total | | 248 | 100.0 | | |

**Served in the Korean War**

| | | Frequency | Percent |
|---|---|---|---|
| Missing | System | 248 | 100.0 |

**Served in a Peace Keeping Mission abroad**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 6 | 2.4 | 100.0 | 100.0 |
| Missing | System | 242 | 97.6 | | |
| Total | | 248 | 100.0 | | |

**Served in Other Combat Zone(s)**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 8 | 3.2 | 100.0 | 100.0 |
| Missing | System | 240 | 96.8 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_XDeployed N_WoundInj
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:18:44 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_XDeployed N_WoundInj /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Number of Times Deployed | Wounded or Injured (Physical and/or non-physical) During Deployment(s) |
|---|---|---|---|
| N | Valid | 74 | 80 |
| | Missing | 174 | 168 |

## Frequency Table

**Number of Times Deployed**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Deployed 1-3 Times | 60 | 24.2 | 81.1 | 81.1 |
| | Deployed 4-6 Times | 7 | 2.8 | 9.5 | 90.5 |
| | Deployed 7-10 Times | 4 | 1.6 | 5.4 | 95.9 |
| | Deployed More Than 10 Times | 3 | 1.2 | 4.1 | 100.0 |
| | Total | 74 | 29.8 | 100.0 | |
| Missing | System | 174 | 70.2 | | |
| Total | | 248 | 100.0 | | |

**Wounded or Injured (Physical and/or non-physical) During Deployment(s)**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 41 | 16.5 | 51.3 | 51.3 |
| | No | 39 | 15.7 | 48.8 | 100.0 |
| | Total | 80 | 32.3 | 100.0 | |
| Missing | System | 168 | 67.7 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_MilConnect
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:19:40 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_MilConnect /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

Military Connection

| | | |
|---|---|---|
| N | Valid | 38 |
| | Missing | 210 |

**Military Connection**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Dependent | 26 | 10.5 | 68.4 | 68.4 |
| | Spouse | 12 | 4.8 | 31.6 | 100.0 |
| | Total | 38 | 15.3 | 100.0 | |
| Missing | System | 210 | 84.7 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_1stGenSTud
 /ORDER=ANALYSIS.
```

## Frequencies

### Notes

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:19:52 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_1stGenSTud /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

### Statistics

First-generation Student

| | | |
|---|---|---|
| N | Valid | 81 |
| | Missing | 167 |

**First-generation Student**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 38 | 15.3 | 46.9 | 46.9 |
| | No | 43 | 17.3 | 53.1 | 100.0 |
| | Total | 81 | 32.7 | 100.0 | |
| Missing | System | 167 | 67.3 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_Gender
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:20:26 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_Gender /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

Gender

| | | |
|---|---|---|
| N | Valid | 234 |
| | Missing | 14 |

**Gender**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Male | 123 | 49.6 | 52.6 | 52.6 |
| | Female | 111 | 44.8 | 47.4 | 100.0 |
| | Total | 234 | 94.4 | 100.0 | |
| Missing | System | 14 | 5.6 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_Age
 /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:20:35 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_Age /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

Age

| | | |
|---|---|---|
| N | Valid | 152 |
| | Missing | 96 |

**Age**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18-24 | 37 | 14.9 | 24.3 | 24.3 |
| | 25-44 | 83 | 33.5 | 54.6 | 78.9 |
| | 45-64 | 32 | 12.9 | 21.1 | 100.0 |
| | Total | 152 | 61.3 | 100.0 | |
| Missing | System | 96 | 38.7 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_LivingArrng N_ProxCampus
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:21:11 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_LivingArrng N_ProxCampus /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Current Living Arrangements | Live in Proximity to Campus |
|---|---|---|---|
| N | Valid | 207 | 208 |
| | Missing | 41 | 40 |

## Frequency Table

**Current Living Arrangements**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Residence Hall | 9 | 3.6 | 4.3 | 4.3 |
| | Off-campus Rental | 49 | 19.8 | 23.7 | 28.0 |
| | Own Home | 84 | 33.9 | 40.6 | 68.6 |
| | Parent's Home | 49 | 19.8 | 23.7 | 92.3 |
| | Other | 16 | 6.5 | 7.7 | 100.0 |
| | Total | 207 | 83.5 | 100.0 | |
| Missing | System | 41 | 16.5 | | |
| Total | | 248 | 100.0 | | |

**Live in Proximity to Campus**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Less than 2 miles from campus | 54 | 21.8 | 26.0 | 26.0 |
| | 2-5 miles from campus | 17 | 6.9 | 8.2 | 34.1 |
| | More than 5 miles from campus | 137 | 55.2 | 65.9 | 100.0 |
| | Total | 208 | 83.9 | 100.0 | |
| Missing | System | 40 | 16.1 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_MaritalStatus N_Children N_ChildInHouse
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:21:31 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_MaritalStatus N_Children N_ChildInHouse /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.00 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Marital Status | Have Children | Number of Children in Household |
|---|---|---|---|---|
| N | Valid | 210 | 178 | 85 |
| | Missing | 38 | 70 | 163 |

## Frequency Table

**Marital Status**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 96 | 38.7 | 45.7 | 45.7 |
| | Married | 90 | 36.3 | 42.9 | 88.6 |
| | Separated | 2 | .8 | 1.0 | 89.5 |
| | Divorced | 15 | 6.0 | 7.1 | 96.7 |
| | Widowed | 2 | .8 | 1.0 | 97.6 |
| | Living with Partner | 5 | 2.0 | 2.4 | 100.0 |
| | Total | 210 | 84.7 | 100.0 | |
| Missing | System | 38 | 15.3 | | |
| Total | | 248 | 100.0 | | |

**Have Children**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 58 | 23.4 | 32.6 | 32.6 |
| | No | 120 | 48.4 | 67.4 | 100.0 |
| | Total | 178 | 71.8 | 100.0 | |
| Missing | System | 70 | 28.2 | | |
| Total | | 248 | 100.0 | | |

**Number of Children in Household**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | No children in the household | 11 | 4.4 | 12.9 | 12.9 |
| | 1 Child in the Household | 22 | 8.9 | 25.9 | 38.8 |
| | 2 Children in the Household | 31 | 12.5 | 36.5 | 75.3 |
| | 3 Children in the Household | 15 | 6.0 | 17.6 | 92.9 |
| | 4 Children in the Household | 3 | 1.2 | 3.5 | 96.5 |
| | 5 Children in the Household | 3 | 1.2 | 3.5 | 100.0 |
| | Total | 85 | 34.3 | 100.0 | |
| Missing | System | 163 | 65.7 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_HrsEmployed N_EmployLoc
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:21:54 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_HrsEmployed N_EmployLoc /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Hours Employed Per Week | Location of Employment |
|---|---|---|---|
| N | Valid | 209 | 139 |
| | Missing | 39 | 109 |

## Frequency Table

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**Hours Employed Per Week**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 20 hours or more each week | 87 | 35.1 | 41.6 | 41.6 |
| | Less than 20 hours each week | 20 | 8.1 | 9.6 | 51.2 |
| | I am not employed | 102 | 41.1 | 48.8 | 100.0 |
| | Total | 209 | 84.3 | 100.0 | |
| Missing | System | 39 | 15.7 | | |
| Total | | 248 | 100.0 | | |

**Location of Employment**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | On campus | 19 | 7.7 | 13.7 | 13.7 |
| | Off campus | 120 | 48.4 | 86.3 | 100.0 |
| | Total | 139 | 56.0 | 100.0 | |
| Missing | System | 109 | 44.0 | | |
| Total | | 248 | 100.0 | | |

```
FREQUENCIES VARIABLES=N_EdFundEmploy N_EdFundFamily N_EdFundLoans N_EdFundGran
ts N_EdFundScholq
    N_EdFundVABen N_EdFund_MilAssist
  /ORDER=ANALYSIS.
```

## Frequencies

**Notes**

| | | |
|---|---|---|
| Output Created | | 25-FEB-2017 11:22:16 |
| Comments | | |
| Input | Data | O:_Allison\Veterans Affairs\VeteranSurvey\2013-2016_Surveys_All_Data_Gender_Age__wConstructs_02132017.sav |
| | Active Dataset | DataSet2 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 248 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=N_EdFundEmploy N_EdFundFamily N_EdFundLoans N_EdFundGrants N_EdFundScholq N_EdFundVABen N_EdFund_MilAssist /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00.02 |
| | Elapsed Time | 00:00:00.01 |

**Statistics**

| | | Source of Education Funding: Employment | Source of Education Funding: Family Resources/Support | Source of Education Funding: Loans | Source of Education Funding: Grants | Source of Education Funding: Scholarships |
|---|---|---|---|---|---|---|
| N | Valid | 55 | 31 | 78 | 66 | 42 |
| | Missing | 193 | 217 | 170 | 182 | 206 |

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**Statistics**

| | | Source of Education Funding: VA Educational Benefits (including GI Bill benefits) | Source of Education Funding: Miltary Tuition Assistance (form the Dept. of Defense) |
|---|---|---|---|
| N | Valid | 193 | 25 |
| | Missing | 55 | 223 |

## Frequency Table

**Source of Education Funding: Employment**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Employment | 55 | 22.2 | 100.0 | 100.0 |
| Missing | System | 193 | 77.8 | | |
| Total | | 248 | 100.0 | | |

**Source of Education Funding: Family Resources/Support**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Family Resources/Support | 31 | 12.5 | 100.0 | 100.0 |
| Missing | System | 217 | 87.5 | | |
| Total | | 248 | 100.0 | | |

**Source of Education Funding: Loans**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Loans | 78 | 31.5 | 100.0 | 100.0 |
| Missing | System | 170 | 68.5 | | |
| Total | | 248 | 100.0 | | |

**Source of Education Funding: Grants**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Grants | 66 | 26.6 | 100.0 | 100.0 |
| Missing | System | 182 | 73.4 | | |
| Total | | 248 | 100.0 | | |

**Source of Education Funding: Scholarships**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Scholarships | 42 | 16.9 | 100.0 | 100.0 |
| Missing | System | 206 | 83.1 | | |
| Total | | 248 | 100.0 | | |

**Source of Education Funding: VA Educational Benefits (including GI Bill benefits)**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | VA Educational Benefits (including GI Bill) | 193 | 77.8 | 100.0 | 100.0 |
| Missing | System | 55 | 22.2 | | |
| Total | | 248 | 100.0 | | |

**Source of Education Funding: Miltary Tuition Assistance (form the Dept. of Defense)**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Military Tution Assistance from U.S. Dept. of Defense | 25 | 10.1 | 100.0 | 100.0 |
| Missing | System | 223 | 89.9 | | |
| Total | | 248 | 100.0 | | |