



**INSTITUTE FOR
VETERANS AND
MILITARY FAMILIES**

SYRACUSE UNIVERSITY JPMorgan Chase & Co., Founding Partner

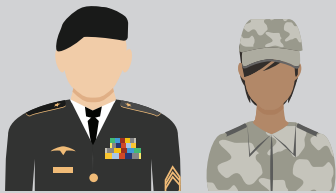
STUDENT VETERANS
of AMERICA



STUDENT VETERANS



A Valuable Asset to Higher Education



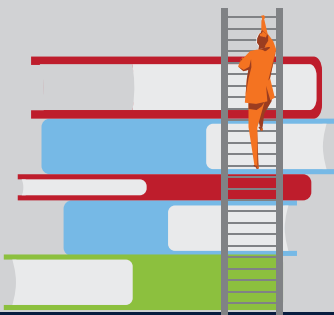
REASONS TO HAVE VETERANS ON CAMPUS

- ▶ Financial Aid
- ▶ Diversity
- ▶ Academic Performance
- ▶ Post Education Outcomes
- ▶ Post Education Commitments

In June 2008, President Bush signed the Post-9/11 GI Bill into law. During the following year as the bill went into effect, President Obama stated “We do this because these men and women must now be prepared to lead our nation in the peaceful pursuit of economic leadership in the 21st century.” Since 2009, colleges and universities have seen more than one million veterans return to school to obtain associate’s, bachelor’s, and graduate degrees throughout the country. With the implementation of the Post-9/11 GI Bill and a global workforce that requires, at minimum, a bachelor’s degree for marketplace entry, more and more veterans are looking to higher education to launch the next chapter in their lives. As of 2014, almost all (96%) of higher education institutions in the United States enroll veterans.

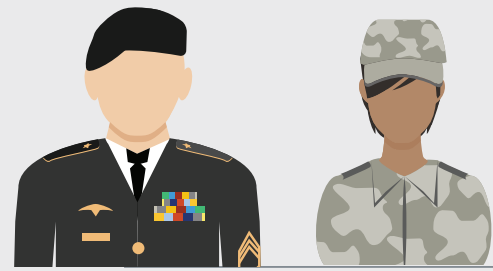
We aim to spark a new discourse on how our colleges and universities view and empower student veterans, a discourse that pushes higher education past the “veteran friendly” rhetoric to seize the long-term value of veteran students and alumni, and one that actualizes the intended promise of the Post-9/11 GI Bill not only for our veterans, but for all Americans. Research shows student veterans earn higher GPAs than their non-military counterparts, bring important experiences and skills that contribute to campus diversity and learning, and are more likely to have a strong organizational commitment. Once they graduate, veterans have similar unemployment rates as their non-military counterparts, and even have higher annual personal incomes. Ultimately, student veterans are uniquely set up for success due to their military training, character traits, and work ethic.

This document is a collaborative effort between the Student Veterans of America and the Institute for Veterans and Military Families at Syracuse University. Student veterans are a valuable asset to any university community. We urge higher education professionals, students, and faculty to include and incorporate student veterans more into the university fabric through admission, academics, student organizations, and extra-curricular activities. Based on ample evidence from academic literature and practice, it is clear that student veterans contribute in meaningful and long-lasting ways, both while they are on campus and after they graduate.



HIGHER EDUCATION
RESEARCH

JUNE 2017



STUDENT VETERANS



A Valuable Asset to Higher Education

FINANCIAL AID

POST-9/11 GI BILL

100%

OF TUITION AND FEES



FOR ELIGIBLE VETERANS



PROVIDES VETERANS WITH A MONTHLY HOUSING ALLOWANCE AND ANNUAL STIPEND FOR BOOKS AND SUPPLIES.

As of May 2017, the Post-9/11 GI Bill has paid

\$75 BILLION

FOR VETERANS' TUITION, FEES, BOOK STIPENDS, AND HOUSING ALLOWANCE.



YELLOW RIBBON PROGRAM

provides matching funds for schools and programs that cost more than the in-state public tuition rate.

DIVERSITY

STUDENT VETERANS ARE MORE LIKELY TO:



- ✓ BE OLDER;
- ✓ BE MARRIED;
- ✓ HAVE CHILDREN;
- ✓ HAVE A DISABILITY;
- ✓ WORKING FULL OR PART-TIME;
- ✓ FIRST GENERATION STUDENT

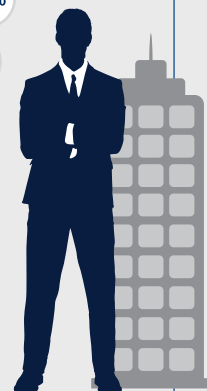


TOP SKILLS AND ATTRIBUTES STRENGTHENED BY MILITARY SERVICE:

WORK ETHIC AND DISCIPLINE	87%
TEAMWORK	86%
LEADERSHIP AND MANAGEMENT SKILLS	82%
MENTAL TOUGHNESS	81%
ADAPTATION TO DIFFERENT CHALLENGES	78%
SELF-DISCIPLINE	77%
PROFESSIONALISM	78%

MOTIVATIONS TO PURSUE HIGHER EDUCATION:

CAREER OR JOB OPPORTUNITIES	86%
SELF-IMPROVEMENT AND PERSONAL GROWTH	71%
POTENTIAL FOR IMPROVING ECONOMIC STATUS	69%
PROFESSIONAL ADVANCEMENT	56%
LEVERAGE EARNED BENEFITS	51%
A DESIRE TO "HELP PEOPLE/SOCIETY"	43%
ENHANCE TECHNICAL SKILLS	31%



ACADEMIC PERFORMANCE

TOP MOTIVATIONS FOR MILITARY SERVICE



- 53% EDUCATIONAL BENEFITS
- 52% DESIRE TO SERVE MY COUNTRY
- 49% OPPORTUNITY TO PURSUE NEW EXPERIENCES, ADVENTURES, OR TRAVEL

MILITARY INFLUENCE ON POST-SERVICE ASPIRATIONS:

73% reported that the military service experience promoted their interest in education

68% of service members surveyed stated that the military prepared them for higher education



STUDENT VETERANS HAVE HIGHER ACADEMIC PERFORMANCE (GPA) COMPARED TO TRADITIONAL STUDENTS:

3.34 AVERAGE STUDENT VETERAN GPA

2.94 AVERAGE TRADITIONAL STUDENT GPA

STUDENT VETERANS' COMPLETE COLLEGE AT RATES SIMILAR TO THE NATIONAL AVERAGE AND HIGHER THAN OTHER ADULT LEARNERS:

Student veteran completion rate: 53.6%;
National completion rate: 52.9%;
Adult learners (first enrolled at 25 years or older): 39.2%

USING POST-9/11 GI BILL TO EARN HIGH-LEVEL DEGREES, CERTIFICATES:

10.3%; Associate Degrees: 26.7%; Bachelor Degrees: 43.0%; Graduate Degrees: 20.0%

STUDENT VETERANS EARNING A DEGREE IN HIGH-DEMAND, HIGH-GROWTH FIELDS:

Business Degrees: 27.0%; STEM Degrees: 14.4%; Health Degrees: 10.4%

POST EDUCATION OUTCOMES

EARNINGS

IN GENERAL, THE HIGHER THE DEGREE THE HIGHER THE INCOME.



VETERANS WITH BACHELOR'S DEGREES EARN ABOUT **\$84,255**

This is higher compared to their non-veteran counterparts who earn about \$67,232.



VETERANS WITH MORE THAN A BACHELOR'S DEGREE EARN ABOUT **\$129,082**

This is higher compared to their non-veteran counterparts who earn about \$99,734.



POST-9/11 VETERANS WITH A BACHELOR'S DEGREE EARN ABOUT

\$71,399

Post-9/11 veterans with more than a Bachelor's degree earn about \$124,534.

UNEMPLOYMENT



IN GENERAL, THE HIGHER THE DEGREE THE LOWER THE UNEMPLOYMENT RATE.



VETERANS WITH A COLLEGE DEGREE HAVE A SIMILAR UNEMPLOYMENT RATE COMPARED TO THEIR NON-VETERAN COUNTERPARTS. (3.3% compared to 2.6%)

POST-9/11 VETERANS WITH A COLLEGE DEGREE HAVE A SIMILAR UNEMPLOYMENT RATE COMPARED TO THEIR NON-VETERAN COUNTERPARTS. (2.9% compared to 2.6%)



ABOUT THE INSTITUTE FOR VETERANS AND MILITARY FAMILIES (IVMF)

The IVMF is the first interdisciplinary national institute in higher education focused on the social, economic, education, and policy issues impacting veterans and their families post-service. Through the focus on veterans programming, research and policy, employment and employer support, and community engagement, the Institute provides in-depth analysis of the challenges facing the veteran community, captures best practices, and serves as a forum to facilitate new partnerships and strong relationships between the individuals and organizations committed to making a difference for veterans and military families.

STUDENT VETERANS of AMERICA

ABOUT STUDENT VETERANS OF AMERICA (SVA)

SVA is the country's premier organization for student veterans. SVA supports all veterans through their transition from the military, educational advancement, and career growth. SVA represents a network of 1,400 chapters on campuses in all 50 states and four countries representing over 600,000 student veterans at those colleges and universities. For more information, visit us at www.studentveterans.org.

POST EDUCATION COMMITMENT

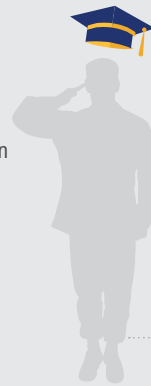


MILITARY SERVICE MEMBERS AND VETERANS ARE MORE LIKELY TO THRIVE IN THE FOLLOWING DOMAINS:

- ✔ PURPOSE (motivation to achieve goals)
- ✔ SOCIAL WELL-BEING (supportive relationships)
- ✔ FINANCIAL WELL-BEING (management of economic factors)

54%

of service members and veteran college graduates are thriving socially and economically, as compared to only 43% of their non-veteran counterparts.



Veterans strive for financial security and value fiscal responsibility. Financial security is associated with less stress and increased financial well-being.



Student loan debt and percentage of thriving is negatively correlated; Veterans generally borrowed less money, therefore, have a higher level of economic security;



65%

OF MILITARY SERVICE MEMBERS AND VETERANS BORROWED NO MONEY, COMPARED WITH 52% OF THOSE WHO HAVE NEVER SERVED

VETERANS EXHIBIT A STRONG ORGANIZATIONAL COMMITMENT OR SENSE OF CONNECTION AND INDIVIDUAL RESPONSIBILITY TO ONE'S INSTITUTION



The military is particularly adept at socializing service members to various roles and expectations that must be successfully carried out to meet the demands of the organization. Early socialization in military training lays the groundwork for subsequent organizational commitment by fostering a sense of responsibility, unity, and cohesiveness among the group. One's capacity to transition between a variety of roles and expectations with ease is also increased. For the organization, these factors contribute to less burnout, greater job satisfaction, and higher productivity. Further, in situations where organizational commitment is high, research suggests that organizational norms, customs, and ethical standards are more strongly internalized. In short, military culture strengthens integrity and responsibility. Additional studies consistently support findings that service members sustain these characteristics across civilian settings, including academic institutions. Consequently, military experience engenders greater loyalty and commitment to one's education as well as one's affiliated academic institution.

REFERENCES

Financial Aid

- U.S. Department of Veterans Affairs. (n.d.). Education and training: Post-9/11 GI Bill. Retrieved from http://www.benefits.va.gov/gibill/post911_gibill.asp
- U.S. Department of Veterans Affairs. (n.d.). Education and Training: Yellow Ribbon Program. Retrieved from http://www.benefits.va.gov/gibill/yellow_ribbon.asp

Diversity

- Student Veterans of America. (2017). Profile of the Contemporary Student Veteran [PDF file]. In *National Veteran Education Success Tracker*. Retrieved from <http://invest.studentveterans.org/wp-content/uploads/2017/04/Profiles-of-a-Contemporary-Student-Veteran.pdf>
- Zoli, C., Maury, R., & Fay, D. (2015, November). *Missing perspectives: Servicemembers' transition from service to civilian life- data-driven research to enact the promise of the Post-9/11 GI Bill*. Syracuse, NY: Institute for Veterans and Military Families, Syracuse University.

Student Performance

- Cate, C.A., Lyon, J.S., Schmeling, J., & Bogue, B.Y. (2017). National veteran education success tracker: A report on the academic success of student veterans using the Post-9/11 GI Bill [PDF file]. Student Veterans of America, Washington, D.C. Retrieved from <https://www.luminafoundation.org/files/resources/veteran-success-tracker.pdf>
- Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2015, November). *Completing college: A national view of student attainment rates - Fall 2009 Cohort* (Signature Report No. 10). Herndon, VA: National Student Clearinghouse Research Center.

- Zoli, C., Maury, R., & Fay, D. (2015, November). *Missing perspectives: Servicemembers' transition from service to civilian life- data-driven research to enact the promise of the Post-9/11 GI Bill*. Syracuse, NY: Institute for Veterans and Military Families, Syracuse University.

Post Education Commitment

- U.S. Census Bureau. (2015). *2011-2015 American Community Survey 5-year estimates*.
- U.S. Department of Labor, Bureau of Labor Statistics. (2016). *Current Population Survey*. Washington, D.C.

Post Education Commitment

- Gallup. (2015). How higher education is serving veterans [PDF file]. Retrieved from http://www.gallup.com/services/186530/higher-education-serving-veterans.aspx?g_source=how+higher+education+is+serving+veterans&g_medium=search&g_campaign=tiles
- Got Your Six. (2015, April 29). *Advancing the asset-based definition of American Post-9/11 veterans: Survey analysis report* [Data set]. Retrieved from <https://gotyour6.org/wp-content/uploads/2015/11/Perceptions-of-Post-911-Veterans-Study-2015.pdf>
- Haynie, J.M. (2016, April). *Revisiting the business case for hiring a veteran: A strategy for cultivating a competitive advantage*. [PDF file]. (Workforce Readiness Briefs, Paper No. 2). Syracuse, NY: Institute for Veterans and Military Families, Syracuse University. Retrieved from https://ivmf.syracuse.edu/wp-content/uploads/2016/06/IVMF_WorkforceReadinessPaper2_April16_Report2.pdf
- Marken, S. (2015, November 11). *Returning vets don't feel their college understood their needs*. Retrieved from http://www.gallup.com/poll/186548/returning-vets-don-fee-college-understood-needs.aspx?g_source=veterans&g_medium=search&g_campaign=tiles