COMBAT TO CAMPUS

COMBAT TO CAMPUS: THE NEEDS OF THE
TRANSITIONING STUDENT VETERAN
A THESIS
SUBMITTED TO THE GRADUATE SCHOOL
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APRIL KROWEL
DR. THERESA KRUCZEK, CHAIRPERSON
BALL STATE UNIVERSITY
MUNCIE, INDIANA
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ABSTRACT

THESIS: Combat to campus: The needs of the transitioning student veteran

STUDENT: April Krowel

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This study aimed to fill a gap in the literature regarding how veterans adjust to college and veterans’ experiences differ from the average nonveteran college student. One hundred seventy-seven nonveteran and 24 veteran undergraduate students completed the Student Adaptation to College Questionnaire (SACQ), which was used to compare military status (veteran, nonveteran) and sex (male, female), and military capacity (Active Duty, National Guard/Reserve, nonveteran) in relation to the SACQ subscales (academic, social, personal-emotional, and institutional attachment adjustment). The results of the current study were not significant. However, the results might indicate a trend in college adjustment among both nonveterans and student veterans. Future research is necessary to further assess the areas of difficulty among student veterans.
ACKNOWLEDGMENTS

I would like to thank my committee, Drs. Theresa Kruczak, Sharon Bowman, and Stefania Ægisdóttir, who were generous with their time, patient while reading drafts, and tremendously helpful during this learning process. I also thank my husband, Justin, for his patience and understanding, especially at “crunch time,” and my daughter, Abbi, for reminding me to take a break every now and then to laugh. Justin and Abbi: I love you.

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This thesis is dedicated to all the current military service members, the veterans who have served this country, and those who encourage them to achieve their potential. More specifically, as a veteran myself, I would like to dedicate this thesis to the student veterans at Ball State University. Thank you for the sacrifices you have made, and continue to make, for our freedoms.
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CHAPTER ONE
Statement of the Problem

Let’s face it: the college experience is completely different than the high school experience. Budding adults sometimes travel thousands of miles across the country, away from friends and family, to expand their knowledge base. They are transplanted to a new location that is exciting, but is oftentimes unknown. Some individuals are better able to adapt, while others find adjusting to college more difficult. There has been a history of researchers investigating general college adjustment, as well as the college adjustment of minority populations in the United States, including African American, Hispanic/Latino, and Korean American students (Anglin & Wade, 2007; Choi, 2002; Hurtado, Carter & Spuler, 1996). Researchers have studied the college adjustment of student athletes (Melendez, 2006), women (Lopez, Campbell, & Watkins, 1986; Kenny & Donaldson, 1992), and trauma survivors (Banyard & Cantor, 2004). Yet, very little is known about college adjustment for veterans, which will be the focus of the current study.

There have been studies examining the college adjustment of war veterans in the United States. However, these studies have been limited to veterans of World War II (WWII) (Bound & Turner, 2002; Garmezy & Crose, 1948), and veterans adjusting to community college (Persky, 2010; Rumann, 2010). Research also has been limited to
studies comparing the nonveteran populations to National Guard and Reserve, and male student veteran populations (Bauman, 2009; Johnson, 2009; Rumann & Hamrick, 2009). There has been research that has examined the mental health issues of all veterans, regardless of gender, branch, or capacity (Active Duty, National Guard, Reserve). Because of the limited research examining the college adjustment of Active Duty and female student veteran populations, some questions still remain: How is college adjustment for Active Duty student veterans? If the adjustment is different from nonveterans and National Guard/Reserve veterans, what makes the transition different? In addition, how do female student veterans adjust to college? How do the war experiences of Active Duty and female veterans affect their adjustment to college?

**Purpose and Rationale**

While a significant body of literature has been devoted to understanding how young men and women transition to college, there is less emphasis in the literature on how members of the military adjust to college. The current study aimed to fill a gap in the literature about how veterans adjust to the college atmosphere, and how veterans’ experiences differ from the average nonveteran college student. The focus of this study was on the student veteran population, specifically Active Duty and female student veterans, as few researchers have examined the college transition difficulties of these groups. The results of this study provide important implications for research and practice for an overlooked minority group that is often afflicted with mental health and social concerns, in addition to college adjustment issues.

One purpose of the current study was to understand further how veterans’ experiences shape how they transition to college. This was accomplished by studying
nonveterans’ college adjustment as compared to veterans. To date, there has been no other study specifically comparing Active Duty veterans and nonveterans on college adjustment. The research has been limited to the experiences of the National Guard and Reserves. Moreover, the current study examined the differences between female veteran and male veteran college adjustment. This attention is important, given the limited research of Active Duty and female veterans who transition to college campuses all over the country. The current study broadens our knowledge of the needs of these specific populations. Knowing what Active Duty and female veterans struggle with during their transition to college might help college counselors and administrators understand how to assist veterans on campus. This is especially critical if veterans’ college adjustment differs from traditional, nonveteran college students. Moreover, studying the college adjustment for veterans on campus provides an important step toward investigating the generalizability of the needs of student veterans.

In summary then, the current study tested the following hypotheses:

(1) There will be an interaction in the effect of academic, social, personal-emotional, and institutional attachment college adjustment based on military status (nonveteran, veteran) and sex (male, female) when controlling for age.

(2) There will be a difference in academic, social, personal-emotional, and institutional attachment college adjustment based on military capacity (nonveteran, Active Duty, National Guard/Reserve) when controlling for sex.

Assumptions

For the purposes of the current study, certain assumptions were made. It was assumed that the participants were able to read and understand the English language. It
was assumed that the participants would be able to read and understand the survey. It was also assumed that participants would be honest about their military experiences (or lack of).

**Definition of Terms**

Active Duty student veteran: A student who served in the military on Active Duty. This student has completed his or her military obligation, and is attending college post-military service.

National Guard/Reserve student veteran: A student who currently serves or has served in the military in the National Guard or Reserves. This student may or may not have completed his or her military obligation. This student may or may not have experienced being deployed while attending college (thus having to take a leave from classes).

Nonveteran student: A student who has not served in the military, and therefore, has never had a military obligation.
College adjustment is operationally defined as a combination of psychological distress (or lack thereof) and the personal, social, and academic areas of students’ roles (Hurtado et al., 1996). Other characteristics that may impact college adjustment are college selectivity, college size, and distance from home. College selectivity refers to the level of academic ability of the students. College size may be important because large campuses may be more diverse, whereas smaller campuses may help students feel like they are not an anonymous part of a community. The actual distance from home does not seem to be a factor, rather the perception that the distance is “the right distance” (Hurtado et al., 1996). The Hurtado et al. finding supports research that shows students are better adjusted to college when they are able to be independent, but also receive psychological support from parents (Anderson & Fleming, 1986).

Researchers have found that freshmen were more psychologically dependent on their mother and father, and have poorer social and personal adjustment to college than their upperclassmen counterparts (Lapsley, Rice, & Shadid, 1989). One study found that students who perceived social support from family and peers, negative life stress, psychological separation from mother and father, and spiritual well being accounted for 33.9% of the variance in general college adjustment (Schaffner, 2005). Moreover,
researchers found positive feelings about separation, among students, was a better predictor of college adjustment than psychological independence from parents (Rice, Cole, & Lapsley, 1990). In short, college adjustment is not limited to a few factors. Rather, many elements are predictors of positive adjustment to this new experience. Student veterans are typically in the minority on college campuses. For the purposes of this study, veteran status will be considered a minority status. Therefore, a brief review of the literature on racial and ethnic minorities, women, and trauma survivors is needed because these populations are most relevant to the current study.

**College Adjustment for Minorities**

Research on college adjustment for minorities is focused on enrollment and attrition rates (Anglin & Wade, 2007; Choi, 2002; Hurtado et al., 1996). Some studies examined the role that racial identity plays in college adjustment. One study that investigated African American students’ college adjustment found an “internalized multicultural racial identity was the only racial identity dimension that was associated with better overall adjustment to college” (Anglin & Wade, 2007, p. 213). Individuals who identified with this identity usually embraced their African American identity while feeling connected to other cultures. These feelings could lead to overall satisfaction with personal and social areas, which may contribute to better college adjustment. Anglin and Wade (2007) also found that African American students might deal with other issues that could affect college adjustment, such as perceived discrimination and financial strains. Financial stress might be a common theme for minority students. Hurtado et al. (1996) found that Latinos tended to have greater levels of stress related to financial strain than White students. They also found that Latinos were less likely to be socially adjusted in
the second year of college. Choi (2002) found that among Korean American students, dependence on parents was positively correlated with college adjustment. Perhaps dependence on parents is favorable because collectivism is an important aspect of their society. Parents from collectivistic cultures are more willing to support their child’s emotional demands because strength of family is engrained in their lives (Choi, 2002).

**College Adjustment for Women and Victims of Trauma**

Research has shown that the structure of the family plays a role in college adjustment for both men and women. However, for women, perceived high level of individuation tends to be correlated with college adjustment. Lopez et al. (1986) found that females are less independent than males, and for women, lower separation scores were significantly related to higher depression scores. Similarly, Kenny and Donaldson (1992) found among women, conflictual independence, or low levels of anxiety, guilt and resentment of parents were most correlated to college adjustment. Protinsky and Gilkey (1996) found that women have an “invisible loyalty” to family, and also noted “the individuated young woman is often the best adjusted woman” (p. 291). Perhaps this “invisible loyalty” to their families helps female students adjust to being away from home.

Because women often become victims of abuse and violence, many studies examining women and college adjustment include trauma. Female victims of trauma tend to suffer from sexual abuse, dating violence, witnessing violence, or traumatic loss (Banyard & Cantor, 2004). In their study, Banyard and Cantor found female survivors to have significantly higher peer attachment, posttraumatic meaning making, and satisfaction with social support than male survivors. Perhaps, women seek out those
social support systems to protect them from future traumatic experiences. Not surprisingly, they also found that greater traumatic exposure was correlated to more negative academic and personal-emotional adjustment scores for both male and female survivors. And so, it is possible that veterans, especially female veterans, have witnessed trauma during their service days, might show more difficulty with adjustment to college than nonveterans.

**Student Veterans as Minority Culture**

Those who experience combat are a special group within the general population. Life in the military is considerably different than what the average freshman experiences. It is safe to say that college does not prepare students in the same way the military trains its soldiers. On the whole, each branch of the military adheres to a similar set of values. According to the U.S. Army Center of Military History (2010), the Army values are: loyalty (bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers), duty (fulfill your obligations), respect (treat people as they should be treated), selfless service (put the welfare of the nation, the Army, and your subordinates before your own), honor (live up to all the Army values), integrity (do what’s right, legally and morally), and personal courage (face fear, danger, and adversity (physical and moral). Similarly, the Marine Corps relies on three values: honor (exemplify the ultimate standard in ethical and moral conduct, and uncompromising code of personal integrity), courage (moral strength), and commitment (total dedication to Corps and Country, selfless determination, relentless dedication to excellence) (Sturkey, 2001). After living in a culture such as the military, it would not be surprising to find differences in how this population adjusts to college compared to nonveterans. It could be hypothesized that
veterans might find adjusting to college, where students have more freedom to do as they please, more difficult than nonveterans.

Values and culture aside, there are other characteristics that set student veterans apart from nonveterans. They usually have a unique appearance (attire and haircut), unique communication style, and a unique set of mental health problems such as Posttraumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and substance abuse issues. They may have experienced deployments and frequent, sudden separations from family. Because 85 percent of members of the military are male, their families may have experienced periodic father absences, rigid patriarchal structure, and gender role inflexibility (Carey, Krowel, & Novack, 2011) compared to non-military families.

Unfortunately, student veterans have been overlooked as a unique minority culture on college campuses throughout the United States. The number of veterans enrolling in college has increased in recent years, due to the new post-9/11 G.I. Bill. In 2010, approximately 800,000 veterans (Hughes, 2011), compared to 2.2 million high school graduates (Bureau of Labor Statistics, 2011), enrolled in college. One study found student veterans were more mature and academically focused than their nonveteran counterparts (Livingston, 2009). Livingston also noted student veterans were less likely to seek academic support and tended to downplay or hide their veteran status from their college community. DiRamio, Ackerman, and Mitchell (2008) also found that student veterans were likely to feel uncomfortable with others knowing about their veteran status. Student veterans may feel like they will be called upon to speak about their experiences. This could possibly be a source of anxiety for them, making them want to remain anonymous in class.
National Guard and Reserve Students

National Guard and Reserve student veterans have a more difficult time than nonveterans when returning to campus after deployments. Not only do they worry about academics, they are also on constant alert waiting for deployment. Bauman (2009) discussed the three phases that these students experience: Pre-mobilization, Separation, and Return.

Pre-mobilization. Pre-mobilization refers to the time prior to mobilization and separation. Bauman (2009) found that these students felt nervous and excited about their future deployment. “Hurry up and wait” is a military phrase which aptly describes the feeling of sitting around and waiting for “go time.” Pre-mobilization is a time when these students are unsure of when they will deploy. As a result, students may feel anxious about dropping classes, and leaving friends and family.

Separation. Separation begins once citizen soldiers receive their orders for deployment. They are mobilized, which means they travel to a training site for a few months, then they head off to their deployment location. Most recently, the deployment locations have been Afghanistan or Iraq. During separation, they not only adjust from being away from their loved ones and friends, they also must adjust to being on active-duty. Bauman (2009) found the constant state of alertness, waiting for deployment, was a stressful environment for the National Guard and Reserve student veterans. Nevertheless, soldiers tried to focus on the positive (family, friends, going home, etc.) while “in country,” which refers to time spent in a combat zone. Bauman found that most students in the sample made a “clean break” from their university during separation.
phase. Some students were able to maintain a connection with their college, which eased anxiety and made a “profound difference.”

Return. Return phase refers to the process by which soldiers return home. Bauman (2009) examined the feelings these soldiers faced when they returned, and found that the feelings were mixed. Soldiers felt glad to be home, yet missed the camaraderie they felt while “in country.” Bauman found that once the rush of homecoming wore off, these veterans were unsure of what to do next. These feelings may be the result of feeling lost when attempting to navigate G.I. Bill process, scheduling classes, and other tasks associated with college attendance.

Female Veterans

The demographics of the military have changed, especially in regard to gender. In 1973, women made up approximately 2.5 percent of the total active-duty force (Baechtold & De Sawal, 2009), but by 2010, the number had increased almost six fold, bringing the total to 14.5 percent. Females also made up 19.6 percent and 15.2 percent of the total force in the Reserves and National Guard respectively (Women in Military Service, 2010). Because the number of women in the military is dramatically changing, the number of female veterans on college campuses is also increasing. Women have been involved in more combat-type roles as well. Currently, the policy states that females are unable to be assigned in combat jobs. However, the line between noncombat and combat jobs has been blurred. Women are able to serve in military police units, which have served on the front lines in Iraq. “I served alongside women every day while I was overseas” (J. Krowel, personal communication, April 15, 2011).
Civilians begin their military training with basic training. Females are thrown into a life of male dominance and they are forced to redefine their femininity (Baechtold & De Sawal, 2009). Herbert (1998) affirmed that women in the military felt pressures to act more feminine, more masculine, or both. Because of this constant pressure, some females may play up their femininity. Others may engage in more masculine behaviors such as drinking and swearing. Herbert also reported that women were often hesitant in allowing others, especially men, to help them, even in situations where help was needed, for fear of appearing weak. In a college setting, this might mean that female veterans do not ask for help on assignments. They also may take the lead on group assignments, or take on too many activities or classes.

For female veterans, the return to civilian life can be especially difficult. According to Baechtold and De Sawal (2009), basic training forces service members into a “pre-assigned identity” that is highly valued only within the military community. Individuals are forced to redefine who they are as a civilian, a veteran, a female, and a student. Baechtold and De Sawal stated when female veterans re-enter civilian life, oftentimes they are unsure of how to navigate life as a student, but also how to navigate life as a woman. They also noted the gender issue is different for men because they are often rewarded for displaying strong male characteristics. Women often do not find same-gender role models because of the presence of male veterans among faculty and staff. As a result, the transition to college can be difficult for female veterans.
Mental Health of Student Veterans

Posttraumatic Stress and Other Issues

Many veterans return home with a myriad of mental health issues such as PTSD, anxiety, depression, and/or substance abuse disorders. According to the Center for American Progress (2010), more than 2 million military troops have served in Iraq or Afghanistan. Of those 2 million troops, as many as 35 percent may be experiencing symptoms of Posttraumatic Stress Disorder. One study found 53 percent of the service members needing treatment for PTSD symptoms actually ended up looking for help. Furthermore, there are an average of 950 suicide attempts every month by veterans under the care of the VA (Center for American Progress, 2010).

Pressure to treat veterans and active-duty service members who suffer from PTSD has come from the numerous accounts of violence, death, and other accidents that have resulted from not being treated promptly and adequately. Soldiers who return with uncontrollable, persistent flashbacks without the “know-how” to deal with them can become extremely dangerous to themselves and others. According to the Center for American Progress (2010), a Pentagon survey found that one in four soldiers admitted to abusing prescription drugs. In 2008, the number of Iraq and Afghanistan veterans who had been treated at a VA hospital for substance abuse had reached 40,000 (Center for American Progress, 2008). As a result, the veterans who are returning to college might endorse these symptoms, and might not be receiving the help they need.

Comorbidity

Oftentimes, there are comorbidity issues working against the veteran (e.g. PTSD and substance abuse). According to the American Psychiatric Association (DSM-IV-TR)
(2000), Posttraumatic Stress Disorder is associated with increased rates of other disorders such as Major Depressive Disorder, Substance-Related Disorders, Panic Disorder, Obsessive-Compulsive Disorder, Generalized Anxiety Disorder, and Social Phobia. Past research has shown that Active Duty veterans experience more symptoms of depression and more suicidal ideation upon returning from combat when compared to National Guard veterans (Milliken, Auchterlonie, & Hoge, 2007). There is also a relationship between PTSD and physical health problems. The appearance of PTSD symptoms is correlated with more doctor visits and more missed workdays (Hoge, Terhakopian, Castro, Messer, & Engel, 2007). Another issue that can be connected to PTSD is intimate partner violence (IPV). Marshall, Panuzio, and Taft (2005) stated that the rates of IPV among veterans and active duty servicemen range from 13.5% to 58%. Furthermore, there is evidence that suggests psychopathology plays a role in IPV perpetration among veterans who also reported experiencing PTSD symptoms.

Social Problems

Veterans have more trouble in their social lives than their civilian counterparts. Twenty percent of married troops were planning a divorce and 42% of returning soldiers and Marines felt like a guest in their own home, according to one study (Center for American Progress, 2008). With soldiers returning home, feeling this way, and experiencing symptoms of PTSD, it would not be surprising to find many veterans have marital and family problems. A more recent report showed at least 75% of veterans disclosed difficulties in effectively using their military skills in civilian jobs, while 61% of employers reported a lack in complete understanding of the qualifications ex-service members could offer their workplace (Center for American Progress, 2010).
Female Veterans

While mental health issues are similar for both male and female veterans, psychological effects of combat on women are different. According to Baechtold and De Sawal (2009), female veterans are more likely to suffer from PTSD. However, women are less likely to be diagnosed with PTSD than men. The authors of the Department of Defense report hypothesized this could be based on cultural views that do not easily recognize women as combat forces. Furthermore, women’s mental health problems are generally diagnosed as depression or anxiety rather than combat-related PTSD (Department of Defense, 2007). Females also have the tendency to not define themselves as veterans after they have completed their service. These factors, along with the concern to remain emotionally and psychologically strong can create barriers that prevent women from seeking treatment (Department of Defense, 2007). Similar to the findings of previous research, Baechtold and De Sawal (2009) found that most returning women veterans will not outwardly exhibit signs of mental health issues, but many will struggle with transitioning to civilian life.

Summary

In general, many college students experience an adjustment period during their first year on campus, in which they desire independence but might also be psychologically dependent on their parents or caregivers. Female college students typically experience more difficulty adjusting to college than their male counterparts. Not only do student veterans experience an adjustment period, they also might bring with them a myriad of mental health and social issues that enhance their difficulty with adjusting to college. It is possible that female veterans will experience greater difficulty
in adjusting to college than male veterans, due to the fact that women serving in the military are forced to navigate a “pre-assigned identity” within the military, and redefining who they are as female and student might be an additional burden that male student veterans do not experience.
CHAPTER THREE
Method

Participants

Participants were college students from a midsize Midwestern university. The participants’ ages ranged from 18 to 55; the mean age of the participants was 21.83 (SD= 4.74). There were 150 female and 49 male participants (2 participants chose not disclose their sex). Of the 201 participants, 177 were nonveteran students, 13 were Active Duty student veterans, and 11 were National Guard/Reserve student veterans. The mean GPA for all participants was 3.19 (SD= 0.63) and mean income was $6352 (SD= $9870).

Measures

Student Adaptation to College Questionnaire. The Student Adaptation to College Questionnaire (SACQ; Baker & Siryk, 1984; Baker, McNeil, & Siryk, 1985), is a 67-item Likert-type self-report inventory measuring multiple factors affecting student adjustment to college. The SACQ also can be used to identify students who are experiencing difficulty in adjusting to college. The questionnaire includes four subscales: academic adjustment (24 items), social adjustment (20 items), personal-emotional adjustment (15 items), and institutional attachment adjustment (15 items). The scale has a nine-point set of responses with anchors “applies very closely to me” (1) to “doesn’t apply to me at all” (9). The questionnaire can be administered to individuals or groups in 15 to 20 minutes. The SACQ is scored by totaling the four subscales and full scale; the
totals are converted into T-scores. According to Baker and Siryk (1999), when participants miss an item, the scorer is able to utilize the mean replacement method. For the SACQ subscales to remain valid, participants are able to miss no more than 2 items on each subscale. When items are skipped, the averages of other responses on the specific subscales were calculated. Internal consistencies of the subscales also have been reported, with alphas of .77-.81 (personal-emotional adjustment), .89 (academic adjustment), .88-.91 (social adjustment), and .87 (institutional attachment adjustment) (Baker & Siryk, 1984). The reliability for the full scale ranged from .93-.95 (Baker, McNeil, & Siryk, 1985).

Regarding validity, Baker and Siryk (1986) found statistically significant relationships between the subscales and several criterion variables expected to relevant to the subscales. “Criterion variables- representing important behaviors or accomplishments in the lives of students- include attrition, appeals for services from a psychological clinic, grade point average (GPA), election to an academic honor society, and involvement in social activities” (Baker & Siryk, 1986, p. 32). Further validity of the subscales was reported (Asher, 1992): The social adjustment subscale correlated positively with college students’ first year GPA (.34). The social adjustment subscale correlated positively with a college students’ social activity (.47). The institutional adjustment subscale correlated negatively with rates of attrition for first-year students (-.27 to -.41). The social adjustment subscale correlated negatively with the UCLA Loneliness Scale (-.66 to -.79), which demonstrated discriminant validity. The personal adjustment subscale correlated positively with a self-esteem measure (.40 to .54).
Demographic Information Questionnaire. The author-generated Demographic Information Questionnaire (DIQ) asked participants about specific background information, such as age, sex, race/ethnicity, yearly income, political affiliation, relationship status, and parental status.

Student Veteran Questionnaire. The author-generated Student Veteran Questionnaire (SVQ) asked participants about specific details of their military service, such as branch of service, capacity of service (Active Duty, National Guard, Reserves), and deployment history. The SVQ included open-ended questions that asked participants about their adjustment experiences to campus life, in order to better describe this specific population.

Procedure

The participants were recruited through the main campus email system, and private emails from the veteran financial aid office. Two separate emails from campus email and the veteran financial aid office were sent to all students. The questionnaires were administered using an online survey program. Prior to beginning the study, the participants were given electronic informed consent. All participants were instructed to read all instructions carefully before completing each questionnaire. Participants who identified with being a veteran were asked to complete the SVQ questionnaire. Participants who did not identify with being a veteran were asked to skip the SVQ portion of the survey. After completion of the questionnaires, the students were thanked for their participation and debriefed about the purpose of the study. Participants who wished to receive the results summary of the study were given the opportunity to provide contact information to the primary researcher in an email, which was separated from the
actual study data. All participants were given the option to receive research credit or have their name put in a drawing for one of four $25 Visa gift cards. The participants were treated in accordance with APA and ACA ethical principles.

**Design and Analysis**

The current study used a self-report survey to test the following hypotheses:

1. There will be an interaction in the effect on academic, social, personal-emotional, and institutional attachment college adjustment based on military status (nonveteran, veteran) and sex (male, female) when controlling for age.

2. There will be a difference in academic, social, personal-emotional, and institutional attachment college adjustment based on military capacity (nonveteran, Active Duty, National Guard/Reserve) when controlling for sex.

A 2x2 multivariate analysis of covariance (MANCOVA) was used to analyze the first hypothesis. The independent variables were military status (nonveteran, veteran) and sex (male and female), and the dependent variables were the four SACQ subscales. Age was utilized as a covariate, given that the veteran population was likely older than the nonveteran population. For the second hypothesis, a one-way MANCOVA was used. The independent variable was military capacity (nonveteran, Active Duty veteran, National Guard/Reserve veteran), and the dependent variables were the four SACQ subscales. Sex was utilized as a covariate, in order to remove the potential effect of sex on military status and the dependent variables. The advantage of performing MANCOVA over MANOVA is having the ability to incorporate one or more covariates into the analysis, and then remove the effects of these covariates (Mertler & Vannatta, 2005).
CHAPTER FOUR
Results

The sample was predominately female (74.6%) and nonveteran (86.6%), with a mean age of 21.83 (SD= 4.74). There were 150 female and 49 male participants (2 participants chose not disclose their sex). Of the 201 participants, 177 were nonveteran students, 13 were Active Duty student veterans, and 11 were National Guard/Reserve student veterans. Tables 1 and 2 summarize the participants’ demographic and military characteristics. The majority were in a committed relationship, but not married (50.7%) and reported having completed at least four semesters of college (65.1%); 90% were White, non-Hispanic. Of the 24 veteran participants, 50% had been deployed and 66.7% were deployed 2 or more times. In terms of SACQ subscale scores: on average, nonveteran students scored higher than both Active Duty and National Guard/Reserve student veterans. On average, Active Duty student veterans scored lowest on social adjustment and institutional adjustment than both nonveteran students and National Guard/Reserve student veterans. Table 3 lists mean SACQ subscale scores by military capacity.

The SACQ consisted of 68 questions, though some participants did not answer every item. According to Baker and Siryk (1999), when participants miss an item, the scorer can utilize the mean replacement method. For the SACQ subscales to remain valid, participants were able to miss no more than 2 items on each subscale.
### Table 1

**Demographic Information of Sample by Military Status**

<table>
<thead>
<tr>
<th>Demographic Information</th>
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<th>Veteran (n=24)</th>
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<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>160</td>
<td>21</td>
</tr>
<tr>
<td>Black or African-American, Non-Hispanic</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Hispanic</td>
<td>171</td>
<td>22</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Relationship Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>74</td>
<td>7</td>
</tr>
<tr>
<td>Committed, but not married</td>
<td>95</td>
<td>7</td>
</tr>
<tr>
<td>Married</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Parental Status</td>
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<tr>
<td>Parent</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Not a Parent</td>
<td>169</td>
<td>15</td>
</tr>
<tr>
<td>Self/Partner is Pregnant</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Semesters Completed</td>
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<td></td>
</tr>
<tr>
<td>0-4</td>
<td>69</td>
<td>7</td>
</tr>
<tr>
<td>5-8</td>
<td>101</td>
<td>11</td>
</tr>
<tr>
<td>&gt; 8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0- 2.49</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>2.50- 2.99</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>3.00- 3.49</td>
<td>56</td>
<td>7</td>
</tr>
<tr>
<td>&gt; 3.49</td>
<td>68</td>
<td>10</td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0- $9,999</td>
<td>143</td>
<td>7</td>
</tr>
<tr>
<td>$10,000-$19,999</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>$20,000-$29,999</td>
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<td>$30,000-$39,999</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>$40,000-$49,999</td>
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<td>1</td>
</tr>
<tr>
<td>&gt; $49,999</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Political Affiliation</td>
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</tr>
<tr>
<td>Republican</td>
<td>52</td>
<td>7</td>
</tr>
<tr>
<td>Democrat</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Independent</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>7</td>
</tr>
</tbody>
</table>

*Note: Due to missing data, total nonveterans might not add up to n=177*
Table 2

Military Characteristics of Sample (n=24)

<table>
<thead>
<tr>
<th>Military Characteristic</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Army</td>
<td>18</td>
<td>75%</td>
</tr>
<tr>
<td>Navy</td>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>Air Force</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Duty</td>
<td>13</td>
<td>54%</td>
</tr>
<tr>
<td>National Guard/Reserve</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>Number of Deployments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>3+</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>OEF/OIF veteran</td>
<td>9</td>
<td>38%</td>
</tr>
<tr>
<td>Know other student veterans at Ball State</td>
<td>16</td>
<td>67%</td>
</tr>
<tr>
<td>Perceive Ball State to be a veteran friendly campus</td>
<td>20</td>
<td>83%</td>
</tr>
</tbody>
</table>
Table 3

*Student Adaptation to College Questionnaire (SACQ) Subscale Scores by Military Capacity*

<table>
<thead>
<tr>
<th>SACQ Subscales (Adjustment)</th>
<th>Military Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nonveteran (n=177)</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Academic</td>
<td>40.67</td>
</tr>
<tr>
<td>Social</td>
<td>37.82</td>
</tr>
<tr>
<td>Personal-Emotional</td>
<td>40.01</td>
</tr>
<tr>
<td>Institutional Attachment</td>
<td>41.43</td>
</tr>
</tbody>
</table>

*Note: Low score = area of difficulty (score range = 27-55)*
When items were skipped, the averages of other responses on the specific subscales were calculated. No participants were excluded from the study based on missing items.

According to Mertler and Vannatta (2005), researchers who use MANCOVA make the following assumptions: (a) The observations within each sample must be randomly sampled and must be independent of each other; (b) The observations on all dependent variables must follow a multivariate normal distribution in each group; (c) The population covariance matrices for the dependent and covariate variables in each group must be equal; (d) The relationships among all pairs of dependent variables for each cell in the data matrix must be linear. The assumptions were tested and confirmed to be true.

**Hypothesis 1**

It was hypothesized that there would be an interaction in the effect on academic, social, personal-emotional, and institutional attachment college adjustment based on military status (nonveteran, veteran) and sex (male, female) when controlling for age. A 2x2 multivariate analysis of covariance (MANCOVA) was used to analyze the first hypothesis. The independent variables were military status (nonveteran, veteran) and sex (male and female), and the dependent variables were the four SACQ subscales. Age was utilized as a covariate, given that the veteran population was likely older than the nonveteran population. Box’s Test revealed that equal variances could be assumed; therefore Wilks’ Lambda criteria was used as the test statistic. The Wilks’ Lambda criteria indicated insignificant group differences in age with respect to the SACQ subscales, Wilks’ $\Lambda=.991$, $F(4, 175)=.404$, $p=.806$, multivariate $\eta^2=.009$. Wilks’ Lambda
criteria also revealed no interaction between military status and sex (Wilks’ $\Lambda=.984$, $F(4, 175)=.706$, $p=.589$, multivariate $\eta^2=.016$).

**Hypothesis 2**

It was hypothesized that there would be a difference in academic, social, personal-emotional, and institutional attachment college adjustment based on military capacity (nonveteran, Active Duty, National Guard/Reserve) when controlling for sex. A one-way MANCOVA was used to analyze the second hypothesis. The independent variable was military capacity (nonveteran, Active Duty veteran, National Guard/Reserve veteran), and the dependent variables were the four SACQ subscales. Sex was utilized as a covariate, in order to remove the potential affect of sex on military status and the dependent variables. Box’s Test revealed that equal variances could be assumed; therefore Wilks’ Lambda criteria was used as the test statistic. The Wilks’ Lambda criteria revealed no significant group differences in military capacity with respect to the SACQ subscales (Wilks’ $\Lambda=.931$, $F(8, 380)=1.723$, $p=.092$, multivariate $\eta^2=.035$).

**Supplemental Questions**

The SVQ inquired about student veterans’ experiences in the military and the classroom. It was the author’s intention to gain *some* insight into how student veterans feel about discussing their military service in class, how students and faculty respond, and if veterans know other veterans on campus. Student veterans who indicated that they discuss their military experiences in class reported the following reasons for doing so: “To explain why I am the way I am,” “When it’s pertinent to the discussion,” “Usually only to help motivate other students, especially the ones who think their lives suck.” Others who choose not to discuss their military service in the classroom stated: “No one
asks,” “I don’t like to draw attention to it,” “Being an older freshman makes me feel weird,” “I feel out of place bringing it up in the classroom, with nonveterans.” Typical perceived reactions of students and faculty reported were: “Positive,” “A lot of questions,” “They’re appreciative,” “Surprised,” “Faculty treat me the same, but might call me out more in class,” “Some faculty expect me to be more of a leader in class.” Of the 24 student veterans in the current study, 16 knew other student veterans on campus; 20 student veterans perceived Ball State University as a veteran friendly campus.
CHAPTER FIVE
Discussion

In the current study, it was hypothesized that there would be an interaction in the effect on academic, social, personal-emotional, and institutional attachment college adjustment based on military status (nonveteran, veteran) and sex (male, female) when controlling for age, and that there would be a difference in academic, social, personal-emotional, and institutional attachment college adjustment based on military capacity (nonveteran, Active Duty, National Guard/Reserve) when controlling for sex. The results indicated no significant group differences between military status and sex, or military capacity, as hypothesized.

It is surprising that no differences were found between nonveterans and veterans on levels of attachment. Unfortunately, there were not enough veterans in the different categories (Active Duty, National Guard/Reserve) participating in this study to be able to have separate categories. It is possible differences would have existed with a larger sample. After all, National Guard/Reserve student veterans could possibly have their education interrupted by deployment, which could, in turn create some attachment issues in relation to their academic institutions. Active Duty veterans, not having to worry about deployment, may not feel any more or less attachment to their institution than a nonveteran student would. Further exploration of various categories of college student veterans may well produce different results.
It is also surprising that no differences were found regarding gender. The prior literature suggests that females who are less individuated may have more trouble with adjustment to college (Lopez et al., 1986) than those who are more individuated. Perhaps the women in this sample had similar levels of individuation; that construct was not measured in this study. In fact, it is possible no difference existed because female veterans have already developed a sense of individuation as a result of their time in the military. As noted, female role models are not plentiful in the military (Baechtold & De Sawal, 2009); these women might have learned to stand on their own through that experience and simply continue to do so in college. Being in the military may prove to be a very adaptive experience for them once they get to college, even though they tend to not identify as veterans post-service. The potential difference between male and female veterans deserves further exploration.

Although the current study revealed no significant group differences, the mean SACQ subscale scores might have clinical implications regarding which students should seek college-counseling services. According to Baker and Siryk (1999), students with subscale scores of 40 or lower might benefit from being referred to counseling, to explore the cause(s) of college adjustment difficulty. Perhaps, students at Ball State University are not well adjusted as a whole, which might have led to finding no significant group differences. It is possible to find group difference with a larger sample of veteran students.

**Limitations**

Sample size appeared to be the most significant limitation of the current study, with only 23 student veteran participants. At Ball State University, there are at least 400
student veterans (Beck Hannaford, personal communication, February 8, 2011), which means the response rate for the current study is no greater than 5.8%. Another limitation was adapting the SACQ for online use. The test might be more readable and user-friendly when given in paper-pencil format compared to the online format. No other study was found that used the SACQ online. Another limitation was reaching the student veteran population via an online measure. It might be worthwhile to utilize a mixed-methods approach, and sit down with participants, in order to build rapport with student veterans. Another limitation was adapting the SACQ for online use. The test might be more readable and user-friendly when given in paper-pencil format compared to the online format. Internal validity of the current study could have been threatened as well due to participants being college students in need of research credit. Additionally, the current study lacks external validity, due to taking place at one university in the Midwest.

**Future Research**

Future research might evaluate the different clusters of the SACQ subscales. Within the different subscales, there are four clusters for academic adjustment, four clusters for social adjustment, two clusters for personal-emotional adjustment, and two clusters for institutional attachment adjustment. Four particular clusters that would be interesting to compare between veterans and nonveterans are: motivation (attitudes toward academic goals and academic work required, sense of educational purpose); social environment (satisfaction with the social aspects of the college environment); psychological (sense of well-being); and general institutional attachment (feelings about being in college in general). It would also be interesting to assess whether student veterans score higher on general institutional attachment compared to University-specific
institutional attachment. For example, student veterans might enjoy college in general, but not enjoy the college they chose to complete their degree.

**Clinical Implications**

Although not significant, the results of the current study might assist college counselors and administrators in identifying areas of difficulty regarding college adjustment among student veterans. For example, if Active Duty student veterans score lower on the institutional attachment subscale, they might be at risk of attrition. The results of the current study suggest that social adjustment might contribute to possible attrition. Perhaps a larger sample would yield such results.

Additional analysis is required to assess subscale cluster areas, which could yield important information for intervention. According to Baker & Siryk (1999), for students with SACQ subscale scores of 40 or lower, it might be appropriate to suggest additional counseling to identify potential problems and improve their college experience. With the exception of a few subscales, the mean SACQ subscale scores were 40 or lower. If college administrators and counselors were to adhere to Baker & Siryk’s guidelines, based on the results of the current study, they would be seeing more students regardless of veteran status.

**Summary**

The current study aimed to fill a gap in the literature regarding how veterans adjust to college and veterans’ experiences differ from the average nonveteran college student. Although this study’s hypotheses were not supported, mean SACQ subscale scores might yield important information regarding students’ experiences in adjusting to college. Future research is necessary to further assess the areas of difficulty among
student veterans. It is the hope of the author that future research can assist in identifying student veterans who experience difficulties while in college, and interventions can be tailored to support those who sacrificed themselves for our country.
REFERENCES


APPENDIX A
STUDENT ADAPTATION TO COLLEGE QUESTIONNAIRE (SACQ)

Student Adaptation to College Questionnaire

Below are several statements, which will apply to you in greater or lesser degree. Each has beneath it a continuum of options labeled "Applies very closely to me" at one end and "Doesn't apply to me at all" at the other end. Please choose an option at the point in the continuum which best represents your judgement concerning how closely the statement applies to you AT THE PRESENT TIME, i.e. WITHIN THE LAST FEW DAYS. Since your judgment may vary considerably from item to item, you should feel free to use any one of the options in the continuum.

As an example, if you felt that a statement applied very closely to you, you would choose the option at point "A"; if less closely, at point "B"; if not very closely, at point "C"; if not at all, at point "D"; etc. Please remember that you can choose any option at any point in each continuum but NO MORE THAN ONE option in each continuum.

Please be sure to complete the entire questionnaire. Be just as frank and honest as possible; your answers will be accorded strict professional confidentiality. If you choose to do so, you may change an answer.

1. I feel that I fit well as part of the Ball State environment.

   A       B       C       D
   *       *       *       *
   Applies very close to me  Doesn’t apply to me at all

2. I have been feeling tense or nervous lately.

   A       B       C       D
   *       *       *       *
   Applies very close to me  Doesn’t apply to me at all
3. I have been keeping up to date on my academic work.

<table>
<thead>
<tr>
<th>A</th>
<th>*</th>
<th>*</th>
<th>B</th>
<th>*</th>
<th>*</th>
<th>C</th>
<th>*</th>
<th>D</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies very close to me</td>
<td>Doesn’t apply to me at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

4. I am meeting as many people, and making as many friends, as I would like at Ball State.

<table>
<thead>
<tr>
<th>A</th>
<th>*</th>
<th>*</th>
<th>B</th>
<th>*</th>
<th>*</th>
<th>C</th>
<th>*</th>
<th>D</th>
<th>*</th>
<th>*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Applies very close to me</td>
<td>Doesn’t apply to me at all</td>
<td></td>
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</tr>
</tbody>
</table>

5. I know why I’m in college and what I want out of it.

<table>
<thead>
<tr>
<th>A</th>
<th>*</th>
<th>*</th>
<th>B</th>
<th>*</th>
<th>*</th>
<th>C</th>
<th>*</th>
<th>D</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Applies very close to me</td>
<td>Doesn’t apply to me at all</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

6. I am finding academic work at Ball State difficult.

<table>
<thead>
<tr>
<th>A</th>
<th>*</th>
<th>*</th>
<th>B</th>
<th>*</th>
<th>*</th>
<th>C</th>
<th>*</th>
<th>D</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies very close to me</td>
<td>Doesn’t apply to me at all</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

7. Lately I have been feeling blue and moody a lot.

<table>
<thead>
<tr>
<th>A</th>
<th>*</th>
<th>*</th>
<th>B</th>
<th>*</th>
<th>*</th>
<th>C</th>
<th>*</th>
<th>D</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies very close to me</td>
<td>Doesn’t apply to me at all</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

8. I am very involved with social activities in college.

<table>
<thead>
<tr>
<th>A</th>
<th>*</th>
<th>*</th>
<th>B</th>
<th>*</th>
<th>*</th>
<th>C</th>
<th>*</th>
<th>D</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies very close to me</td>
<td>Doesn’t apply to me at all</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

9. I am adjusting well to college.

<table>
<thead>
<tr>
<th>A</th>
<th>*</th>
<th>*</th>
<th>B</th>
<th>*</th>
<th>*</th>
<th>C</th>
<th>*</th>
<th>D</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Applies very close to me</td>
<td>Doesn’t apply to me at all</td>
<td></td>
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</tr>
</tbody>
</table>
10. I have not been functioning well during examinations.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>B</th>
<th></th>
<th>C</th>
<th></th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Applies very close to me  Doesn’t apply to me at all

11. I have felt tired much of the time lately.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>B</th>
<th></th>
<th>C</th>
<th></th>
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</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

Applies very close to me  Doesn’t apply to me at all

12. Being on my own, taking responsibility for myself, has not been easy.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>B</th>
<th></th>
<th>C</th>
<th></th>
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</tr>
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</tr>
</tbody>
</table>

Applies very close to me  Doesn’t apply to me at all

13. I am satisfied with the level at which I am performing academically.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>B</th>
<th></th>
<th>C</th>
<th></th>
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Applies very close to me  Doesn’t apply to me at all

14. I have had informal, personal contacts with Ball State professors.

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Applies very close to me  Doesn’t apply to me at all

15. I am pleased now about my decision to go to college.

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Applies very close to me  Doesn’t apply to me at all

16. I am not pleased about my decision to attend Ball State in particular.

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Applies very close to me  Doesn’t apply to me at all
17. I’m not working as hard as I should at my coursework.

A  B  C  D
* * * * * * * * * * * * * * *
Applies very close to me  Doesn’t apply to me at all

18. I have several close social ties at Ball State.

A  B  C  D
* * * * * * * * * * * * * * *
Applies very close to me  Doesn’t apply to me at all

19. My academic goals and purposes are well-defined.

A  B  C  D
* * * * * * * * * * * * * * *
Applies very close to me  Doesn’t apply to me at all

20. I haven’t been able to control my emotions very well lately.

A  B  C  D
* * * * * * * * * * * * * * *
Applies very close to me  Doesn’t apply to me at all

21. I’m not really smart enough for the academic work I am expected to be doing now.

A  B  C  D
* * * * * * * * * * * * * * *
Applies very close to me  Doesn’t apply to me at all

22. Lonesomeness for home is a source of difficulty for me now.

A  B  C  D
* * * * * * * * * * * * * * *
Applies very close to me  Doesn’t apply to me at all

23. Getting a college degree is very important to me.

A  B  C  D
* * * * * * * * * * * * * * *
Applies very close to me  Doesn’t apply to me at all
24. My appetite has been good lately.

A B C D
* * * * * * * * * * * *
Applies very close to me Doesn’t apply to me at all

25. I haven’t been very efficient in the use of study time lately.

A B C D
* * * * * * * * * * * *
Applies very close to me Doesn’t apply to me at all

26. I enjoy living in a college dormitory (please omit if you do not live in a dormitory; any University housing should be regarded as a dormitory).

A B C D
* * * * * * * * * * * *
Applies very close to me Doesn’t apply to me at all

27. I enjoy writing papers for courses.

A B C D
* * * * * * * * * * * *
Applies very close to me Doesn’t apply to me at all

28. I have been having a lot of headaches lately.

A B C D
* * * * * * * * * * * *
Applies very close to me Doesn’t apply to me at all

29. I really haven’t had much motivation for studying lately.

A B C D
* * * * * * * * * * * *
Applies very close to me Doesn’t apply to me at all

30. I am satisfied with the extracurricular activities available at Ball State.

A B C D
* * * * * * * * * * * *
Applies very close to me Doesn’t apply to me at all
31. I've given a lot of thought lately to whether I should ask for help from the Counseling Psychological Services Center, or from a psychotherapist outside of Ball State.

A  B  C  D
*  *  *  *  *  *  *  *
Applies very close to me       Doesn't apply to me at all

32. Lately I have been having doubts regarding the value of a college education.

A  B  C  D
*  *  *  *  *  *  *  *
Applies very close to me       Doesn't apply to me at all

33. I am getting along very well with my roommate(s) at Ball State (please omit if you do not have a roommate).

A  B  C  D
*  *  *  *  *  *  *  *
Applies very close to me       Doesn't apply to me at all

34. Choose B if you are reading this item.

A  B  C  D
*  *  *  *  *  *  *  *
Applies very close to me       Doesn't apply to me at all

35. I wish I were at another college or university rather than Ball State.

A  B  C  D
*  *  *  *  *  *  *  *
Applies very close to me       Doesn't apply to me at all

36. I've put on (or lost) too much weight recently.

A  B  C  D
*  *  *  *  *  *  *  *
Applies very close to me       Doesn't apply to me at all

37. I am satisfied with the number and variety of courses available at Ball State.

A  B  C  D
*  *  *  *  *  *  *  *
Applies very close to me       Doesn't apply to me at all
38. I feel that I have enough social skills to get along well in the college setting.

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Applies very close to me

Doesn’t apply to me at all

39. I have been getting angry too easily lately.

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Applies very close to me

Doesn’t apply to me at all

40. Recently I have had trouble concentrating when I try to study.

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Applies very close to me

Doesn’t apply to me at all

41. I haven't been sleeping very well.

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Applies very close to me

Doesn’t apply to me at all

42. I'm not doing well enough academically for the amount of work I put in.

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Applies very close to me

Doesn’t apply to me at all

43. I am having difficulty feeling at ease with other people at Ball State.

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Applies very close to me

Doesn’t apply to me at all

44. I am satisfied with the quality or the caliber of courses available at Ball State.

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Applies very close to me

Doesn’t apply to me at all
45. I am attending classes regularly.

A B C D
* * * * * * * *
Applies very close to me Doesn’t apply to me at all

46. Sometimes my thinking gets muddled up too easily.

A B C D
* * * * * * * *
Applies very close to me Doesn’t apply to me at all

47. I am satisfied with the extent to which I am participating in social activities at Ball State.

A B C D
* * * * * * * *
Applies very close to me Doesn’t apply to me at all

48. I expect to stay at Ball State for a bachelor's degree.

A B C D
* * * * * * * *
Applies very close to me Doesn’t apply to me at all

49. I haven't been mixing too well with the opposite sex lately.

A B C D
* * * * * * * *
Applies very close to me Doesn’t apply to me at all

50. I worry a lot about my college expenses.

A B C D
* * * * * * * *
Applies very close to me Doesn’t apply to me at all

51. I am enjoying my academic work at college.

A B C D
* * * * * * * *
Applies very close to me Doesn’t apply to me at all
52. I have been feeling lonely a lot at Ball State lately.

A  B  C  D
*  *  *  *  *  *  *  *  *  *  *  *
Applies very close to me  Doesn’t apply to me at all

53. I am having a lot of trouble getting started on homework assignments.

A  B  C  D
*  *  *  *  *  *  *  *  *  *  *  *
Applies very close to me  Doesn’t apply to me at all

54. I feel I have good control over my life situation at Ball State.

A  B  C  D
*  *  *  *  *  *  *  *  *  *  *  *
Applies very close to me  Doesn’t apply to me at all

55. I am satisfied with my program of courses for this semester.

A  B  C  D
*  *  *  *  *  *  *  *  *  *  *  *
Applies very close to me  Doesn’t apply to me at all

56. I have been feeling in good health lately.

A  B  C  D
*  *  *  *  *  *  *  *  *  *  *  *
Applies very close to me  Doesn’t apply to me at all

57. I feel I am very different from other students at Ball State, in ways that I don't like.

A  B  C  D
*  *  *  *  *  *  *  *  *  *  *  *
Applies very close to me  Doesn’t apply to me at all

58. On balance, I would rather be home than here.

A  B  C  D
*  *  *  *  *  *  *  *  *  *  *  *
Applies very close to me  Doesn’t apply to me at all
59. Most of the things I am interested in are not related to any of my coursework at Ball State.

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Applies very close to me  Doesn’t apply to me at all

60. Lately I have been giving a lot of thought to transferring to another college.

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Applies very close to me  Doesn’t apply to me at all

61. Lately I have been giving a lot of thought to dropping out of college altogether and for good.

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Applies very close to me  Doesn’t apply to me at all

62. I find myself giving considerable thought to taking time off from college and finishing later.

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Applies very close to me  Doesn’t apply to me at all

63. I am very satisfied with the professors I have now in my courses.

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Applies very close to me  Doesn’t apply to me at all

64. I have some good friends or acquaintances at Ball State who I can talk with about any problems I may have.

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Applies very close to me  Doesn’t apply to me at all
65. I am expecting a lot of difficulty coping with the stresses imposed upon me in college.

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Applies very close to me  Doesn’t apply to me at all

66. I am quite satisfied with my social life at Ball State.

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Applies very close to me  Doesn’t apply to me at all

67. I’m quite satisfied with my academic situation at Ball State.

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Applies very close to me  Doesn’t apply to me at all

68. I feel confident that I will be able to deal in a satisfactory manner with future challenges here at Ball State.

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Applies very close to me  Doesn’t apply to me at all
APPENDIX B
DEMOGRAPHIC INFORMATION QUESTIONNAIRE (DIQ)

1. What is your age? _____________

2. What is your biological sex?
   a. Male
   b. Female
   c. Intersex

3. What is your race?
   a. White, non-Hispanic
   b. Black or African-American, non-Hispanic
   c. Asian
   d. Native Hawaiian or Other Pacific-Islander
   e. American Indian/Alaskan Native
   f. Two or more races
      Please specify: _____________________

4. Are you of Hispanic/Latino(a) descent?
   a. Yes
      Please specify: _____________________
   b. No

5. What is your relationship status?
   a. Single
   b. In a committed relationship, but not married
   c. Married
   d. Separated
   e. Divorced
   f. Widowed

6. Are you a parent?
   a. Yes
   b. No
   c. You or partner are currently pregnant

7. What is your yearly income? _____________________
8. How many semesters of college have you completed? ______________

9. What is your GPA? ______________

10. What is your political affiliation?
    a. Republican
    b. Democrat
    c. Independent
    d. Other ____________________
1. Are you a veteran?
   a. Yes
   b. No

2. In what branch of the military did/do you serve?
   a. Army
   b. Navy
   c. Marines
   d. Air Force
   e. Coast Guard

3. In what capacity did/do you serve:
   a. Active Duty
   b. National Guard
   c. Reserve

4. Were/are you an officer, enlisted, or ROTC? ____________________________

5. Have you been deployed? (If no, skip to question 9)
   a. Yes
   b. No

6. If you have been deployed, how many times?
   a. 1
   b. 2
   c. 3
   d. 4 or more

7. Are you an OEF/OIF veteran?
   a. Yes
   b. No

8. In what country was your most recent deployment? ____________________________
9. Did you anticipate or face any adjustments in going to college after having been in a war zone?
   a. Yes
   b. No

10. Has your military experience shaped the way you feel about college?
    a. Yes
    b. No

11. Do you bring up your military service in the classroom? Why or why not?
    a. How do other students and faculty respond to your military experiences?
    b. Do you know other veterans on campus?

12. Is Ball State a “veteran-friendly” campus?
    a. Yes
    b. No
Greetings:

My name is April Krowel and I am a second-year masters student in the Counseling Program at Ball State University. I am in the process of collecting data for my thesis, which is examining college adjustment of students on campus, and am writing to ask you to assist in recruiting participants for the study. The study consists of a 63-item questionnaire, which will be completed online, with no perceived risks associated with participation. If you could please inform the students in the classes that you teach of this opportunity, it would be tremendously helpful. Participation is open to students at least 18 years old, and takes approximately 20-25 minutes to complete. Students who participate have the option to enroll in a raffle for one of four VISA gift cards. If you have any additional questions regarding the study please feel free to ask at any point in time. In addition, if you are interested I can inform you of the results at the conclusion of the study.

Thank you in advance for your help.

April Krowel, B.A.
Ball State University Graduate Student
Thank you for your participation in this study. The information gathered from this study will be of significance, as it will allow researchers to gain an assessment of student veterans’ college adjustment. The results from this study may broaden our knowledge of the needs of this specific population. This additional knowledge might help college counselors and administrators understand how to assist veterans on campus. This is especially critical if veterans’ college adjustment differs from traditional, nonveteran college students. The primary researcher withheld the actual title of the study in order for participants to answer each item honestly. If you have feelings of distress regarding this deception, please contact the primary researcher. Should you have any questions about the study, or would like to obtain the results at the conclusion of the study, please contact the primary researcher. The primary researcher is April Krowel, and her email address is adkrowel@bsu.edu.

For those students who would like to obtain course credit for taking this questionnaire, please provide detailed information in an email to adkrowel@bsu.edu regarding the name of your course and contact information for your instructor. The primary researcher will inform your instructor, via email, that you completed this questionnaire. For those students who would like the opportunity to enter the raffle for one of four 25-dollar VISA gift cards, please send an email to adkrowel@bsu.edu with a statement that you would like to enter the raffle. In either case, an email must be sent to adkrowel@bsu.edu in order to obtain course credit or have an opportunity to enter the raffle. Participants are able to select whether they would like to enter the raffle or obtain course credit, but students are not able to obtain both.

Thank you again for your time and contribution to this study.

**Researcher Contact Information**

Principal Investigator: April Krowel, B.A., Graduate Student Counseling
Ball State University
Muncie, IN 47304
Telephone: (310) 435-0081
Email: adkrowel@bsu.edu

Faculty Supervisor: Theresa Kruczek, Ph.D.
Counseling Psychology
Ball State University
Muncie, IN 47306
Telephone: (765) 285-8040
Email: tkruczek@bsu.edu
Study Title  Transitioning to College

Study Purpose and Rationale
The purpose of this research project is to examine how college students transition to the campus life and atmosphere. Findings from this study may help college counselors to more effectively assist those students who are having a difficult time with adjusting to college.

Inclusion/Exclusion Criteria
To be eligible to participate in this study, you must be between at least age 18, and be currently enrolled as a university student.

Participation Procedures and Duration
For this project, you will be asked to complete a questionnaire about your adjustment to college. It will take approximately 20-25 minutes to complete the questionnaire.

Data Confidentiality or Anonymity
All data will be maintained as anonymous and no identifying information such as names will appear in any publication or presentation of the data. There will be no way to match a student’s identity with their results from the questionnaire.

Storage of Data
The data will be entered into a software program and stored on the researcher’s password-protected computer for a maximum of two years and then deleted. Only members of the research team will have access to the data.

Risks or Discomforts
The only anticipated risk from participating in this study is that you may not feel comfortable answering some of the questions. You may choose not to answer any question that makes you uncomfortable and you may quit the study at any time.

Who to Contact Should You Experience Any Negative Effects from Participating in this Study
Should you experience any feelings of anxiety, there are counseling services available to you through the Ball State University Counseling Center in Muncie, 765-285-1736. You
will be responsible for the costs of any care that is provided. It is understood that in the unlikely event that treatment is necessary as a result of your participation in this research project that Ball State University, its agents and employees will assume whatever responsibility is required by law.

**Benefits**
One benefit you may gain from participating in this study may be a better understanding of your adjustment to college. You may also choose to enter the raffle for a chance at one of four 25-dollar VISA gift cards by entering your email at the conclusion of the study.

**Voluntary Participation**
Your participation in this study is voluntary and you are free to withdraw your permission at anytime for any reason without penalty or prejudice from the investigator. Please feel free to ask any questions of the investigator at any time during the study.

**IRB Contact Information**
For one’s rights as a research subject, you may contact the following: Research Compliance, Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

**Researcher Contact Information**

Principal Investigator:  
April Krowel, B.A., Graduate Student  
Counseling  
Ball State University  
Muncie, IN 47304  
Telephone: (310) 435-0081  
Email: adkrowel@bsu.edu

Faculty Supervisor:  
Dr. Theresa Kruczek  
Counseling Psychology  
Ball State University  
Muncie, IN 47306  
Telephone: (765) 285-8040  
Email: tkruczek@bsu.edu