

Tracking and Reporting on Military Student Outcomes: Lessons Learned & Initial Data

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AGENDA

- Introductions
- Panel Questions
- Audience Q & A

WHO WE ARE

Walden University

- Accredited by HLC
- Private, For-Profit Institution
- Primarily Online
- Undergrad & Grad Programs in:
 - Education
 - Social & Behavioral Sciences
 - Health Sciences & Nursing
 - Management & Technology

Student Demographics

- May 2017 Enrollment = 50,851
- 14% Undergraduate
- 86% Graduate
- 74% Female
- 52% Minority
- Average Age = 40 years

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- Grand Forks, North Dakota
- City population – 55,000 (ND 3rd largest city)
- Grand Forks AFB (1954)
 - Home to 1,600 active duty military personnel

Nearly
15,000
students



200+
fields of study



Students from
50 states & 80 countries

Undergraduate
Graduate
Law
Medicine



Question #1

How do you track military students on your campus?

Answer #1

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- Military Services Office
- VA Benefit Records
- Bursar tuition assistance/reduction
- Self-report via..
 - Annual surveys
 - Online Application

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How do you define veteran/military?

- Created student groups and are entered in PS by staff in Veteran Services and the Business Office.
 - Military= (NDMIL, VAD)
 - Veterans= (V30, V31, V33,)
 - Guard/Reserve= (VRTC, VAG, V166, V167)
 - Spouse= (V33S)
 - Dependent=(V35, V33C, VETD)



Question #2

What successes and challenges have you experienced when attempting to track this student group?

Answer #2

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- Successes:
 - Established regular data collection process
 - Incorporated into internal reporting
 - Ex. enrollment, ret / grad rates
 - Built solid relationship with Military Services
- Challenges:
 - Unable to track spouse & dependent separately
 - Unable to separate active, guard reserve and veteran statuses
 - Not all military student tracked

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- Multiple student group codes - established a hierarchy for headcount reporting
- Retention/Graduation Rates – most come in as new transfers, stop-in/stop-out, part-time/full-time



Question #4

What type of data does your institution provide, internally and externally, regarding military student outcomes?

Answer #3

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- Internal (coming soon)
 - Enrollment
 - Demographics (ex. gender, ethnicity)
 - Programs/degrees
 - Retention & Graduation Rates
 - Alumni
 - Number graduated
 - Median years to completion
- External
 - Military Friendly Schools (ex. transfer rate, enrollment, etc.)
 - IPEDS (ex. Post-9/11 GI Bill funds paid to institution & number of recipients)
 - VA Remote Compliance Survey (85/15 rule)

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- 85/15 statement of Assurance
 - # in programs
- Strategic Plan Goal
 - online vs on-campus
- External Surveys
 - Retention & graduation rate
 - Median years to completion
- Veteran Profile
- Departmental requests



Question #4

What surprising things have you learned about military students from the tracking and/or reporting process?

Answer #4

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- Movement of students between military categories
 - Ex. reservist --> active duty --> veteran --> active duty
- Current inability to separate categories
 - Ex. spouse vs. dependent vs veteran vs. Active duty
 - Working on collecting better data
- Better understanding of federal and institutional support for military students
- Increased awareness of external focus on military student outcomes
 - i.e. "eyes and ears" on what's coming for reporting

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- Coding took away the struggle of identifying students
- Retention/graduation rates are challenging as the cohorts are unique
- More and more information is being requested



Questions?