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Emily Duncan

University of San Diego, emilyduncan@sandiego.edu

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The Integration Process of United States Veterans at the University of San Diego

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Emily Duncan

University of San Diego

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Thank you to the veteran students from the University of San Diego who participated in this study. Your participation and insight is invaluable. The path you are helping to create will continue to support the endeavors of future veteran college students. Thank you again and thank you for your service.

Abstract

This exploratory research design aims to examine the integration process of United States veterans at the University of San Diego. Besides creating a more comprehensive knowledge base on the subject, the purpose of the paper is to be a resource for universities who are striving to better their veteran programs. This paper can be utilized to help make the process of integrating veteran college students more fluid. The paper examines common and emerging themes compiled from a series of qualitative interviews with the target population. This paper hopes to help create a path by continuing the conversation about the journey of veteran college students.

Introduction

Over the years, there has been an increase in veterans attending universities and colleges in the San Diego area (Warth, 2015). In California alone, roughly 6% of the total veteran population, those who have served from World War II to now, are currently enrolled in college while almost 31% of California veterans already have a bachelor's degree or higher (United States Census Bureau, 2009-2014). Both of these percentages are above the national average for veteran educational attainment (United States Census Bureau, 2009-2014). The increase in veterans going back to school can be attributed to multiple factors including more service members getting out of the military, more programs being implemented on college campuses, an increase in awareness and outreach, and the implementation of the Yellow Ribbon Program within the GI Bill (Flynn, 2011; Warth, 2015). Welcoming these students into the classroom can greatly influence how other university students think and act. Because they are eager to learn, veteran students bring many new insights, knowledge and perspectives into the classroom (Street, 2014). They have real world experience that is greatly beneficial to all university settings. However, leaving the military and integrating back into society can be daunting (Warth, 2015). There are a lot of moving parts and without help the transition can be difficult (Warth, 2015). Some of the struggles veterans face that the U.S. Department of Veterans Affairs is working to alleviate is health care, disability, education and training, careers and employment, pension, housing assistance, life insurance, burials and memorials, and records (U.S. Department of Veterans Affairs, n.d.c). Working to help veteran students succeed is an important undertaking on any university campus. Investing in the success of veteran students creates a richer environment that will help cultivate a knowledge bank for years to come.

Literature Review

Veterans in California

In the United States, there are over 21 million veterans and roughly 1.9 million of those veterans reside in the state of California (United States Census Bureau, 2009-2014). This is the highest number of veterans in any US state including the nation's capital, Washington D.C, and the island of Puerto Rico (United States Census Bureau, 2015). Out of the roughly 1.9 million California veterans, only 6.9% of them are female (United States Census Bureau, 2009-2014). This is below the national female veteran average of 7.3% (United States Census Bureau, 2009-2014). The medium household income for a California veteran is almost \$74,000, which is higher than the national average of roughly \$62,000 (United States Census Bureau, 2009-2014). The highest percentage of veterans in both the United States and California are 65 years of age or older – 44% for the United States and 46% for California (United States Census Bureau, 2015). At 34%, most California veterans served during the Vietnam War; this is also representative of the United States as a whole as the highest number of US veterans, 33%, also served during the Vietnam War (United States Census Bureau, 2009-2014; United States Census Bureau, 2015). Out of the 1.9 million California veterans a little over 488,000 or 25.7% of them utilize health care services provided by the U.S. Department of Veterans Affairs (United States Census Bureau, 2015). In total, there are 1,356 U.S Department of Veterans Affairs facilities in the United States and 101 of those facilities are located in the state of California (United States Census Bureau, 2009-2014). The facilities operated by the U.S. Department of Veterans Affairs are primarily clustered around large California cities (United States Census Bureau, 2009-2014). Most veterans choose to live in or around California's three major cities: Los Angeles, San

Diego, and San Francisco (United States Census Bureau, 2009-2014). All three cities are home to at least one or more military bases (State of California Governor's Military Council, n.d.).

Veteran Transition

The transition from active duty military to veteran can be difficult for those choosing to leave the service (Warth, 2015). Difficulties can either correspond to health issues like physical injury or it can correspond to personal issues like housing assistance (Albertson, Irving, & Best, 2015; U.S. Department of Veterans Affairs, n.d.c). The U.S. Department of Veterans Affairs (n.d.c) works tirelessly to help veterans with their transition through multiple programs relating to both health and personal related issues. The U.S. Department of Veterans Affairs (n.d.c) has nine different assistance programs ranging from health care, pension, education, life insurance and more. All nine programs are heavily utilized by the veteran population (U.S. Department of Veterans Affairs, 2018). The two programs that account for the U.S. Department of Veterans Affairs highest expenditures are Compensation & Pension and Medical Care (U.S. Department of Veterans Affairs, 2018). In the state of California over 450,000 veterans and beneficiaries receive some form of compensation or pension (U.S. Department of Veterans Affairs, 2018). As of September 2017, 761,000 California veterans were enrolled in the VA healthcare system (U.S. Department of Veterans Affairs, 2018). Some examples of medical care veterans receive upon transition are medical equipment, prescriptions, prosthetics, and primary general care (U.S. Department of Veterans Affairs, n.d.d.). Some other transitional health difficulties individuals might face are mental health problems and substance abuse (Albertson, Irving, & Best, 2015). Regardless if they are recently transitioned or long time veterans, the U.S. Department of

Veterans Affairs will continue to work to uphold their vision of providing veterans with, “world-class benefits and services they have earned” (U.S. Department of Veterans Affairs, n.d.a.).

GI Bill

In 1944, the Servicemen’s Readjustment Act – better known as the GI Bill – was created to give assistance to military-connected individuals through multiple avenues including education, housing, business, and health (McEnaney, 2011). In 2008, the GI Bill was revised to include more educational benefits for military personnel and their families (U.S. Department of Veterans Affairs, n.d.b). These revisions included more coverage of educational expenses including the cost of books, living allowance for those going to school and the opportunity to transfer educational benefits to dependents and spouses (U.S. Department of Veterans Affairs, n.d.b). Smaller benefits also include funds for tutoring assistance and funds towards costly exam fees (Washington University Law Review, 2009). When compared to the previous GI Bill, the new revised bill is way more beneficial to military-connected students. The new education benefits outlined in the revised GI Bill gives military-connected individuals about five times more in assistance and funds for their educational endeavors (Washington University Law Review, 2009). Other benefits from the revised GI Bill include the elimination of military personnel contributing financially to the GI Bill funding as well as allowing veterans up to fifteen years after their discharge to utilize their benefits (Washington University Law Review, 2009). Because of the GI Bill’s creation, its recent updates, and the increased access to education, it is not surprising that more military-connected people and their dependents and spouses are going to college.

Benefit of Veterans in the Classroom

Because of their distinctive experiences, different viewpoints, and eagerness to learn, veteran students bring a one of a kind perspective into the classroom (Street, 2014). Demographically, veteran students are very different from their university peers. Veteran students come from all walks of life, they are all different ages, they all have different experiences, and they speak from well-earned conviction (Street, 2014). Besides that, they are also driven, focused, and concentrated on graduating (Washington University Law Review, 2009). Veteran students can also come to campus with physical and mental health challenges such as amputation and Post-Traumatic Stress Disorder (Washington University Law Review, 2009). Despite the struggles, veteran students are valued members of a university student body. The former Chancellor of the California State University system, Charles Reed, noted that veteran students are, “the exact profile of the students we want on our campus: smart, serious but balanced, committed, contributing, and diverse” (Washington University Law Review, 2009). It can be argued that civilians at a university learn more from a veteran than a veteran can learn from a university or a civilian (Street, 2014). This is because veterans humanize tough abstract concepts like armed conflict (Street, 2014). They do this by offering transparency and adjacency to different debates and discussions (Street, 2014). Welcoming veterans and their unique perspectives into the classroom is an asset to not only the university but to the students around them.

University of San Diego Veteran Resources

Veteran students are an integral part in the diversity that makes up a student body on a college campus especially at the University of San Diego. For veterans and other military-

connected students, the University of San Diego's campus consists of multiple resources. The most prominent is the Military & Veterans Program. This office on campus is one of a kind and serves all military-connected students during their prospective, enrolled, and alumni years (University of San Diego, n.d.b.). The Military & Veterans Program at the University of San Diego works to create and foster an exclusive educational experience for military-connected students through mentorship, networking, campus resources and more (University of San Diego, n.d.b.). They achieve this goal by offering student's informational help, academic support, VA benefit support, outreach opportunities, events, and more (University of San Diego, n.d.c.). Within the Military & Veterans Program, there are also clubs and organizations that help military-connected students at the University of San Diego get involved and stay connected with their fellow scholars (University of San Diego, n.d.d).

Something the University of San Diego has worked to create and collaborate on is a project called Military Ally. Military Ally works to provide awareness of the specific culture that can be found within the military community (University of San Diego, n.d.a). The organization provides allies in higher education with noticeable symbols with which individuals can recognize as safe zones or areas (University of San Diego, n.d.a). Adapted from a program at California State University, Long Beach, Military Ally offers seminars, social media groups, and a network for students at the University of San Diego to utilize (University of San Diego, n.d.a).

Statement of the Problem

United States veterans can find it difficult to transition back into society after they retire from military service (Warth, 2015). Some come back with service-connected disabilities or injuries while others can come back with the drive to learn and start a new life (United States

Census Bureau, 2015). The educational program within the U.S. Department of Veterans Affairs assists retired service members with their educational endeavors (U.S. Department of Veterans Affairs, n.d.c). Universities especially in San Diego have noticed a steep influx in veterans wanting to go back to school (Flynn, 2011). While some universities are prepared for the increase of veteran students, others are not with inadequate programs and lack of physical veteran services office space (Flynn, 2011). Because veterans bring such a valuable perspective into the classroom, it is vital that universities and veteran supporting services work together to improve resources for veteran student success (Street, 2014; Warth 2015).

The purpose of this study is to examine the integration process of United States veterans at the University of San Diego. This university was chosen because of its proximity to the researcher. The goal for this study is not necessarily to address a specific problem but instead it is to create a more comprehensive knowledge base on the subject. By creating an exploratory based compilation or guide, universities will be able to utilize the resource to better help their programs and make the integration process for United States veteran's more fluid. Eventually, the researcher would like this guide to be utilized by universities all over the United States.

Significance & Rationale

I have indirectly grown up in and around the military. Though none of my immediate family has served, I have had very close contact to multiple military branches. Both of my grandfathers served – Army and Navy – and two of my god-brothers are both active duty Air Force. Besides their connection, my father is also heavily involved in a military support nonprofit specializing in morale, welfare, and recreation (MWR) in my hometown of Santa Barbara, CA. Throughout my childhood and early adult years, I spent a considerable amount of

time volunteering with my father for this particular nonprofit helping host and facilitate multiple MWR related weekends, events, and activities primarily in Santa Barbara for enlisted service members and their families. Over the years, the nonprofit has adopted multiple military units including but not limited to aircraft carriers, destroyers, submarines, cutters, battalions, space wings and more from the Air Force, Coast Guard, Marine Corps, and Navy.

While a freshman in college, I was given the unique opportunity to board a United States aircraft carrier, the USS Ronald Reagan. As part of that visit on the ship, I met with the MWR chief or the ship's *Fun Boss*. She was kind enough to spend a considerable amount of time with me explaining her unique position on-board. As a civilian, it was her job to "watch-over" the 5,000 sailors and airmen and to help make their lives better through different forms of recreation, especially on long deployments. By the end of that conversation, I had decided to change my undergraduate major and pursue my newfound dream job of becoming a *Fun Boss*.

Besides working as a *Fun Boss* aboard a United States aircraft carrier, there are many other MWR related jobs and positions. MWR jobs and centers can be found on over 2,000 military bases throughout the world (American, n.d.). Each center offers a unique set of programs ranging from recreation activities, family programs, fitness, financial counseling, vacations, youth centers and more (Military Benefits, n.d.). These programs not only help balance and normalize potentially stressful experiences like deployment but also promote health and wellness to all service members and their families (Potter & Enoch, 2017). MWR is a unique sector the military has created to help enhance the lives of its service members and other military connected individuals and its impact is evident (Potter & Enoch, 2017).

My capstone project, *The Integration Process of United States Veterans at the University of San Diego*, attempts to merge my indirect military connectedness with my desire to help

others. Fittingly enough, one of my god-brothers who is active duty Air Force is considering leaving the service and going back to school. He has been looking at different graduate programs and has been picking my brain about the ins and outs of applying. Having the opportunity to work on a capstone topic like this has been very timely as I have a unique understanding of what his experience as a veteran graduate student might be like. I have wanted nothing more than to have my capstone project be a tool for veteran students to utilize during their college careers and there is something very special about helping create a path for those you admire and for those you call family.

Personal Leadership Theory

My personal leadership theory is rooted in the ideas of adaptive leadership, authentic leadership, and servant leadership. All three of these were chosen because of the personal connection and appreciation I have for them as well as the unique skills, which I have adopted. The combination from the three leadership theories have helped me identify and shape the kind of leader I currently am and the leader I eventually want to be. I will continue to build upon these theories to define and refine my personal leadership theory and approach.

My capstone project is probably most deeply rooted with in adaptive leadership. Studying the integration process of US veterans is hard because the “main problem’ which they as a community face is not necessarily easy to identify (Wolfe, 2015). Every individual has their own unique set of challenges when integrating into the college realm and it is hard to fix those difficulties with a technical solution (Wolfe, 2015). In order to address their struggles, both the university and veteran college students must come together to collaborate on new ways to thinking adaptively in order to create a positive double-loop learning cycle (Tagg, 2010). Usually

with adaptive leadership, there is some sort of loss and this loss would most likely be the ability to solve all veteran college students' problems adaptively and completely (Wolfe, 2015).

Besides adaptive leadership, my approach as a researcher was also very much rooted in both authentic leadership. As an authentic leader, I strive to be an ethical role model promoting optimism and positivity for both myself and those around me (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Being an authentic leader is important because this type of leadership creates strong bonds between leaders and followers (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Using these traits, I wanted to connect with my interviewees to instill a vision of creating a better tomorrow for future veteran college students.

Finally, my personal leadership theory is completed with hints of servant leadership. I include servant leadership because of my desire to help and serve others (Yang, Ming, & Ma, J, 2017). Servant leaders use their position to help those around them before helping and bettering themselves (Yang, Ming, & Ma, J, 2017). In terms of my capstone project, I was able to use my unique position as a University of San Diego graduate student to listen to the experiences of those around me and compile their thoughts into a more accessible manner with the hope that change will eventually be instilled. Helping current and potentially future veteran students on campus is my way of leaving the university better than when I found it.

Methodology

The researcher designed this capstone project under the guidelines of an exploratory research design (Appendix A). Four qualitative interviews were conducted with all interviewees being veteran college students from the University of San Diego. All interviewees were male and all were undergraduate students. One interviewee was a student from the School of Business,

another interviewee was a student from the College of Arts and Sciences and the final two interviewees were students from the Shiley – Marcos School of Engineering. Of the four interviewees, three had served in the Marine Corps while one had served in the Army. Prior to conducting the interviews, the researcher applied and obtained IRB approval for the study. All interviewees were asked to sign a consent (Appendix C) form and were given a copy with the researcher's contact information in case future follow ups were needed.

The researcher was able to locate all volunteers for interviews via the snowball method. The researcher contacted an acquaintance at the Military & Veterans Program at the University of San Diego to help make connections with veteran college students. The researcher then went to the Military & Veterans Program to meet and set up interviews with the four interviewees. After interviewing all four individuals, the researcher then transcribed and coded the data to reveal emerging and common themes. From the coded data, the researcher came up with four emerging themes – overall positivity, self-motivation, veteran vs. civilian, and filling the gaps and figuring it out through comradery. In order to preserve confidentiality, the researcher coded the data using a fake military related name for each interviewee. Finally, all information provided has and will continue to be kept in a password protected computer file for at a minimum of the next five years.

Limitations

The biggest limitation for this study was the small sample size. Having a small sample size only represents a fraction of the population as a whole and this small sample size might not accurately represent other veteran college students from other universities. Therefore, the lack of interviews with veteran college students from other universities was another limitation. If the

researcher had been able to obtain interviews with veteran college students from other universities, she would have been able to create and compare a more accurate list of common and emerging themes. The lack of other gender representation is another limitation as an individual of a different gender might have a contrasting experience during their integration process into college. Regardless, the insights shared by the interviewees offered a valuable look at potential experiences being had by veteran college students.

Findings & Interpretations

From the coded data, the researcher was able to identify four common and emerging themes. The different themes were overall positivity, dual motivation, veteran vs. civilian, and filling the gaps and figuring it out through comradery.

Overall Positivity

Overall, all four interviewees are genuinely happy with their college experience at the University of San Diego. Their experiences especially with their faculty have all been exceptional. “Faculty is amazing,” said Romeo, “I didn’t know it could be so good.” Victor went on to add that faculty, “Were very helpful every time I needed help. They were there. They try, they help you, they explain, math, physics, whatever it is.” Office hours were one of the most popular topics when elaborating on faculty. Almost every interviewee expressed the benefits of going to office hours and how attending those sessions with professors helps create a personal connection that is invaluable when being a student. “You know, office hours, I’m able to go discuss where I can do better or where my short falls are. I think having those kinds or types of

relationships with the professors [has helped me] to succeed and know where I can improve and things like that,” said Oscar.

The interviewees also expressed satisfaction with their peers. “It’s always been very positive,” said Victor, “I’ve made a lot of friends... they all have been very nice, very good people and every time anyone ever needs anything... they [are] always willing to help.” “Everyone is good,” added Mike, “They’re the ones you talk to; to find things out. They’re all on the same path, same beginning, some in the middle and some at the end. And... they’re all going through the exact same experience.” Having veteran college students positively connect with their college peers is encouraging considering that most of their time at the university is spent around their academic peers.

Dual Motivation

All four interviewees stated personal motivation as their biggest factor in deciding to go to school. Going to school and earning a degree was a personal accomplishment they all wanted to achieve. Despite school testing the intellectual limits of all interviewees, “I’m motivated and I know I can do this,” said Romeo. Oscar added that he felt like he has to, “prove something, that I have the brain power and intellect or intelligence in order to succeed here.” Mike said that completing his degree and graduating is something that he, “can be proud of.” Their self-motivation also extends farther than just applying to school but into staying in school. All four interviewees expressed their desire to stay in school and noted their work habit as an advantage to their college retention rate.

The second most cited motivation was financial – more specifically the GI Bill. “Other things are motivating too like money but that did come in second place [to personal motivation]”

said Romeo. Romeo continued on by saying, “I was going to do the military as a career but I decided to use the GI Bill that I received for school and it was the best choice I ever made.” “I get paid to go to school,” said Mike, “Why not use [it]? Why not? Instead of working a job that is not going to get me anywhere, why not get paid to better myself, to better myself and improve my own life.” Having the opportunity to use the GI Bill is something veterans cherish and they strongly recognize how truly special the opportunity is.

Veteran vs. Civilian

There is a deep perception that veteran students are drastically different than civilian students and this was reiterated by those interviewed. Mike strongly noted that, “There’s a huge difference... I just feel like I’m a little bit more grateful about life and trying to put a positive image and positive experience [on] for the people around me even though they have never gone through the things we and I have gone through. And I think that makes me as a person and as a veteran, it just makes me appreciate life a little bit more.” Romeo also noted the distinct line by saying that he believes, ‘it comes from, most often, the motivation part of why you’re here and how hard you are willing to work for it.’ He then went on to explain how he will never drop a class but his civilian friends have no problem dropping one or even two classes a semester. This motivation to do well and succeed in school is due to the interviewee’s military training and their core ethic of never giving up.

Having this distinct line between veterans and civilians creates a divide between the two groups, which is why veterans have a tendency, when given the opportunity, to interact with only other like-minded veterans. “I’ve had a good time [interacting with other students] but the veterans center is always my kind of safe haven over here,” Oscar said, “you got like minded

veterans in there that have shared the same experiences I guess as you.” The perception of lack of experiences and like-mindedness is what creates the biggest divide between veterans and civilians.

The difference in age is another factor veteran students attribute to the divide between civilian and veteran students. The age of a veteran college student can range drastically when compared to traditional civilian college students as seen by the ages of the interviewees for this study. Half of the interviewees were older and Oscar noted that for the most part, “I got to really work harder to keep up with these [younger students].” However the difference in age can also be a learning tool for the younger generation. Victor says he recognizes his difference in age but uses his age as a way to embody authentic leadership. “I’ve been always trying to help others if they need help,” Victor said, “and having more life experience compared to them, sometimes I can help.”

Filling the Gaps and Figuring It Out Through Comradery

When asked how their experience was starting college at the University of San Diego, all respondents noted that it was intimidating at first and there was this feeling of having to figure everything out for yourself. Victor stated that, “It was just a little difficult to figure out all the steps in the beginning.” “No body is out there helping,” said Mike, “No body is like ‘hey come to this job fair,’ ‘hey do this and that,’ you just kind of have to figure it out yourself. Essentially.” Though he felt it was kind of unusual, Romero was desperate and, “went to school and walked around and found the engineering building and... I found a door and knocked trying to find anybody to talk to.” When asked what finally helped answer all their questions, interviewees said that the biggest helping factor was the office of Military & Veterans Program

on campus. This office gave them a sense of relief, belonging, comradery through shared experiences, and the answers to all their questions. However, when compared to the rest of the campus, the outcome was more bleak.

The sole thing all interviewees were dissatisfied with at the University of San Diego were campus resources. Victor noted that, “sometimes we don’t know about the resources but I think they are there,” and Romeo added that, “I found resources to be a little tricky.” And when asked about whether or not the university reached out about resources, both Oscar and Mike said no and went on to say that word of mouth was the most successful form of communication for them to find out about campus resources. Mike also elaborated more by saying, “Everything I needed to know was from just like people just chilling in here [at the Military & Veterans Program] just talking.” In contest to the university’s lack of outreach towards veterans about resources, the veterans at the Military & Veterans Program at the University of San Diego have found creative ways to fill the gaps. According to Romeo, there are unofficial tutoring sessions that now take place inside the Military & Veterans Program because veterans were having trouble finding tutors for some of their classes. “Because it was needed, it was created. We kind of created our own resource,” said Romeo. Another program that was created were specialized campus tours for veterans highlighting more specific veteran based information that they would not normally get on a general campus tour. These acts of helping others and filling the gaps are examples of servant and adaptive leadership acted out by the veterans at the University of San Diego. The Student Veteran Organization (SVO) has also been a great way for veterans to share information, stay connected, and get involved. The Student Veteran Organization has helped veterans come together through community work, events, clubs, and campus gatherings.

Recommendations

From the data gathered, the researcher has identified one major area where further investigation, analysis, and examination can be done. The biggest suggestion is making resources besides the Military & Veterans Programs at the University of San Diego more accessible and known to veteran students. If veteran students do not know certain resources exist then those resources are useless to them. The veteran students at the Military & Veterans Program are very crafty in creating their own resources but the university should already be providing the resources for them. Some areas that could potentially be built upon are resources pertaining to admissions, tutoring, campus information and tours, and disabilities. Resources in support of specific veteran disabilities was something that was mentioned by some but not all interviewees. Because the mental and physical health of a veteran can be compromised during their time in the service, the university's support for their veteran students in this way is something worth looking into. There are multiple resources already put into place at the University of San Diego including the Disability and Learning Difference Resource Center and the Counseling Center that would be good assets to these specific veteran students. Connecting these resources to the veteran students who need them most might be difficult but supporting the University of San Diego's veteran students in this way is the greatest gift the university can give them.

By continuing to create and build upon this exploratory based knowledge bank, the researcher hopes that universities besides the University of San Diego will be able to utilize this resource to better manage their programs and make the integration process for veteran college students more fluid. The researcher would eventually like to grow this guide by comparing the University of San Diego to other universities. Besides the primary researcher of this study, others like the University of San Diego, Military & Veterans Program, alternative on campus resources

and researchers would also be good analysts and catalysts for future affiliated studies on the topic. The end goal for a study like this is to have the complication utilized by universities throughout the United States.

Conclusion

Though the University of San Diego and its resources are taking positive action to help create a more fluid integration process for veteran college students, it is clear that more can still be done to aid in fostering veteran college student success. This is evident by the responses of the interviewees as all four respondents noted different areas, which they believe could be improved upon. Through continued interviews and potentially new quantitative data initiatives, the researcher plans to eventually compile a more comprehensive list of recommendations for the University of San Diego and other campuses to utilize (Appendix B). The researcher hopes that this study will be able to better the initiatives already put in place through the continued gathering of personal experiences and factual information. The continued support and advocacy for veteran college students is one of the most important ways we as a community can thank them for their service.

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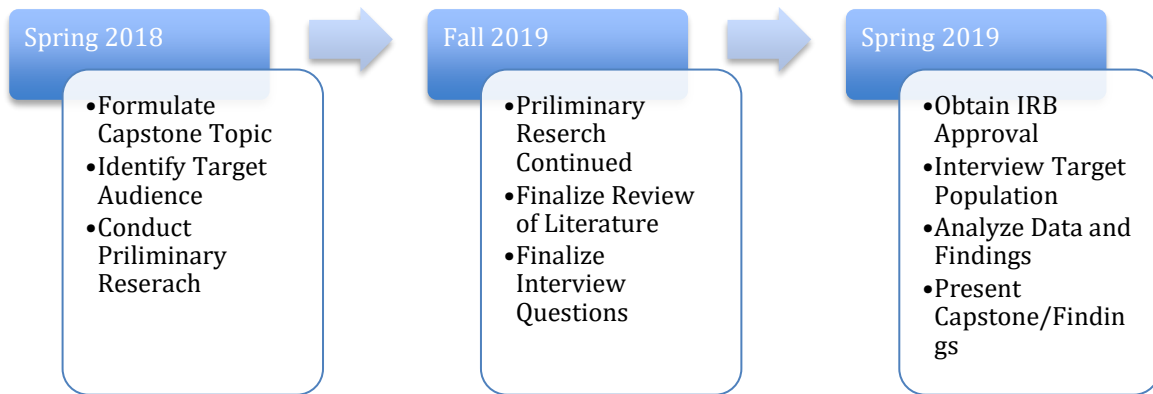
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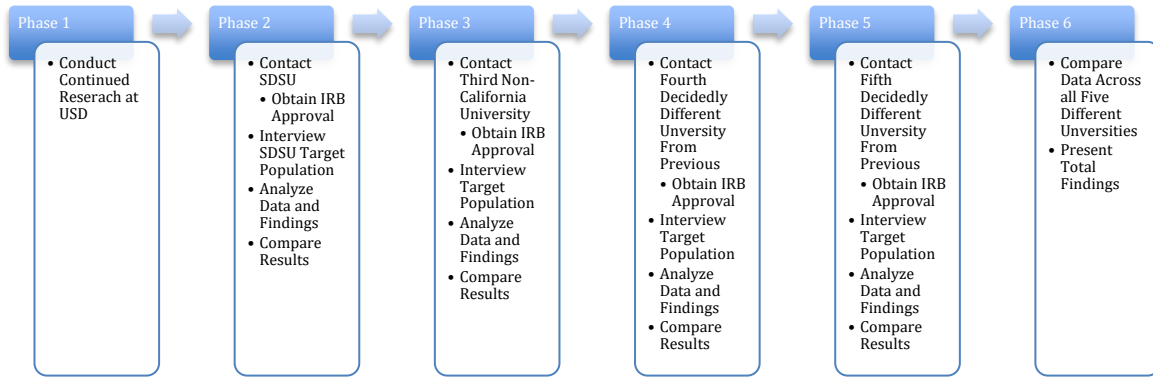
Appendices

- I. Appendix A – Capstone Timeline
- II. Appendix B – Future Timeline
- III. Appendix C – Consent Form

Appendix A – Capstone Timeline



Appendix B – Future Timeline (Subject to Change)



Appendix C – Consent Form

University of San Diego Institutional Review Board Research Participant Consent Form

For the research study entitled:
The Integration Process of United States Veterans on College Campuses at the University of San Diego

I. Purpose of the research study

Emily Duncan is a graduate student in the School of Leadership and Education Sciences at the University of San Diego. You are invited to participate in a research study she is conducting. The purpose of this research study is to examine the integration process of United States veterans at the University of San Diego.

II. What you will be asked to do

If you decide to be in this study, you will be asked to:

Participate in a private interview about your experience of being a veteran college student.

Your participation in this study will take a total of 45 - 60 minutes.

III. Foreseeable risks or discomforts

Sometimes when people are asked to think about their feelings, they feel sad or anxious. If you would like to talk to someone about your feelings at any time, you can call toll-free, 24 hours a day:

San Diego Mental Health Hotline at 1-800-479-3339

In order to mitigate potential discomfort, respondents are free to skip interview questions or withdraw from the interview completely at any time.

IV. Benefits

While there may be no direct benefit to you from participating in this study, the indirect benefit of participating will be knowing that you helped researchers better understand the motivations and experiences of veteran college students.

V. Confidentiality

Any information provided and/or identifying records will remain confidential and kept in a locked file and/or password-protected computer file in the researcher's office for a minimum of five years. All data collected from you will be coded with a number or pseudonym (fake name). Your real name will not be used. The results of this research project may be made public and information quoted in professional journals and meetings, but information from this study will only be reported as a group, and not individually.

The information or materials you provide may be cleansed of all identifiers (like your name) and used in future research.

VI. Compensation

You will receive no compensation for your participation in this study.

VII. Voluntary Nature of this Research

Participation in this study is entirely voluntary. You do not have to do this, and you can refuse to answer any question or quit at any time. Deciding not to participate or not answering any of the questions will have no effect on any benefits you're entitled to, like your health care, or your employment or grades. **You can withdraw from this study at any time without penalty.**

VIII. Contact Information

If you have any questions about this research, you may contact either:

1) Emily Duncan

Email: emilyduncan@SanDiego.edu

Phone: 805-722-2612

2) Robert Donmoyer

Email: donmoyer@SanDiego.edu

Phone: 619-206-7445

I have read and understand this form, and consent to the research it describes to me. I have received a copy of this consent form for my records.

Signature of Participant

Date

Name of Participant (**Printed**)

Signature of Investigator

Date