

An Exploration Into the Experiences
of Women Student Veterans and
Their Campus Support Utilization: A
Phenomenological Study

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Agenda

- Introduction 3
- Rationale for Study 4
- Theoretical Framework 5
- Literature Review 5-6
- Research Questions 7
- Methodology 8
- Research Design 9
- Qualitative Data Analysis 10
- Findings 11-12
- Discussion 14
- Limitations & Delimitations 15
- Recommendations for Future Research 16
- Questions 18



Introduction

"There are people out there that don't understand our experiences as veterans. I am a special case sometimes because I am a female veteran. And that kind of sucks because I feel like there isn't a standard operating procedure for dealing with our situation specifically."

-Maggie



Rationale for Study

Practical Significance

This study benefits campus support providers on their quest to provide exemplary support to women student veterans.

Problem Statement

The problem is that women student veterans use campus support services less frequently than their non-veteran counterparts despite their need as non-traditional students.

Purpose Statement:

The purpose of this phenomenological study was to describe the experiences of women student veterans and the role of self-efficacy in their utilization of academic, administrative, and health support services.



Literature Review

Theoretical Framework

- Bandura's Self-Efficacy Theory
(Bandura, 1977)
 - Performance accomplishments
 - Vicarious experiences
 - Verbal persuasion
 - Emotional arousal

Women Veterans

- Overall increase of 1% annually
(National Center for Veterans Analysis and Statistics, 2017)
- Majority join for educational benefits
(Mankowski et al., 2015)



Literature Review

Campus Support Services

- **Campus support usage** (Southwell et al., 2018)
 - **Academic** (Lennon, 2021)
 - **Administrative** (Cole & Kim, 2013)
 - **Health** (Montgomery et al., 2020)

Women Student veterans

- **Enrollment** (National Center for Veterans Analysis and Statistics, 2017)
- **Degree attainment** (Cate et al., 2017)



Research Questions

Central Research Question:

How do women student veterans describe their experiences using academic, administrative, and health support services on campus?

Sub Question 1:

How do the four components of self-efficacy influence women student veterans' usage of academic, administrative, and health support services on campus?

Sub Question 2:

How does military service influence women student veterans' academic, administrative, and health support service usage?



Methodology

Method

- Qualitative Research
(Creswell & Poth, 2018)

Design

- Hermeneutic
Phenomenology
(Creswell & Poth, 2018; van
Manen, 1997)

Data Collection

- Interviews (van Manen,
1997)
- Letter writing (van
Manen, 1997)



Research Design

Research Setting

- Any US-based college or university (Creswell & Poth, 2018)

Sample

- 10 Participants (Creswell & Poth, 2018)
 - Various enrollment status'
 - Served in Army, Navy, & Air force as enlisted servicemembers
- Maximal, Criterion, & Snowball sampling (Creswell & Poth, 2018)

Timeframe

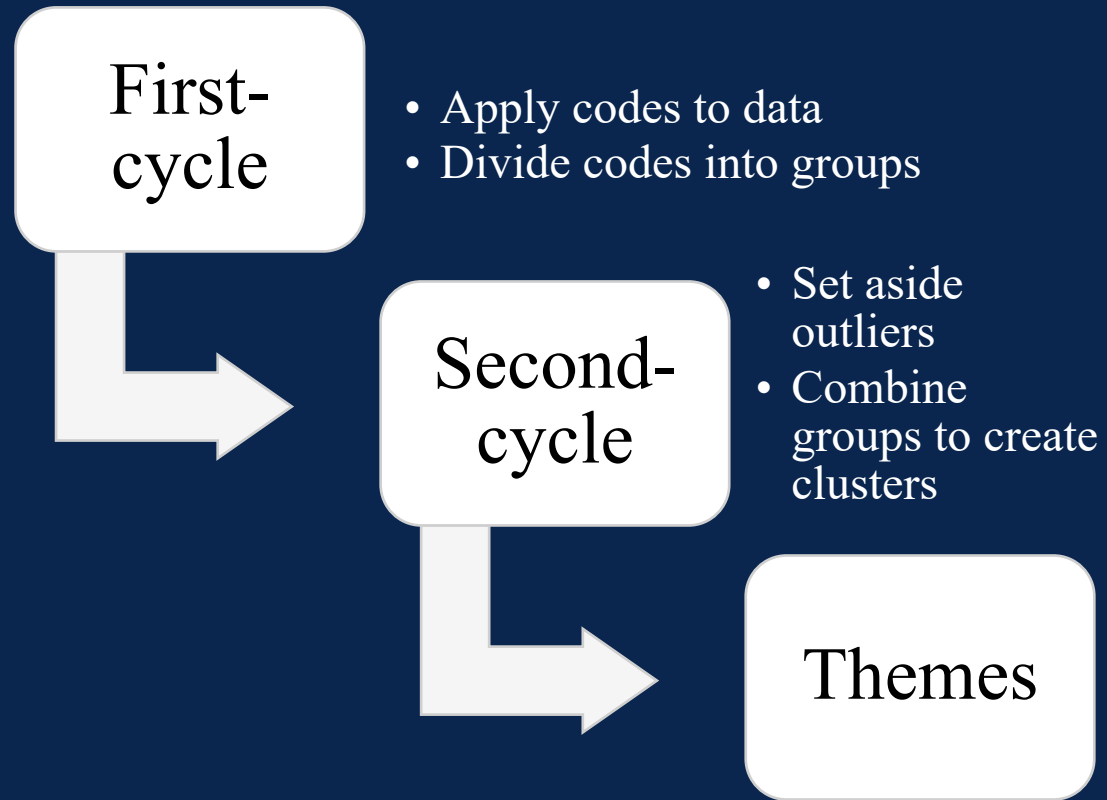
- Data Collection
 - 8 weeks
- Data Analysis
 - 8 weeks



Qualitative Data Analysis

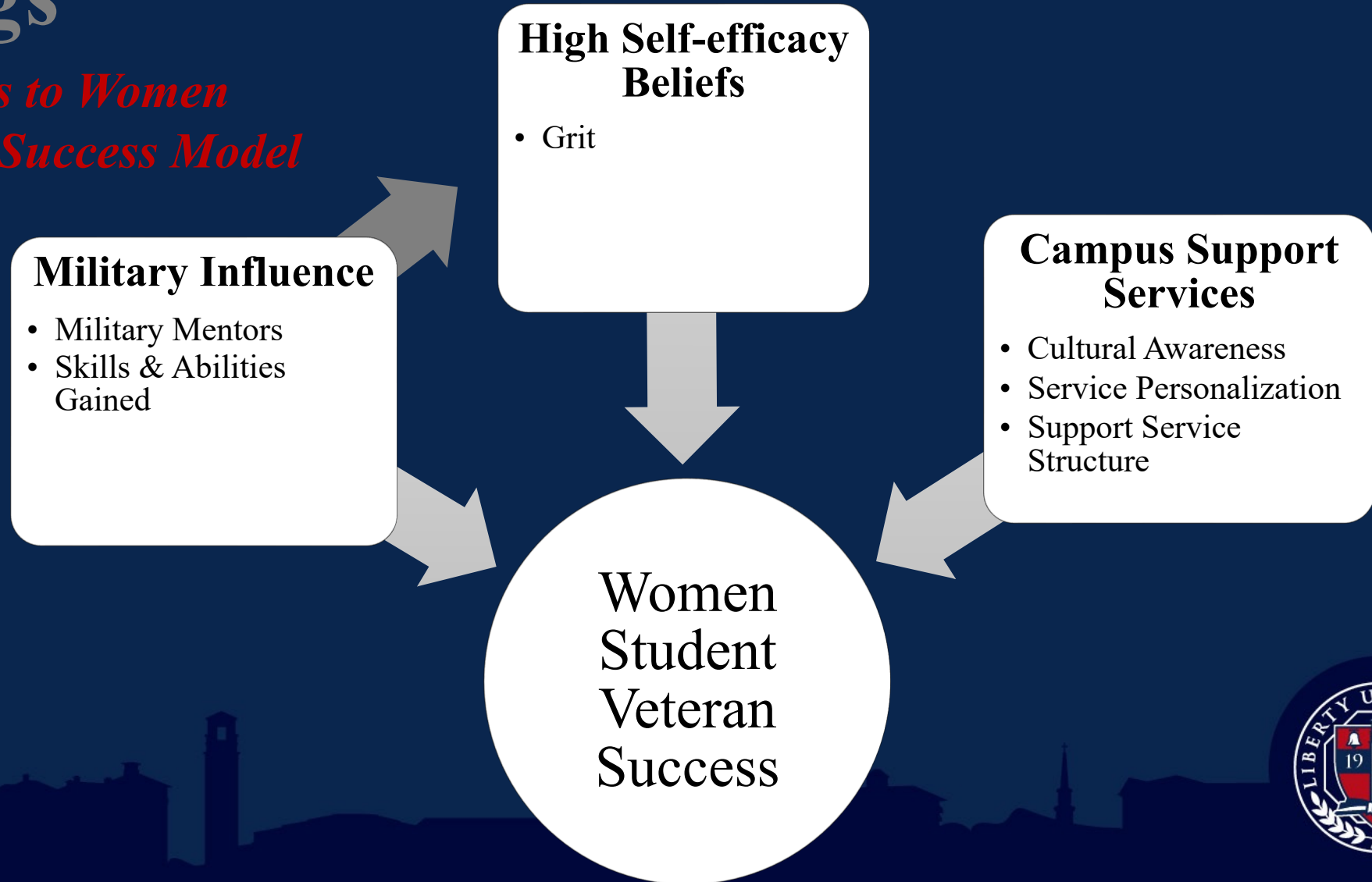
Approach

- First and Second-cycle coding (Miles et al., 2020; Saldana, 2021)
 - Apply
 - Divide
 - Set aside
 - Generate
- In vivo codes (Miles et al., 2020; Saldana, 2021)
- Holistic codes (Miles et al., 2020; Saldana, 2021)



Findings

Contributions to Women Student Veteran Success Model



Findings

Human Connection

- Service personalization
- Military relationships
- Family support

Cultural Awareness

- Military culture
- School-life balance

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-Maggie



Findings

Support Service Structure

- Academic guidance
- Service accessibility

Military Influence

- Military mentors
- Skills and abilities

“For a whole cohort of folks that are used to having very clear instruction, that proactivity to provide those resources and means to like, you know, kind of get them engaged and [for services to] access them [student veterans] is huge. It's just, that would be a game changer for a lot of folks.”

-Catherine



Discussion

Interpretation of the Findings

- **The presence of human connection and cultural awareness in support services.**
 - Service personalization
 - Culturally aware support
 - “Be more in touch” -Amy
- **Military influence of self-efficacy in support service use.**
 - Skills and abilities from military service
 - Military mentors



Limitations & Delimitations

Limitations

- Women student veterans

Delimitations

- Women veterans
- Enlisted participants
- Enrolled within the last 5 years



Recommendations

Study Replication

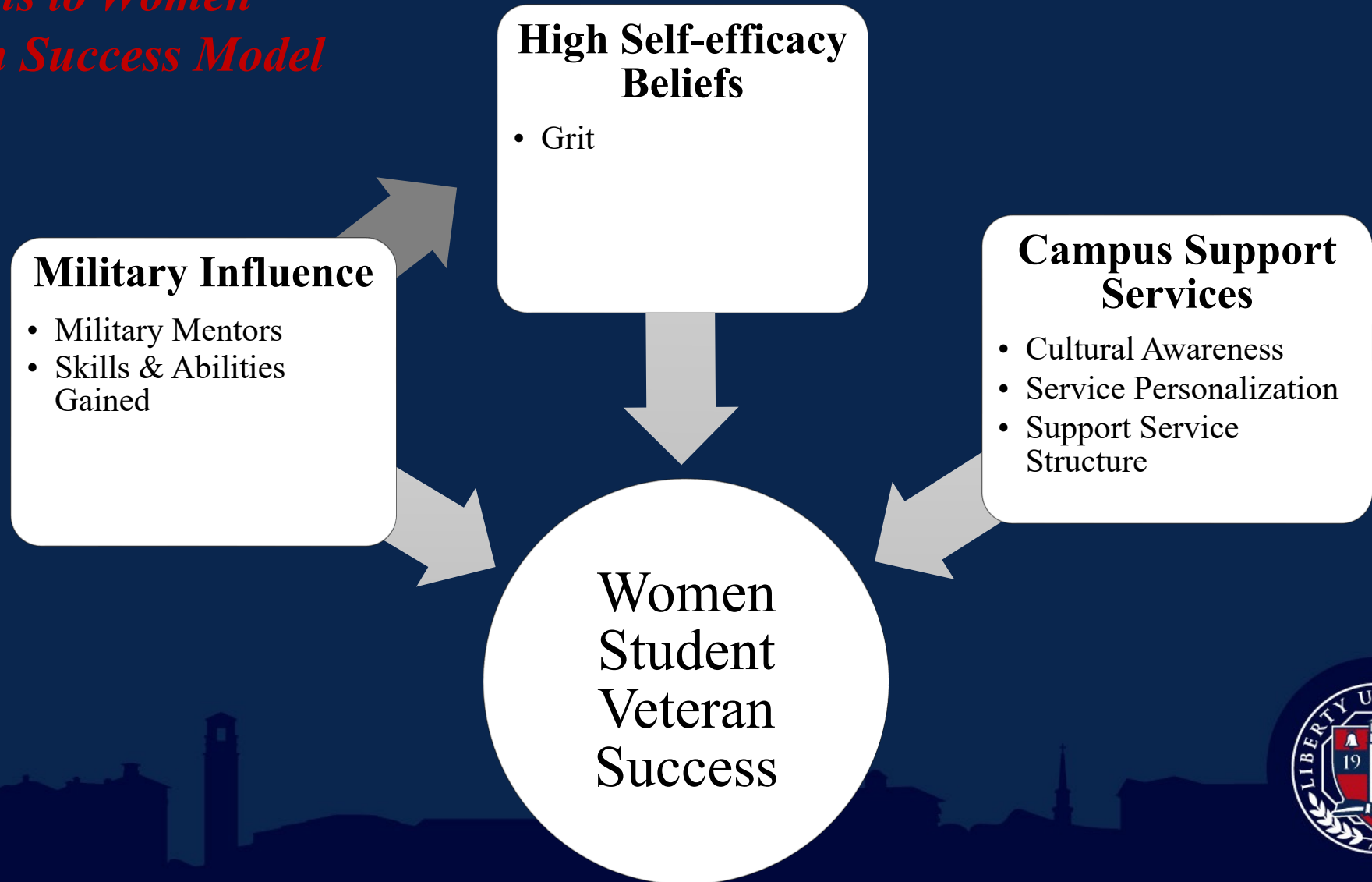
- Enrollment status
- Quantitative efforts in contributions to women student veteran success

Practice

- Professional development
- Emphasize personalized and culturally competent support



*Contributions to Women
Student Veteran Success Model*



Questions?



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