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### Veteran-Students in Transition at a Midwestern University

Schiavone, Vincent

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#### Year and Degree

2013, Master of Education, University of Toledo, Higher Education.

#### Abstract

Although much research has been conducted on military veterans who enroll in institutions of higher education following their returns from deployment, much of that work has focused on issues such as veterans' finances or academic achievement, rather than the individuals' transitions from deployment to student life. Prior to the 2008 passage of the Post-9/11 GI Bill, only 22% of institutions offered transition assistance to veteran-students; four years later, that figure has dramatically increased to 37%. Due to the rapidly growing interest in transition assistance among student-veteran services practitioners, it is clear that more research is needed on these transitions. Utilizing a qualitative case study approach for this study, I interviewed six returning veteran-students at a large, research university in the Midwest. I then analyzed the subjects' responses within the framework provided by Schlossberg's Transition Theory. I found that the influences that most strongly impacted the participants' transitions were assets and deficits that were financial, physical, emotional, psychological, and, most significantly, social in nature.

#### Committee

Debra Gentry (Committee Chair)

Nancy Staub (Committee Member)

Ronald Opp (Committee Member)

#### Pages

103 p.

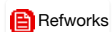
#### Subject Headings

[Adult Education](#); [Armed Forces](#); [Continuing Education](#); [Educational Sociology](#); [Higher Education](#); [Higher Education Administration](#)

#### Keywords

[Veteran](#); [Higher Education](#); [Adult Education](#); [college](#); [student](#); [transition](#); [Schlossberg](#)

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Master's Thesis\_Vincent Schiavone.pdf (475.34 KB) [View](#) | [Download](#)

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### The Impacts of Social-Emotional Competence and Other Student, Parent, and School Influences on Kindergarten Achievement

[Schiavone, Vincent J., Schiavone](#)Permalink: [http://rave.ohiolink.edu/etdc/view?acc\\_num=kent1541520363873191](http://rave.ohiolink.edu/etdc/view?acc_num=kent1541520363873191)

#### Year and Degree

2018, PHD, Kent State University, College and Graduate School of Education, Health and Human Services / School of Foundations, Leadership and Administration.

#### Abstract

The purpose of this quantitative study was to examine the influence of social-emotional competence (SEC) and various other student- and school-level variables on the academic achievement of kindergarteners. Data were collected on a nationally representative cohort of kindergarteners as part of the United States Department of Education's Early Childhood Longitudinal Study (ECLS-K: 2011) beginning in fall 2010 (n = 18,174). As part of the ECLS-K: 2011, students were assessed via a wide range of sources of information about the children's development, early learning, and school progress. The obtained data were analyzed via Hierarchical Linear Modeling to investigate the influence of student- and teacher-level factors on student achievement.

The study found the following: 1) that there was a significant amount of variability in children's mathematics and reading achievement in spring of kindergarten that is explained by school-level variables, as opposed to student-level variables; 2) that children's membership in particular racial groups, gender categories, and socioeconomic statuses all resulted in significant within-school mathematics and reading achievement gaps in spring of kindergarten, controlling for various student background characteristics; 3) that various school-level variables significantly contributed to models predicting children's spring kindergarten mathematics and reading achievement; and 4) children's poverty interacted with their school membership to affect spring kindergarten mathematics and reading achievement.

#### Committee

Jason Schenker, PhD (Committee Chair)

#### Pages

198 p.

#### Subject Headings

[Early Childhood Education](#); [Education](#); [Education Policy](#); [Educational Psychology](#); [Educational Tests and Measurements](#); [Mathematics Education](#); [Preschool Education](#); [Quantitative Psychology](#); [Reading Instruction](#); [School Administration](#)

#### Keywords

[Hierarchical Linear Modeling](#); [HLM](#); [Multilevel Modeling](#); [MLM](#); [ECLS](#); [ECLS-K](#); [Early Childhood Longitudinal Study](#); [Kindergarten](#); [Reading](#); [Mathematics](#); [Social-Emotional Competence](#); [Social-Emotional Learning](#); [SEC](#); [SEL](#); [Early Childhood](#); [Education](#); [Psychology](#)

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# Veteran-Students in Transition at a Midwestern University

Vincent Schiavone &amp; Debra Gentry

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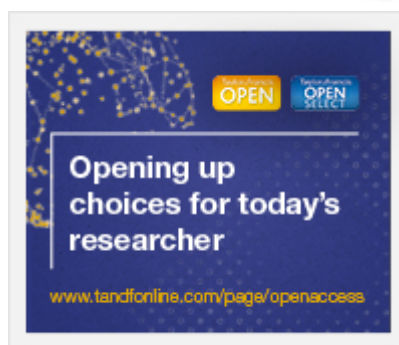
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## Abstract

One of the fastest-growing subpopulations of nontraditional college students is military veterans who enroll in institutions of higher education following their returns from deployment. Although much research has been conducted on veteran-students, much of that work has focused on issues such as veterans' finances or academic achievement, rather than the individuals' transitions from deployment to student life. Prior to the 2008 passage of the Post-9/11 GI Bill, only 22% of institutions offered transition assistance to veteran-students; four years later, that figure has dramatically grown to 37%. Due to the rapidly increasing interest in transition assistance among student-veteran service providers, it is clear that more research is needed on these

transitions. Six veteran-students at a large research university in the Midwest were interviewed using a qualitative case study approach. Subjects' responses were then analyzed within the framework provided by Schlossberg's Transition Theory. The influences that most strongly impacted the participants' transitions were assets and deficits that were financial, physical, emotional, psychological, and, most significantly, social in nature.

Keywords: veteran, nontraditional, transition, college, student, Schlossberg



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