

## Veterans on Campus for Faculty & Staff

### A Longitudinal Study with 10,560 Faculty and Staff Members at 20 Institutions of Higher Education

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#### PRODUCT DESCRIPTION

*Veterans on Campus* is an online, interactive simulation where faculty and staff learn about military culture and build empathy for the experiences of military-connected students. In the simulation, users engage in role-play conversations with three virtual student veterans struggling to adjust to college life.

The simulation was developed by Kognito with input from nationally recognized experts in mental health and veteran support. Introduced in 2014, the simulation has been utilized by over 175 schools and is listed in SPRC/AFSP Best Practices Registry. A demo can be viewed at [www.kognito.com](http://www.kognito.com).



Snapshot of Kognito's *Veterans on Campus for Faculty & Staff*

*"It does a very good job explaining how to handle conversations with veterans to those with no military experience."* - Faculty Member

#### SUMMARY OF STUDY RESULTS

The study included 10,560 faculty and staff members at 20 institutions across 31 states.

Key findings include:

##### 1. Military Culture Competency Skills

This study found a statistically significant increase ( $p < 0.05$ ) in Military Cultural Competency skills from pre-simulation to 3-month follow-up. Military Cultural Competency skills included ability to: (1) understand common challenges facing the student veterans, (2) talk with student veterans about their military service, (3) refer to the appropriate campus offices, and (4) manage classroom discussions around veteran-sensitive issues.

##### 2. Mental Health Skills

This study found a statistically significant increase ( $p < 0.05$ ) in Total Mental Health Skills from pre-simulation to 3-month follow-up. Total Mental Health Skills included ability to: (1) identify when a student's behavior or appearance is a sign of psychological distress, (2) discuss concern with a student, (3) motivate a student to seek help, and (4) discuss a referral to mental health support services.

##### 3. Approach and Referral Rates

Three months after completing the simulation, 50% of participants reported an increase in the number of conversations they had with student veterans about the challenges of adjusting to college life and 43% reported an increase in the number of student veterans they referred to mental health or academic support.

##### 4. Satisfaction with Learning Experience

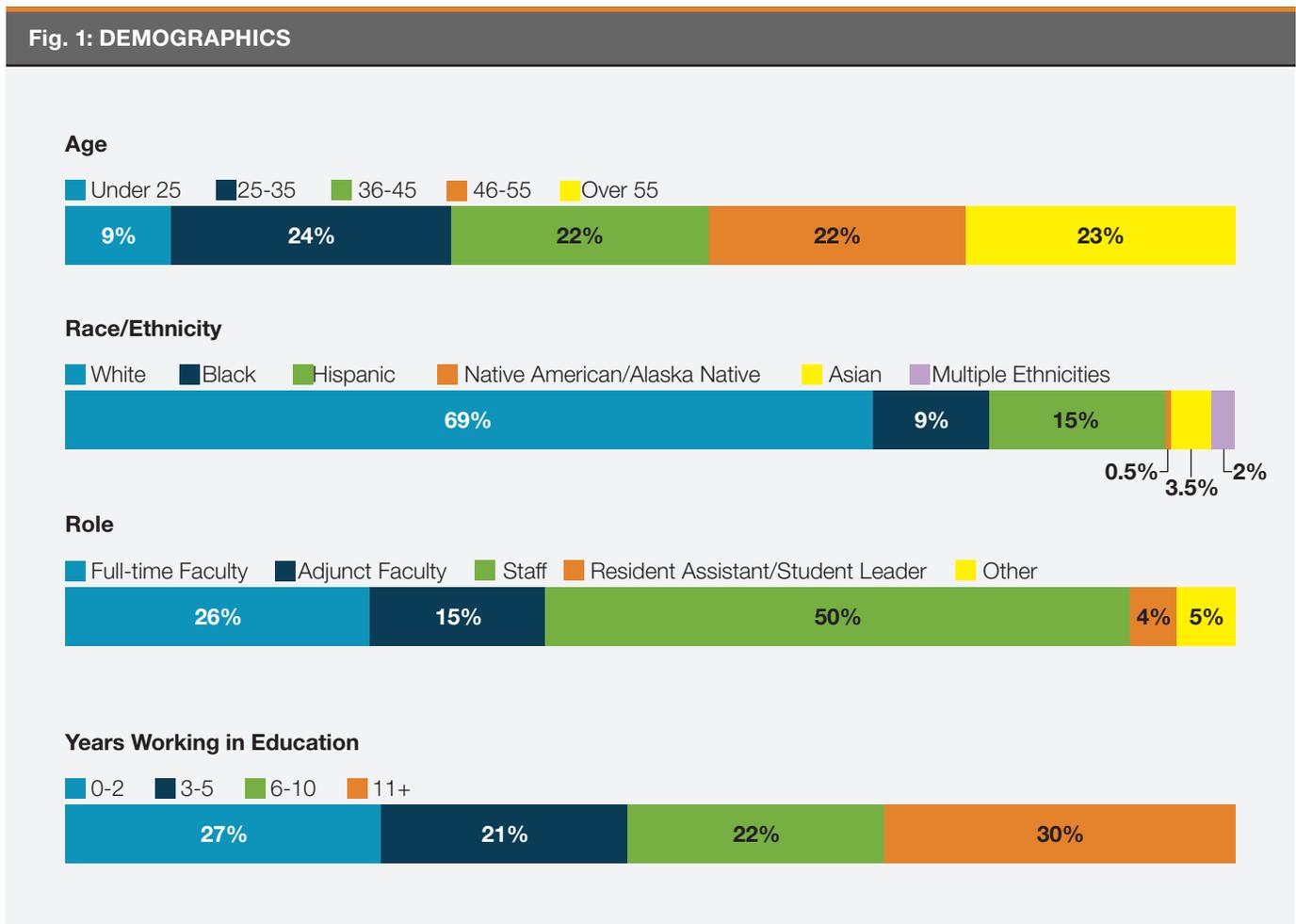
Ninety-one percent rated the simulation as good, very good, or excellent. Ninety-eight percent said they would recommend it to their colleagues.

## SUBJECTS AND METHODS

The study was conducted between May 2014 and June 2018 with 10,560 faculty and staff at 20 institutions of higher education across 31 states. Twelve percent of participants received prior training in mental health. Additional demographic information is shown in Fig. 1.

Participants first completed a pre-survey (baseline) and the simulation followed immediately by a post-simulation survey. Participants later completed a 3-month follow-up survey. All surveys were conducted online at a computer of

the participant's choosing. Participants were faculty and staff in institutions that purchased the simulation from Kognito and chose to have Kognito embed the survey tools into the simulation to assess its effectiveness. All participants had the option to take the simulation and were not compensated. Study results were analyzed using a repeated measures analysis of variance to determine the change in dependent variables across all three measurement points.



# RESULTS

## 1. Total Mental Health Skills

The study found a statistically significant increase ( $p < 0.05$ ) in Total Mental Health skills from pre- to post-simulation that remained significant at 3-month follow-up (Fig. 2). Total Mental Health Skills included four self-perceived preparedness measures, including ability to: (1) identify when a student's behavior or appearance is a sign of psychological distress, (2) discuss concern with a student, (3) motivate the student to seek help, and (4) discuss a referral to mental health support services. Participants reported their preparedness for each measure using a 4-point Likert scale from low (1) to very high (5).

## 2. Military Cultural Competency Skills

The study found a statistically significant increase in Military Cultural Competency Skills from pre- to post-simulation that remained significant at 3-month follow-up (Fig. 3). Military Cultural Competency Skills included four self-perceived preparedness measures, including ability to: (1) understand common challenges facing the student veterans, (2) talk with student veterans about their military service, (3) refer student veterans to the appropriate campus offices, and (4) manage classroom discussions around veteran-sensitive issues. Participants reported their

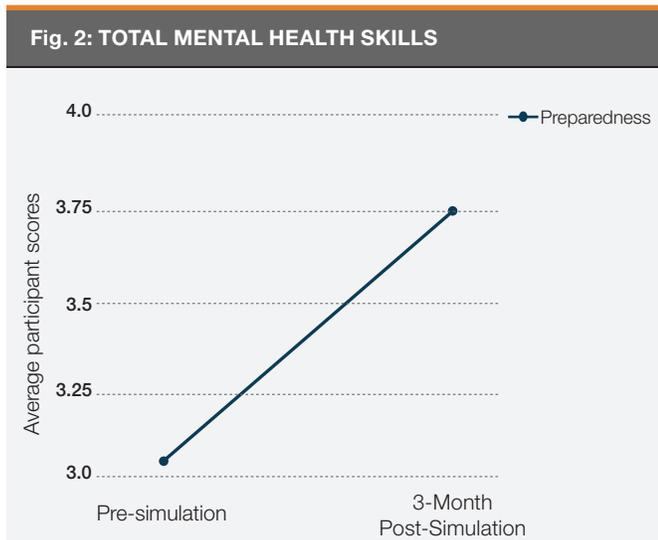
agreement to each measure using a 4-point Likert scale from strongly disagree (1) to strongly agree (4).

## 3. Behavior Change and Referral Rates

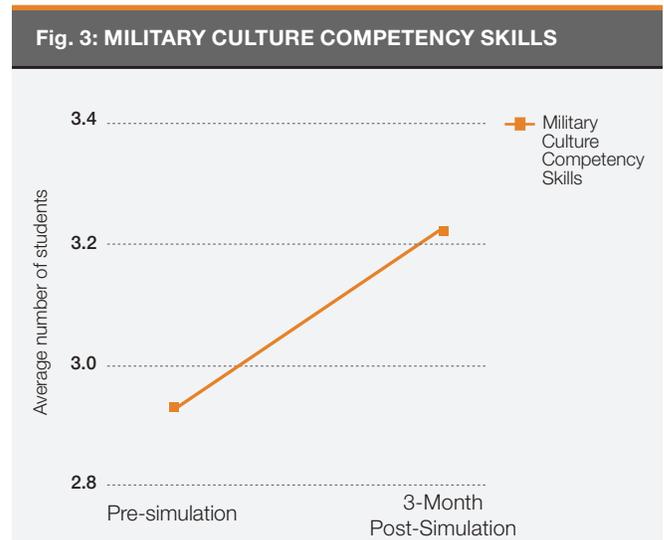
The study found significant and sustainable behavior changes on two levels:

**A. APPROACH AND REFERRAL RATES:** In the follow-up surveys, almost 50% of participants reported an increase in the number of student veterans they (1) identified as exhibiting signs of psychological distress, (2) approached to discuss concern, and (3) referred to mental health support. In addition, 43% reported an increase in the number of student veterans they referred to non- mental health campus offices such as academic advisement or veteran-certifying officer.

**B. SPEAKING WITH COLLEAGUES ABOUT AT-RISK STUDENTS:** In the follow-up surveys, 40% of the participants also reported an increase in the number of conversations they had with other faculty, staff, and administrators regarding student veterans they were concerned about.



Changes in Total Mental Health Skills from pre-simulation to 3-month follow-up point



Changes in Military Culture Competency Skills from pre-simulation to 3-month follow-up point

#### 4. Satisfaction and Learning Experience

Participants highly ranked the simulation's learning experience and design. For example, 98% said they would recommend the simulation to their colleagues and 82% said it was based on scenarios relevant to their work with students (Fig. 4). 98% agreed or strongly agreed that the simulation helped them prepare for conversations in real life.

In addition, 99% agreed that it is part of their role to help create a supportive environment for the student veteran population. Lastly, 97% said that all faculty, staff, and administrators in their school should take the simulation as well.

Fig. 4: PARTICIPANT RATINGS

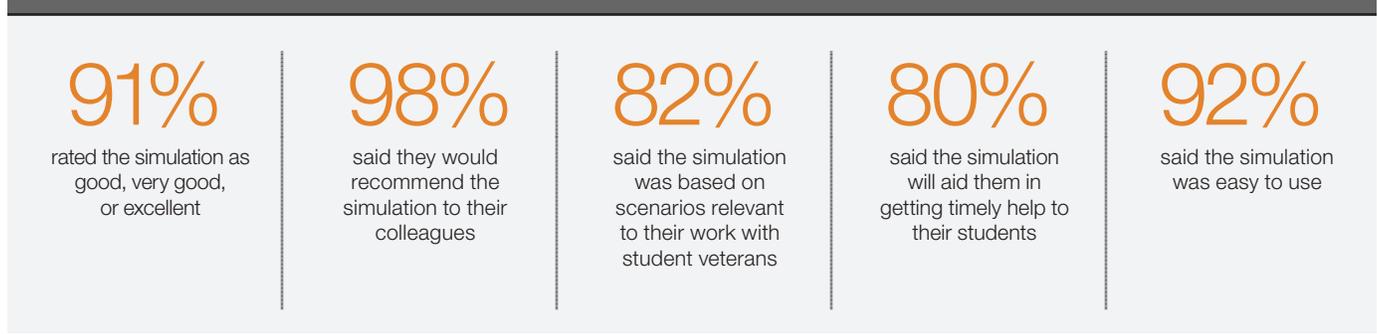
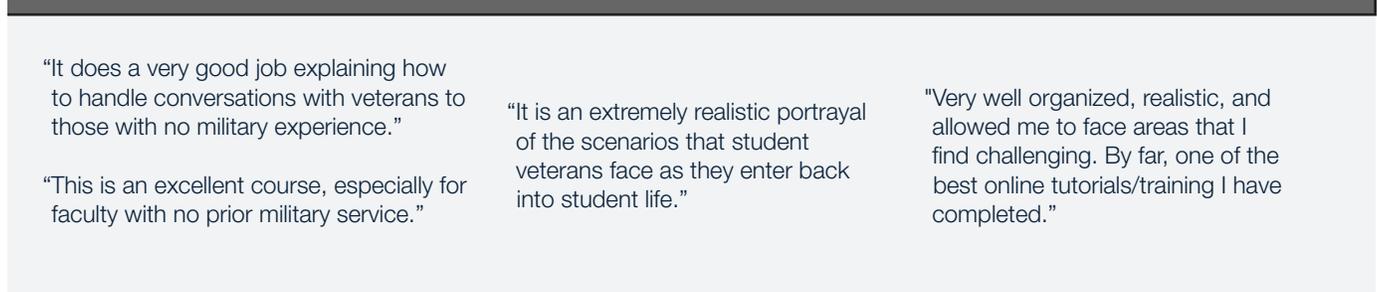


Fig. 5: PARTICIPANT FEEDBACK



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