

New Veteran and Military-Connected First Year and Transfer Student Interests and Expectations | Fall 2021

The New Student Interest Form's (NSIF) primary purpose is the collection of new student involvement and career interests, intended engagement experiences as an undergraduate, support needs, and intent to graduate. These data are utilized to inform support strategies for the new student transition to the University of Arizona, which leads to degree completion and successful post-graduation outcomes in the workforce and/or graduate school.

The data presented below are responses from the NSIF Fall 2021 veteran and military-connected students. As of August 23, 2021 there were 1,006 new veteran and military-connected students with 232 new transfers and 774 new first years. These are early enrollment figures and do not represent official census enrollment. The overall response rate for the new veteran and military-connected students is 82% (66% Transfers; 87% First Years).

In terms of demographics among new veteran and military-connected students (Table 1), there are more female in the first year students compared to transfer students. However, more first generation, Pell recipient status, Arizona residents, and work study offered by OSFA were among transfer students than those among first year students. For military status, while more child dependent and other dependent status were among first-year students, more veteran, active duty, and guard reserve were among transfer students.



Table 1. New First Year (FY) and Transfer (T) Veteran & Military-Connected (VMC) Demographics

Student Demographics	New FY VMC Students (n=774)		New T VMC Students (n=232)		New VMC Students (n=1,006)	
	Count	%	Count	%	Count	%
Gender						
Female	485	63%	102	44%	587	58%
Male	289	37%	130	56%	419	42%
Ethnicity						
White	405	52%	120	52%	525	52%
Hispanic or Latinx	203	26%	70	30%	273	27%
Black or African American	65	8%	18	8%	83	8%
Asian American or Asian	49	6%	10	4%	59	6%
Amer. Indian/Alaska Native	35	5%	10	4%	45	4%
Pacific Islander or Native HI	13	2%	0	0%	13	1%
Not reported	4	1%	4	2%	8	1%
First Generation	183	24%	128	55%	311	31%
Pell Recipient	132	17%	69	30%	201	20%
AZ Residents	479	62%	176	76%	655	65%
College						
College of Science	197	25%	55	24%	252	25%
Eller College of Management	121	16%	34	15%	155	15%
Social & Behavioral Sciences	88	11%	41	18%	129	13%
Colleges of Letters Arts & Sci	76	10%	1	<1%	77	8%
College of Engineering	70	9%	18	8%	88	9%
College of Agric and Life Sci	58	7%	28	12%	86	9%
College of Fine Arts	42	5%	15	6%	57	6%
College of Nursing	41	5%	6	3%	47	5%
College of Medicine - Tucson	39	5%	14	6%	53	5%
Col Arch Plan & Landscape	11	1%	2	1%	13	1%
College of Education	9	1%	3	1%	12	1%
College of Public Health	9	1%	6	3%	15	1%
College of Pharmacy	8	1%	1	<1%	9	1%
College of Humanities	5	1%	7	3%	12	1%
Work Study Eligible	170	22%	72	31%	242	24%
Military Connection						
Other Dependent	368	48%	58	25%	426	42%
Child Dependent	346	45%	55	24%	401	40%
Veteran	55	7%	77	33%	132	13%
Active Duty	2	<1%	22	9%	24	2%
Guard Reserve	2	<1%	14	6%	16	2%
Spouse Dependent	1	<1%	6	3%	7	1%

Notes:

- Results do not reflect official census enrollment figures.
- FY VMC = First Year Veteran & Military Connected Student
- T VMC = Transfer Veteran & Military Connected Student

Table 2 shows the percentage of interests for activities that veteran and military-connected students would like to be involved with. Internships and employment on campus were rated as top two reported areas of interest.

Table 2. Involvement Interests

Areas that new students like to get involved with	New FY VMC Students (n=670)		New T VMC Students (n=157)		New VMC Students (n=827)	
Internships	451	67%	96	61%	547	66%
Employment on campus	403	60%	88	56%	491	59%
Academic clubs	315	47%	64	41%	379	46%
Recreational Sports	310	46%	52	33%	362	44%
Leadership programs	220	33%	55	35%	275	33%
Fraternity & Sorority organizations	207	31%	32	20%	239	29%
Health and Wellness Programs	202	30%	51	32%	253	31%
Sustainability clubs and programs	130	19%	27	17%	157	19%
Cultural and Resource Centers	117	17%	37	24%	154	19%
Peer Mentoring Programs	106	16%	29	18%	135	16%
Residential Life Opportunities	88	13%	15	10%	103	12%
Culturally Focused Clubs	73	11%	20	13%	93	11%
Student government	69	10%	11	7%	80	10%
Other	25	4%	8	5%	33	4%

For students who selected the “Cultural and Resource Centers” in the previous question, a more specific list of the centers was provided to select. Among this population, more first-year students showed interest in LGBTQ+ Center and African American Student Affairs; more transfer students were interested in Veteran Education Transition Services (VETS) center and Transfer student center (Table 3).



Table 3. Specific Cultural and Resource Centers of Interest

Specific Cultural and Resource Centers Choices	New FY VMC Students (n=117)		New T VMC Students (n=37)		New VMC Students (n=154)	
LGBTQ+ Resource Center	55	47%	11	30%	66	43%
African American Student Affairs	28	24%	5	14%	33	21%
Guerrero Student Center	25	21%	7	19%	32	21%
Asian Pacific American Student Affairs	20	17%	5	14%	25	16%
Native American Student Affairs	18	15%	4	11%	22	14%
VETS Center	12	10%	20	54%	32	21%
Disability Cultural Center	10	9%	5	14%	15	10%
Immigrant Student Resource Center	7	6%	2	5%	9	6%
Transfer Student Center	6	5%	22	59%	28	18%

As for career interests, no big difference was found between first years and transfer students, outside the noted increase of first-year students being interested in Health & Biosciences compared to transfers (Table 4).

Table 4. Career Interests

Career Interests	New FY VMC Students (n=670)		New T VMC Students (n=157)		New VMC Students (n=827)	
Health & Biosciences	254	38%	41	26%	295	36%
Business & Management	166	25%	40	25%	206	25%
Law & Justice	107	16%	24	15%	131	16%
Engineering	96	14%	24	15%	120	15%
Arts & Design	93	14%	19	12%	112	14%
Education & Social Services	76	11%	21	13%	97	12%
Data & Technology	72	11%	20	13%	92	11%
Environment & Resources	68	10%	22	14%	90	11%
Not Listed	63	9%	22	14%	85	10%
I do not know my career interest	58	9%	9	6%	67	8%
Global Impact & Public Service	49	7%	21	13%	70	8%
Research & Academia	48	7%	15	10%	63	8%

Both part-time employment and internship were rated high for experiences that veteran and military-connected students wanted to engage in during their undergraduate education. More first year students were interested in part-time employment, study abroad, and student leadership compared to transfer students (Table 5).

Table 5. Engagement Experience Expectations as an Undergraduate

Engagement experiences as an undergraduate	New FY VMC Students (n=670)		New T VMC Students (n=157)		New VMC Students (n=827)	
Part-time employment	510	76%	103	66%	613	74%
Internship	498	74%	112	71%	610	74%
Study abroad	298	44%	55	35%	353	43%
Volunteer or service learning	242	36%	46	29%	288	35%
Research/working on a project with a local employer/organization	175	26%	37	24%	212	26%
Student leadership	165	25%	24	15%	189	23%
Research with a faculty member	162	24%	42	27%	204	25%
Skill development programs	152	23%	39	25%	191	23%
A significant class project	77	11%	20	13%	97	12%
Preceptorship/teaching assistant	71	11%	26	17%	97	12%
Student teaching	51	8%	16	10%	67	8%
Co-op	35	5%	14	9%	49	6%
None	12	2%	7	4%	19	2%
Other	8	1%	4	3%	12	1%



Students were also asked to rate the level of support they expected to need during the first year at the University of Arizona, ranging from none, a little, some, to a lot. The percentages of students who selected a lot and both some and a lot are presented in Table 6. Accessing and managing financial aid and scholarships and asking for help when needed were rated as top two needed support. Mental health and wellbeing was also a high area of expected support as a new student.

Table 6. Expectations for Support Needs

Support Needs	New FY VMC Students (n=670)		New T VMC Students (n=157)		New VMC Students (n=827)	
	<i>A lot of Support</i>	<i>Some & A lot of Support</i>	<i>A lot of Support</i>	<i>Some & A lot of Support</i>	<i>A lot of Support</i>	<i>Some & A lot of Support</i>
Accessing and managing financial aid and scholarships	25%	61%	29%	59%	25%	61%
Mental Health and Wellbeing	18%	38%	13%	36%	17%	38%
Asking for help when I need it	17%	54%	16%	53%	17%	54%
Employment on campus	15%	42%	20%	43%	16%	42%
Navigating campus resources and services	15%	45%	18%	44%	15%	45%
Managing my time	14%	36%	11%	32%	13%	35%
Selecting a major	11%	25%	9%	17%	11%	23%
Staying organized	11%	28%	10%	28%	11%	28%
Academic support services	11%	46%	14%	55%	12%	48%
Succeeding in online/remote courses	11%	29%	7%	24%	10%	28%
Accessing the technology needed for courses	10%	31%	7%	31%	9%	31%
Finding a social group where I belong.	9%	30%	11%	34%	10%	31%
Meeting basic needs (e.g. food and housing)	9%	23%	9%	21%	9%	23%
Understanding how to use required tech	9%	27%	6%	25%	8%	27%
Disability accommodations	3%	7%	7%	14%	4%	8%

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