NATIONAL HEADQUARTERS
WASHINGTON, DC

2023 SVA CENSUS REPORT

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Purpose

The purpose of this document is to provide information on the current population of student veterans. By understanding who it is we are serving, we can better understand how best to support and provide resources for current student veterans, as well as identify areas of priority for future student veterans. This document consists of questionnaire responses from over 1000 student veterans and covers the topics of general demographics, education, employment, and military service. Through this we hope to show that student veterans are a diverse population with specific needs that should be addressed both on college and university campuses as well as in the broader community.

General Demographics

This section provides demographic breakdowns of the 1042 student veterans who participated in the 2023 SVA Census Survey. Topics covered include age, race/ethnicity, gender identification, sexual orientation, and family makeup.

Age

Student veterans generally fall into the "post traditional" segment of learners. Individuals in this group often face a different set of challengers in their education than do traditionally aged students. In the current survey, the median respondent age was 36. This is a drop compared to 2022 where the median age was 39. Information published by RAND in 2023 indicated that the current average age for Post-9/11 veterans was 39, indicating alignment with the SVA Census population. When alumnni respondents were removed, the 2023 median age of response was 34. The following chart shows the previous five years of median response ages.

Median Age of SVA Census Respondents

*Alumni responses have been removed
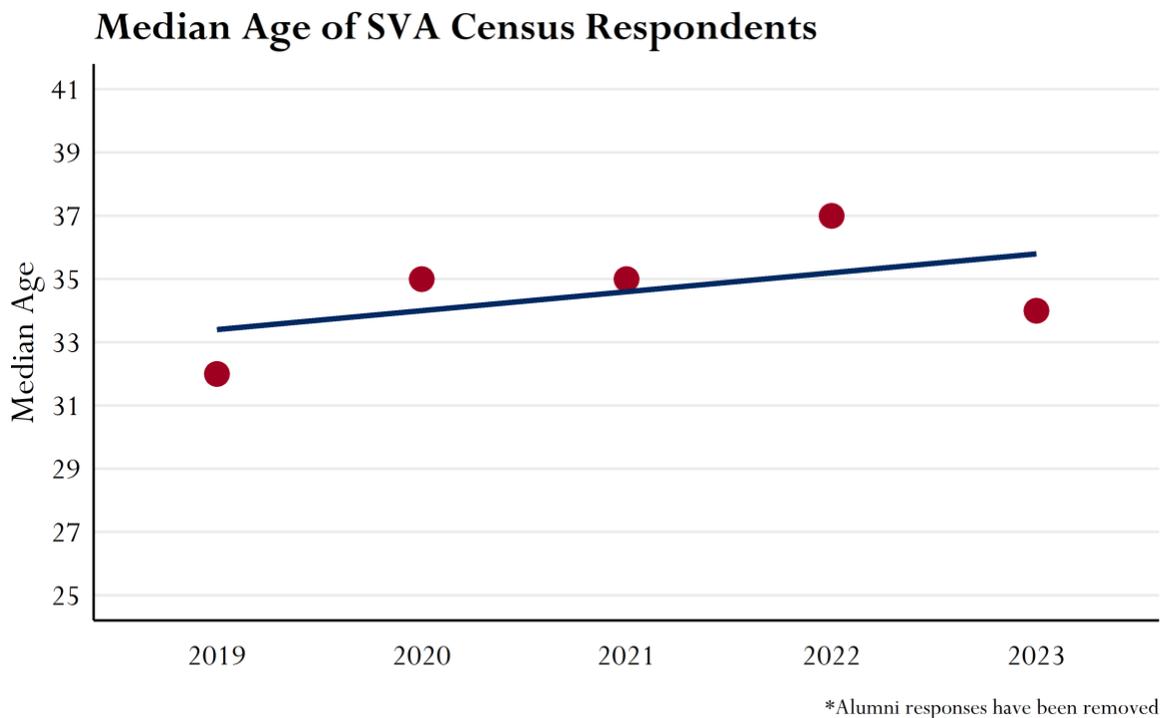
The following table shows the breakdown of non-alumni respondent ages in five year groupings. Around two-thirds of the response came from individuals below 40 years of age, with the largest single group being those 30-34.

Table

Age grouping of respondents without alumni

Age Group	N	%
18-24	115	13.08
25-29	191	21.73
30-34	149	16.95
35-39	126	14.33
40-44	106	12.06
45-49	67	7.62
50-54	44	5.01
55-59	55	6.26
60-64	12	1.37
65-69	7	0.80
70 and over	7	0.80

The following chart shows the distribution of respondent age separated by gender. Here one can see that there is little difference in age based on the gender of the individual.

Age Distribution of SVA Respondents
Separated by Gender
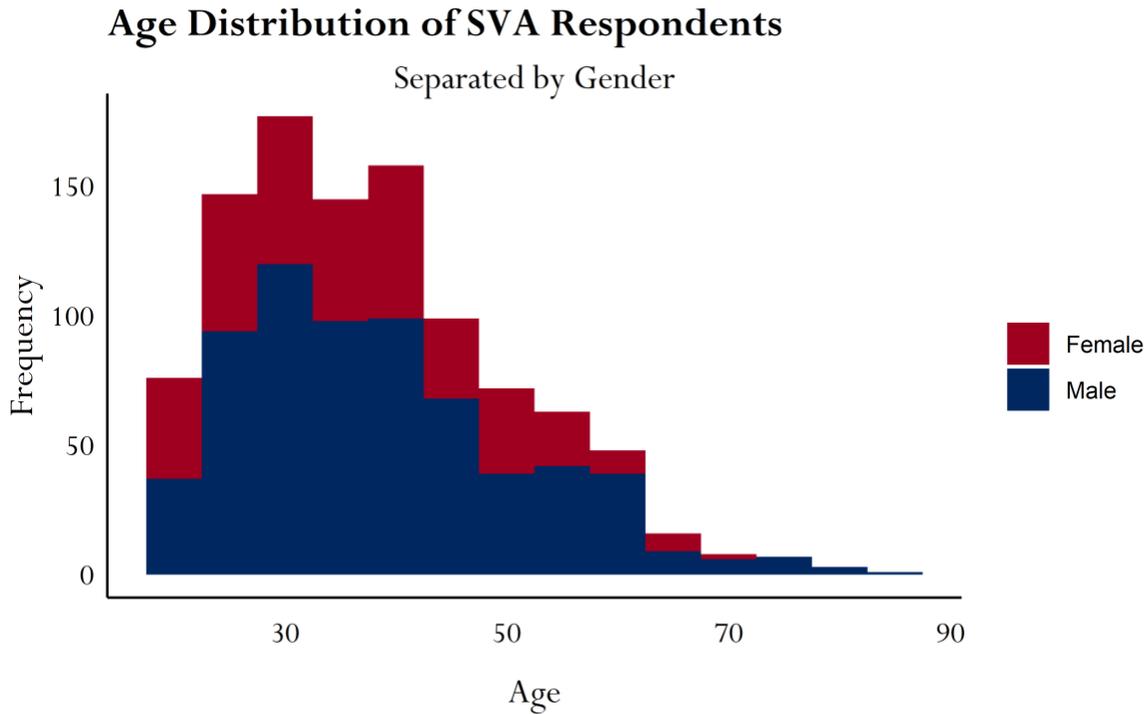
Finally, the table below shows the divide between respondents who were under 25. The large percentage of individuals who are 25 years old and up confirms the notion that the population in question is by and large a "post-traditional" group.

Table 1

Age group divide of Census responses

Age Group	N	%
25 and Older	926	88.95
Under 25	115	11.05

Gender

Prior to 2022, response options for gender in the SVA Census were limited to male or female. Since then, SVA has included more options for gender reporting as we gain more understanding of the need for student veterans to be able to identify in a way that accurately describes them. The following table shows the 2023 breakdown for gender identification. Percentages of individuals identifying as male or female have remained stable from 2022.

Table 2

Gender breakdown of 2023 Census Responses

Gender ID	*N*	%
Male	663	63.87
Female	358	34.49
Other	8	0.77
Nonbinary	4	0.39
Fluid	3	0.29
TransM	1	0.10
TransF	1	0.10

Sexual Orientation

Along with increasing options for gender identification, the current SVA census has expanded options for sexual orientation as well. While the majority of respondents continue to identify as heterosexual, there is a growing minority of individuals identifying in other ways. Interestingly, there was a drop of over 2 percent in the "Prefer not to say" category possibly indicating a further shift in individuals' belief in the ability to express themselves as they see fit.
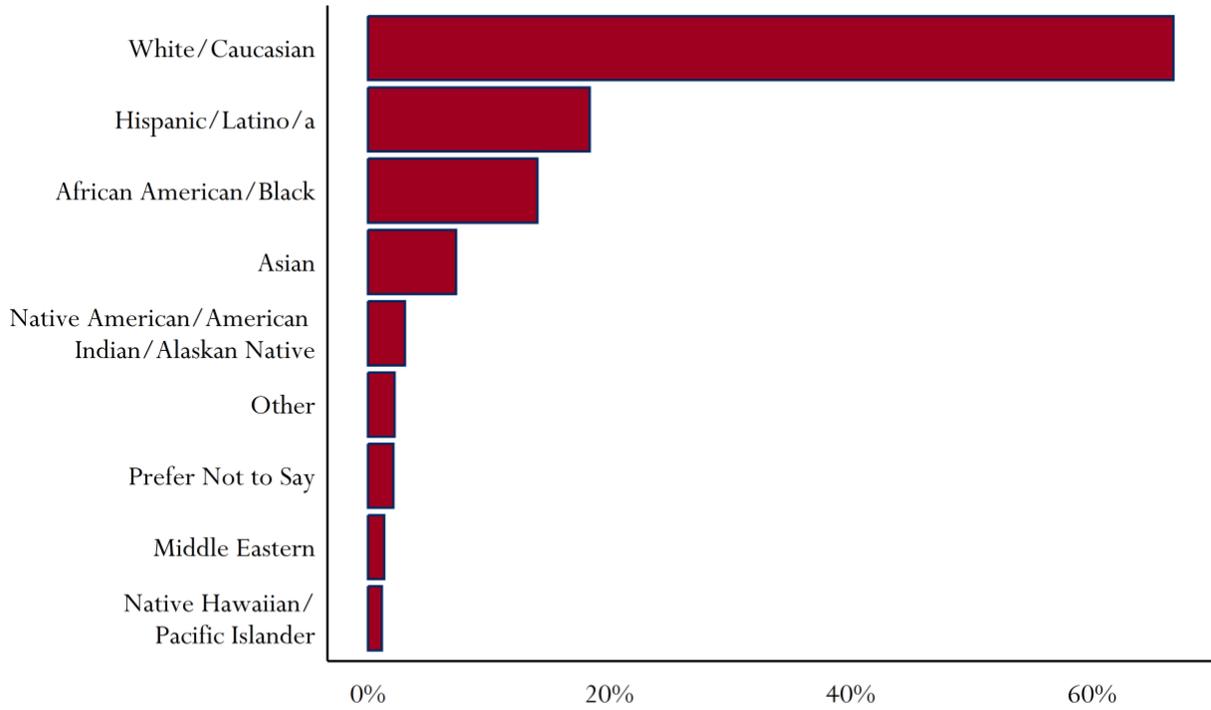
Table 3

Sexual orientation of census respondents

Orientation	*N*	%
Straight/Heterosexual	895	86.06
Bisexual	55	5.29
Prefer not to say	28	2.69
Gay or Lesbian	26	2.50
Pansexual	21	2.02
Asexual	8	0.77
Prefer to self-describe	7	0.67

Race and Ethnicity

The following table shows the race and ethnicity breakdown for the current census. Racial demographics have remained fairly stable from the prior year, however those identifying as African American/Black have increased 2 percent from 2022. Also increasing around 2 percent are individuals identifying as Asian.

Census Respondent Race/Ethnicity

Note: Individuals who select more than one race/ethnicity are counted in each category they select

Table

Race/Ethnicity Identification of Respondents

Ethnicity	*N*	%
White/Caucasian	694	66.73
Hispanic/Latino/a	191	18.37
African American/Black	146	14.04

Table

Race/Ethnicity Identification of Respondents

Ethnicity	*N*	%
Asian	76	7.31
Native American/American Indian/Alaskan Native	32	3.08
Other	23	2.21
Prefer Not to Say	22	2.12
Middle Eastern	14	1.35
Native Hawaiian/ Pacific Islander	12	1.15

Family Makeup

The following section provides information regarding family makeup. In the 2023 Census, almost half of respondents indicated they were married, though there was a small decrease in this number (and corresponding increase in the number indicating they were single) from 2022.

Table 4

Relationship status of census respondents

	N	%
Married	463	45.89
Single	285	28.25
Divorced	127	12.59
Committed	103	10.21
Separated	13	1.29
Decline	10	0.99
Widowed	8	0.79

In the area of parental status, the 2023 population was split almost completely evenly. This is a shift from 2022 where 56.57% of respondents indicated they were parents.

Table 5

Parental status of census respondents

Parent	*N*	%
Yes	517	49.66

Table 5

Parental status of census respondents

Parent	N	%
No	512	49.18
No Response	12	1.15

As the percentage of individuals indicating they are parents did change, the percentage noting they were single parents also increased. In the current year, 20 percent said they were single parents, which is an increase of 2 percent from 2022. The majority of respondents indicated they were not single parents.

Table 6

Single parent status of census respondents

Single Parent	N	%
No	404	78.29
Yes	107	20.74
Prefer not to say	5	0.97

Student Veteran Identification

One interesting piece of demographic information is the way that respondents identify themselves along the student veteran continuum. While one may see themselves as strongly a veteran and weakly a student or

vice versa, respondents to this year's census tended to favor a more moderate self-identification. The following tables show the responses to two questions examining this self-perception. Both questions ask for the same rating but flip the scale with one having the strongest option be "veteran" and the other being "student".

Taking both scales into account, the majority of individuals seem to place themselves in the middle of both scales. This indicates that their identification is not strongly student or veteran, but rather somewhere in between – a student veteran. When a preference for one side of the scale or the other emerges, it tends to be the veteran identification over that of student.

Student to Veteran Scale
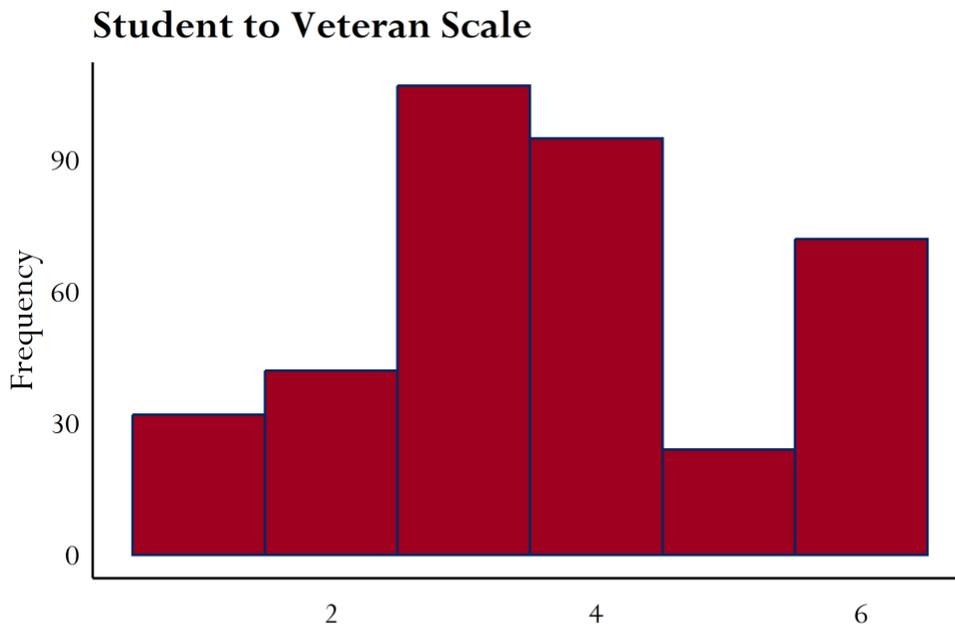
*High scores indicate stronger association with 'veteran' identification

Veteran to Student Scale
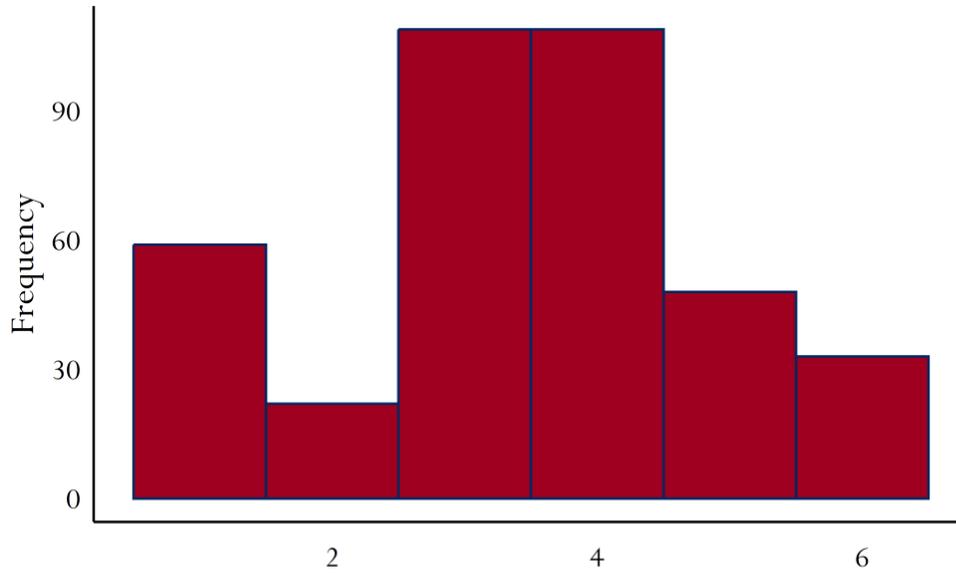
*High scores indicate stronger association with 'student' identification

Academic Information

This section provides information regarding the academic pursuits of student veteran respondents. Specifically, the section examines where students are from, the types of schools they attend, their prior academic experience, and current progress toward academic goals. The section also discusses the number of student veterans who are first generation students and how that status factors into the academic goals they set for themselves.

Responses to the 2023 SVA census came from student veterans attending college in 48 states as well as the District of Columbia. Below is a heat map representing the number of census responses from schools in each state.

2023 SVA Census Responses
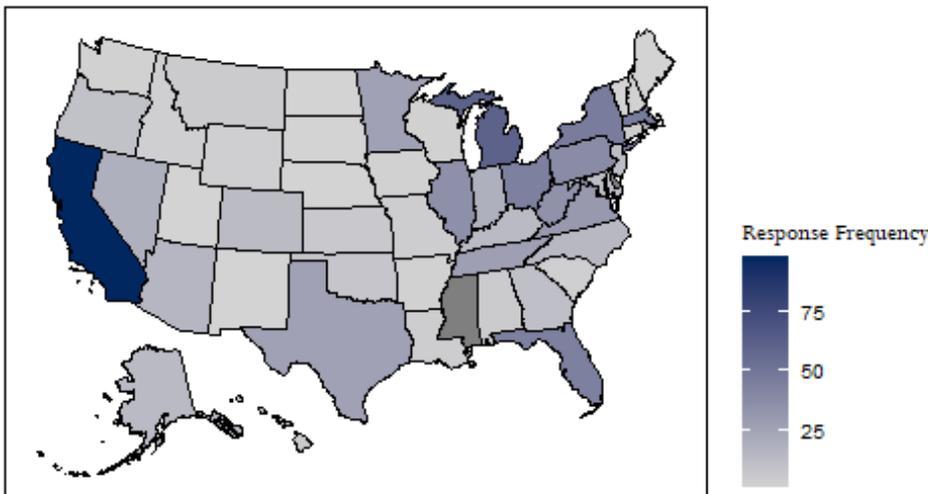
Enrollment Status and School Type

The following tables show the breakdown of responses by their college enrollment status.

Table 7

Enrollment status of census respondents

Enrollment	*N*	%
Full	680	65.38
Alum	161	15.48
Half	65	6.25
Not Enrolled	57	5.48
Three quarter	46	4.42
Less than half	31	2.98

The majority of respondents noted that they were full-time students. Significantly fewer individuals endorsed being enrolled at half-time or less. Also of note is the relatively large proportion of alumni that were reached by the survey. As the age of student veterans increases (as noted in the prior section), the census reaches more and more individuals who have completed their education journey.

Table 8

School type of census respondents

Type	*N*	%
4 year public	478	58.22

Table 8

School type of census respondents

Type	N	%
4-year private	156	19.00
2-year public	93	11.33
For profit	54	6.58
Other	29	3.53
2-year private	11	1.34

Respondents were primarily attending four-year universities, with the largest group attending public schools. There is a sharp decline after these groups, with for-profit schools and private two-year schools representing much smaller groups of students. The "Other" category includes things like vocational/trade schools and some types of certification programs.

Another way to consider this data is to group, 2-year schools, 4-year schools, and other/private for-profit/proprietary schools. The following table provides this breakdown. Here, one can see that the largest group of student veterans attend 4-year universities of some type.

Table 9

School level of census respondents

| School Type	N	%
4-year	634	77.22
2-year	104	12.67
Other	83	10.11

Transfer Status

When asked about their transfer status, respondents were split. Just over half of them had transferred into their current school, while the other half had not. As one might expect, the highest rate of transfer came among those who were currently enrolled at a four-year school. The reasons for transfer were many, but the most prevalent choices were that the student had completed the requirements to move to a four-year school or that they had changed majors.

Table 10

Transfer status of census respndents

Status	N	%
Yes	311	53.62
No	269	46.38

Transfer Status by School Type

Transfer Status by School Type
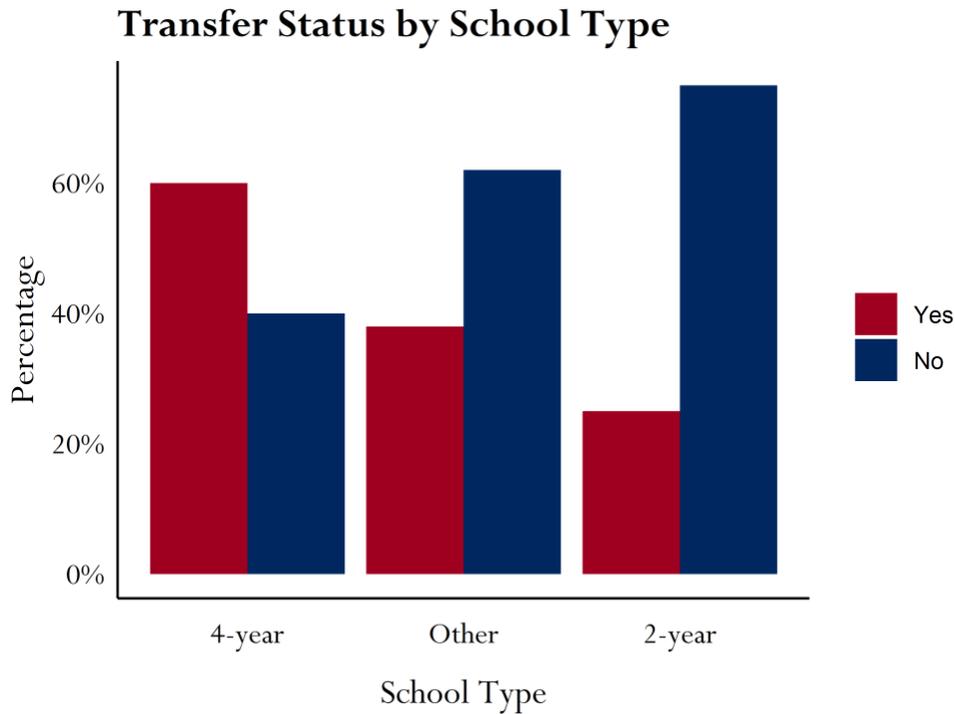
Academic Goals

When asked if respondents had previously earned any type of certificate or degree, most said they had not. There were, however, a significant number who had. Most student veterans who had prior education completed either a vocational certificate or a two-year degree. This supports the notion that there are a fair number of student veterans transferring from two-year to four-year schools.

Table 11

Census respondents with prior certification

	N	%
No	339	70.48
Yes	138	28.69

Table 11

Census respondents with prior certification

	N	%
Unsure / Don't know	4	0.83

Table 12

Census respondents with prior associate degree

	N	%
No	315	61.64
Yes	194	37.96
Unsure / Don't know	2	0.39

Table 13

Census respondents with prior 4-year degree

	N	%
No	420	87.68

Table 13

Census respondents with prior 4-year degree

	N	%
Yes	57	11.90
Unsure / Don't know	2	0.42

Table 14

Census respondents with prior graduate degree

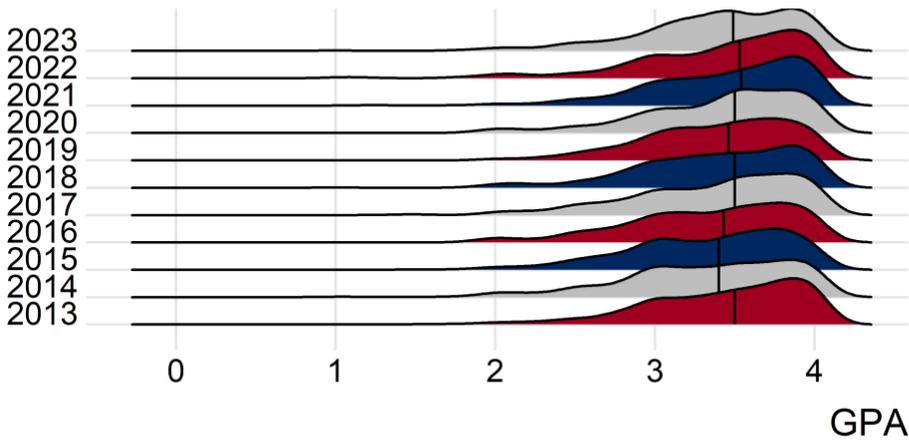|	N	%
No	439	95.64
Yes	18	3.92
Unsure / Don't know	2	0.44

As has been noted in the past, student veterans have higher academic success than traditional students as measured by GPA. The median GPA of Census respondents has remained fairly stable over the life of the survey.

Median GPA of SVA Census Respondents
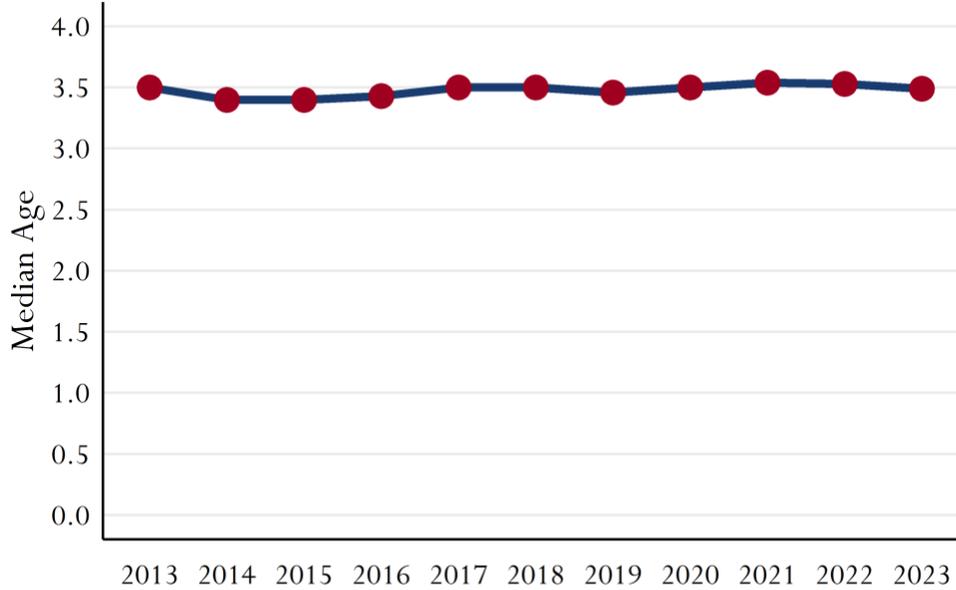
GPA Distribution of Census Respondents

*Distribution line represents median GPA

First Generation College Student Status

According to the Center for First-Generation Student Success, being a first-generation college student

means that an enrolled college student's parents did not complete a 4-year college or university degree. For

the purposes of this survey, this is the definition SVA uses, though admittedly this definition can be complicated. Therefore, any respondent who selected below "4-year degree (BA/BS)" for both parents is classified as a first-generation college student. This criterion includes those students who are "unsure" of their parents' education status because of the assumption that no benefits of such education would be passed along to the student, which is the intent behind the categorization.

Table 15

Census respondents who identify as first-generation students

First Generation Student	*N*	%
First Gen	657	63.05
Not First Gen	385	36.95

In the 2023 Census, nearly two thirds of respondents noted they were first generation students. This figure matches other sources (link some other sources) and has been stable in the SVA Census for several years.

First Generation Students in SVA Census Response
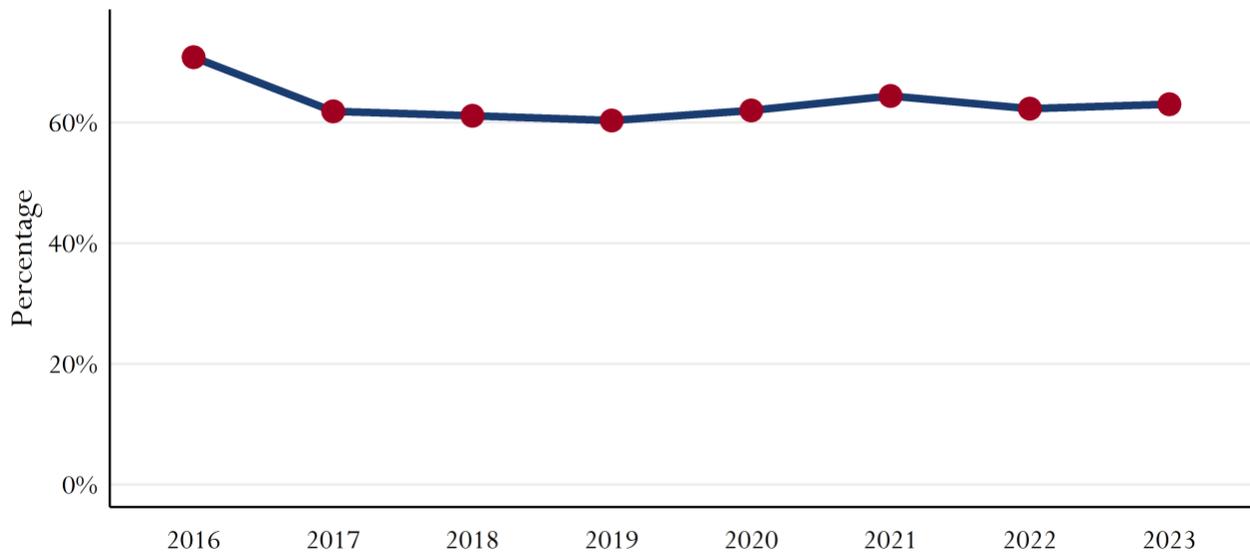
Financial Information

Out of the 1042 respondents to this questionnaire, nearly 80% endorsed using some type of financial aid. Those sources included several versions of GI Bill, Yellow Ribbon Programs, Vocational Rehab programs, as well as various school and federal scholarships.

Specifically of interest is the GI Bill usage among student veterans, and in the current survey 647 respondents noted that they used some form of the bill.

Table 16

Frequency of GI Bill Use by Type

GI Bill Version	N
CHAPTER 33: Post-9/11 GI Bill	350

Table 16

Frequency of GI Bill Use by Type

GI Bill Version	*N*
CHAPTER 31: Veteran Readiness and Education (VR&E, previously "Vocational Rehabilitation")	226
CHAPTER 1606: Montgomery GI Bill-Selected Reserve (MGIB-SR)	27
CHAPTER 35: Survivors and Dependents Educational Assistance Program (DEA)	16
CHAPTER 30: Montgomery GI Bill-Active Duty (MGIB-AD)	10
Unsure / Don't know	6
Other	4
CHAPTER 32: Veterans Educational Assistance Program (VEAP)	3
DOD Tuition Assistance	3
CHAPTER 1607: Reserve Educational Assistance Program (REAP)	1

Table 17

Three-year trend of Post-9/11 GI Use

	GI Bill Version	N	%
2021	CHAPTER 33: Post-9/11 GI Bill	622	61.71
2022	CHAPTER 33: Post-9/11 GI Bill	412	57.70
2023	CHAPTER 33: Post-9/11 GI Bill	350	54.18

For the current year Census there was another drop in the number of individuals reporting use of Post-9/11 G.I. Bill benefits. This seems to correspond with a similar rise in use of VR&E benefits.

Table 18

Three-year trend of VR&E Use

	GI Bill Version	N	%
2021	CHAPTER 31: Veteran Readiness and Education (VR&E, previously "Vocational Rehabilitation")	239	23.71
2022	CHAPTER 31: Veteran Readiness and Education (VR&E, previously "Vocational Rehabilitation")	221	30.95

Table 18

Three-year trend of VR&E Use

	GI Bill Version	*N*	%
2023	CHAPTER 31: Veteran Readiness and Education (VR&E, previously "Vocational Rehabilitation")	226	34.98

As in previous years, for those who reported their eligibility level the majority were at the 100% level.

Table 19

Reported Post-9/11 GI Bill Eligibility Level

Eligibility	*N*	%
100%	299	85.67
60%	29	8.31
80%	6	1.72
50%	1	0.29
70%	1	0.29
90%	8	2.29

Table 19

Reported Post-9/11 GI Bill Eligibility Level

Eligibility	N	%
40%	2	0.57
20%	1	0.29
0%	2	0.57

This year, a series of questions aimed at understanding student veteran participation in non veteran specific campus organizations was added to the census. This included things like affinity groups and academic organizations. Participation in this groups among the census respondents was low all around, with honor societies (e.g. Phi Theta Kappa) and academic groups (e.g. Psychology Club) having the largest percentage of participation.

Have you participated in...
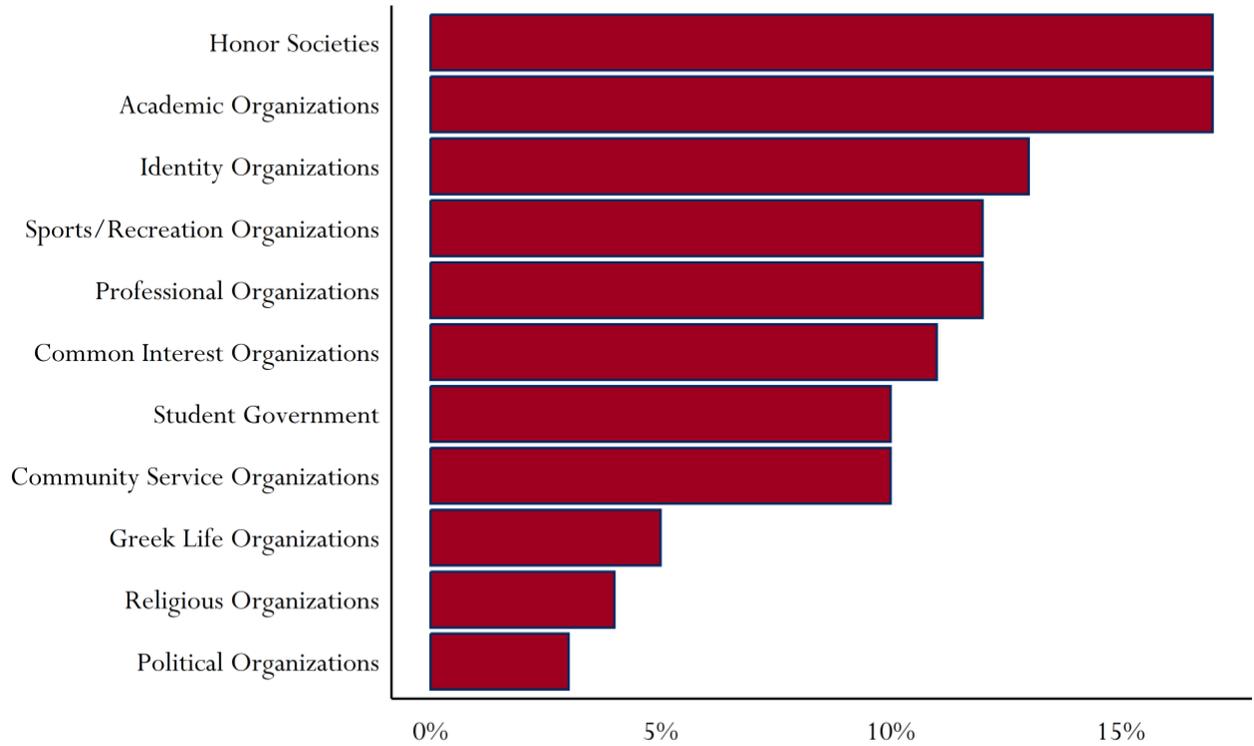
*Only examined current students

Table

Frequency of affinity group participation

Group	*n*	%
Academic Organizations	140	17.03
Honor Societies	136	16.55
Identity Organizations	105	12.77

Table

Frequency of affinity group participation

Group	*n*	%
Sports/Recreation Organizations	96	11.68
Professional Organizations	95	11.56
Common Interest Organizations	92	11.19
Community Service Organizations	84	10.22
Student Government	83	10.10
Greek Life Organizations	42	5.11
Religious Organizations	30	3.65
Political Organizations	25	3.04

Employment Information

This section explores the employment status and work situations of respondents. Areas of focus are the extent to which individuals are employed and whether or not their current job is aligned with their college major, military MOS, or future plans. This section also examines reported individual income for the previous year.

Employment status

Over half of respondents indicated they were employed at the time of the survey. This is an increase from last year where only 49.9 percent indicated current employment.

Table 20

Employment status of census respondents

Status	N	%
Employed	569	54.82
Unemployed	259	24.95
Retired	66	6.36
Collecting SSDI/On disability benefits	64	6.17
Other	56	5.39
Not Applicable / Prefer not to state	24	2.31

Hours Worked

Below is a histogram showing the distribution of hours worked in 10 hour increments. The median hours worked by respondents was 40, with two thirds of individuals working 40+ hours a week or a standard "full time" position.
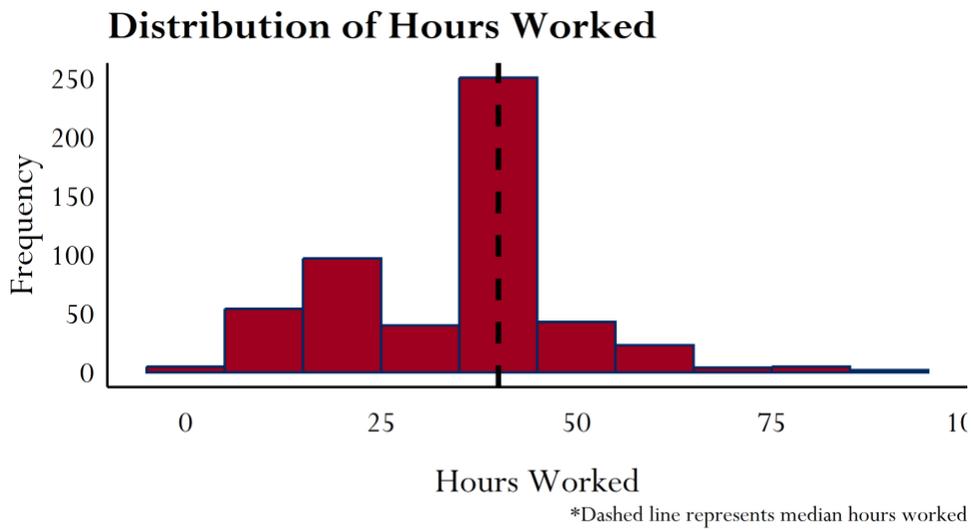
Distribution of Hours Worked

*Dashed line represents median hours worked

Table 21

Work status of census respondents

Status	N	%
Full Time	211	66.35
Part Time	107	33.65

Respondents were also asked if they were currently working more than one job. The table below shows that the majority of respondents who were working only had one job.

Table 22

Number of jobs worked by census respondents

Multiple Jobs	N	%
No	452	80.00
Yes	110	19.47
Prefer not to say	3	0.53

Several questions in the current census examine alignment between a respondent's current job and other related indicators. Here, those indicators are similarity to major in college, to military MOS, and to the respondent's future goals.

Similarity between current job and college major was fairly variable. Nearly a third of individuals said that their current job was not at all similar to their college major. Interestingly, though, over 20 percent indicated a fairly high degree of similarity.

Table 23

Alignment of current job to college major

Similarity	N	%
Not similar at all	159	28.09
A little similar	92	16.25

Table 23

Alignment of current job to college major

Similarity	*N*	*%*
Somewhat similar	109	19.26
Very similar	129	22.79
Exactly the same	77	13.60

In contrast, there is little similarity between current job and military job. Whether because of the difficulty in transitioning military skills into civilian work or due to simply wanting something different, veterans who choose to go back to school tend to be changing career paths rather than doubling down on what has already been established.

Table 24

Alignment of current job to MOS

Similarity to MOS	*N*	*%*
Not similar at all	337	61.05
A little similar	69	12.50
Somewhat similar	48	8.70
Very similar	71	12.86

Table 24

Alignment of current job to MOS

Similarity to MOS	N	%
Exactly the same	27	4.89

Similarity to future plans seems to be the most evenly distributed of the three alignment metrics. The distribution leans slight toward individuals having a more similar alignment, though not enough to say that it is generally the case.

Table 25

Alignment of current job to future plans

Similarity to Future Plans	N	%
Not similar at all	117	21.04
A little similar	74	13.31
Somewhat similar	124	22.30
Very similar	150	26.98
Exactly the same	91	16.37

Finally, the 2023 census asked respondents about their total individual income over the past 12 months. This is a beginning data point in SVA's effort to better understand the economic landscape for student veterans going forward. The chart below shows the distribution of income for census respondents.

Income Distribution of Census Respondents
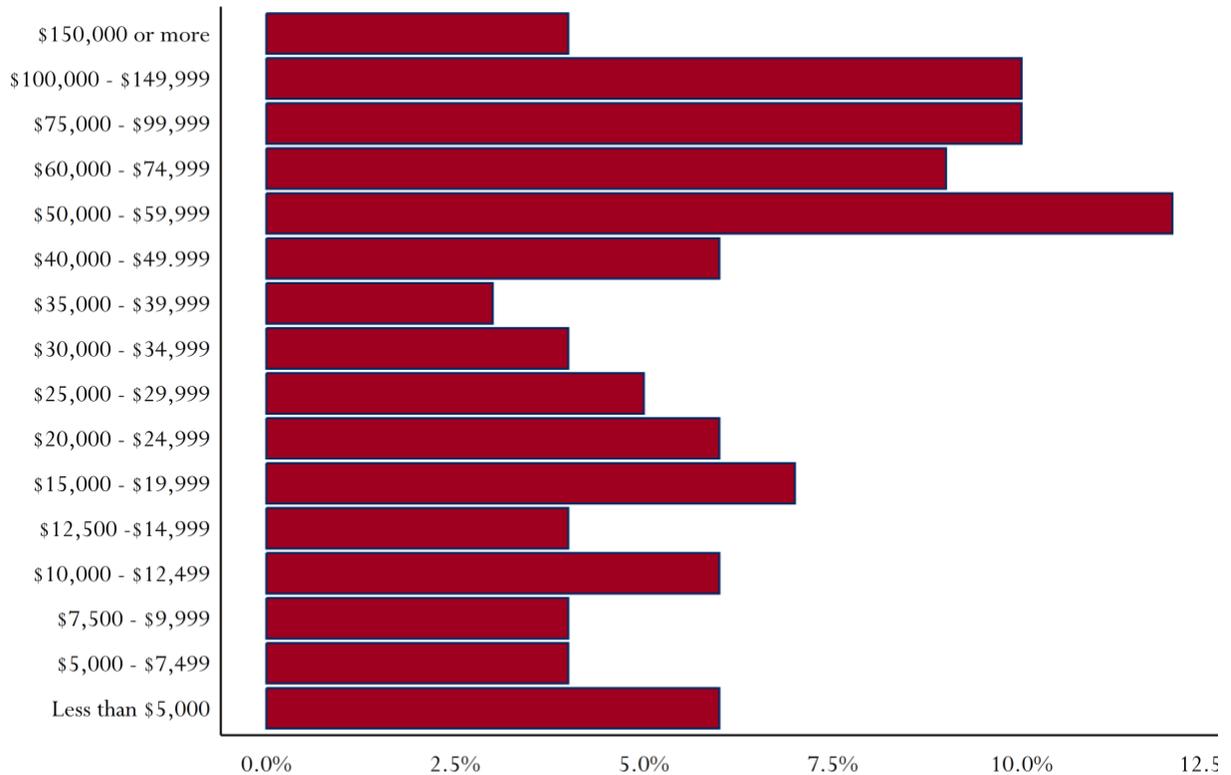
*Alumni removed from analysis

Military Information

This section provides information on several issues related to respondents' military service. Areas of focus include military affiliation and rank, disability status and impact, as well as types of VSO's with which individuals may have connection.

Military Service

While the primary audience for Student Veterans of America and its chapters is student veterans, SVA is not an exclusive organization. Chapter members are made up of veterans, military-connected students, family members, and civilian supporters. The following table provides an exploration of those who make up the SVA network.

Table 26

Military affiliation of census respondents

Service Type	N	%
Veteran	791	76.13
National Guard	64	6.16
Dependent	56	5.39
Active Guard and Reserve	48	4.62
Active duty	31	2.98
Reservist	31	2.98
Supporter	18	1.73

Also of interest is the respondent's branch of service.

Table 27

Military branch of service of census respondents

Branch	N	%
Army	452	46.79
Marines	186	19.25
Navy	185	19.15
Air Force	128	13.25
Coast Guard	15	1.55

Rank and Service Time

Some of the military services – the Army, Air Force and Marine Corps – have their own enlisted military rank structures; the Coast Guard and Navy generally mirror each other; and, as of late 2020, the Space Force relies on the Air Force rank system.

A service member's military rank doesn't just determine their level of responsibility, but also their pay. That's why each service's ranks are tied to paygrades in an "enlisted," "warrant officer" and "officer" number system, written as the letters "E," "W," "O" and a number.

For example, the lowest military enlisted rank is "E-1," while the highest military officer rank in use is "O-10." While each service may call them something different, they all can be boiled down to "E" and "O." The only rank names and abbreviations that are the same across all services who use them are those for warrant officers.

While the Air Force segregates their enlisted force into the Airman Ranks (E-1 through E-4) and the Non-Commissioned Officer Ranks (E-5 through E-9), the remaining branches segregate their enlisted force into Enlisted Ranks (E-1 through E-3) and Non-Commissioned Officer Ranks (E-4 through E-9). The table below shows the frequency table of enlisted groups using the "other than Air Force" structure.

Table 28

Rank group of census respondents

Rank Group	N	%
Non-Commissioned Officer Ranks (E4-E9)	777	80.69
Officer Ranks (O1-O10)	98	10.18
Enlisted Ranks (E1-E3)	82	8.52
Warrant Officers (W1-W5)	6	0.62

The majority of respondents fell into the Non-commissioned officer group. Individual rank frequencies are listed below. Within the NCO group, individuals ranked E4 and E5 made up the largest group.

Table 29

Frequency of rank of census respondents

Rank	N	%
E-1	5	0.52

Table 29

Frequency of rank of census respondents

Rank	N	%
E-2	17	1.77
E-3	60	6.23
E-4	265	27.52
E-5	299	31.05
E-6	116	12.05
E-7	68	7.06
E-8	23	2.39
E-9	6	0.62
W-3	3	0.31
W-4	3	0.31
O-1	7	0.73
O-2	6	0.62
O-3	28	2.91

Table 29

Frequency of rank of census respondents

Rank	N	%
O-4	27	2.80
O-5	18	1.87
O-6	10	1.04
O-7	1	0.10
O-8	1	0.10

Time in service is often, though not always, linked to rank. In order to understand the prevalence of E-4 and E-5 ranks amongst the student veteran population, the table below shows the frequency of years spent in service.

Distribution of Years Served In Military
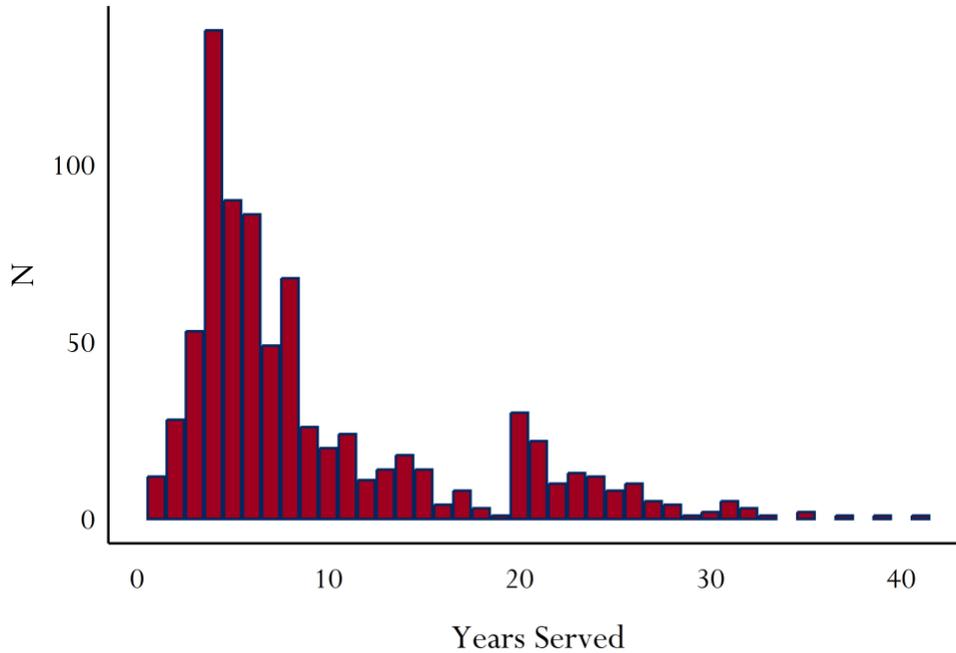
The majority of student veterans served for four-to-seven years, which is most commonly affiliated with the E-4 or E-5 rank, with the potential for E-6. The second bump at just over 20 years of service is interesting and correlates with a majority of those returning to the classroom after retirement to earn a first or second graduate degree.

Service Connected Disabilities

In the current survey, over two thirds of respondents indicated having a VA Disability rating. This is a slight drop from the previous year where just under 73 percent of individuals said they had a rating.

Table 30

Prevalence of VA Disability rating among census respondents

VA Disability Rating?	*N*	%
Yes	662	68.67
No	216	22.41
In process of submitting claim	41	4.25
Claim submitted, waiting for VA decision	16	1.66
Unsure	15	1.56
Appealing current VA decision	14	1.45

However, the 2023 census saw a rise in the percent of individuals indicating a rating of 100 percent.

Table 31

*VA Disability Rating percentage of census respondents*

	N	%
100%	210	32.21
90%	96	14.72

Table 31

VA Disability Rating percentage of census respondents

|	N	%
80%	92	14.11
60%	60	9.20
70%	54	8.28
40%	33	5.06
10%	31	4.75
30%	29	4.45
50%	26	3.99
20%	17	2.61
0%	4	0.61

The following chart shows that over the past ten years the number of individuals rated at 100 percent disability has increased steadily.

Disability Rating of SVA Census Respondents
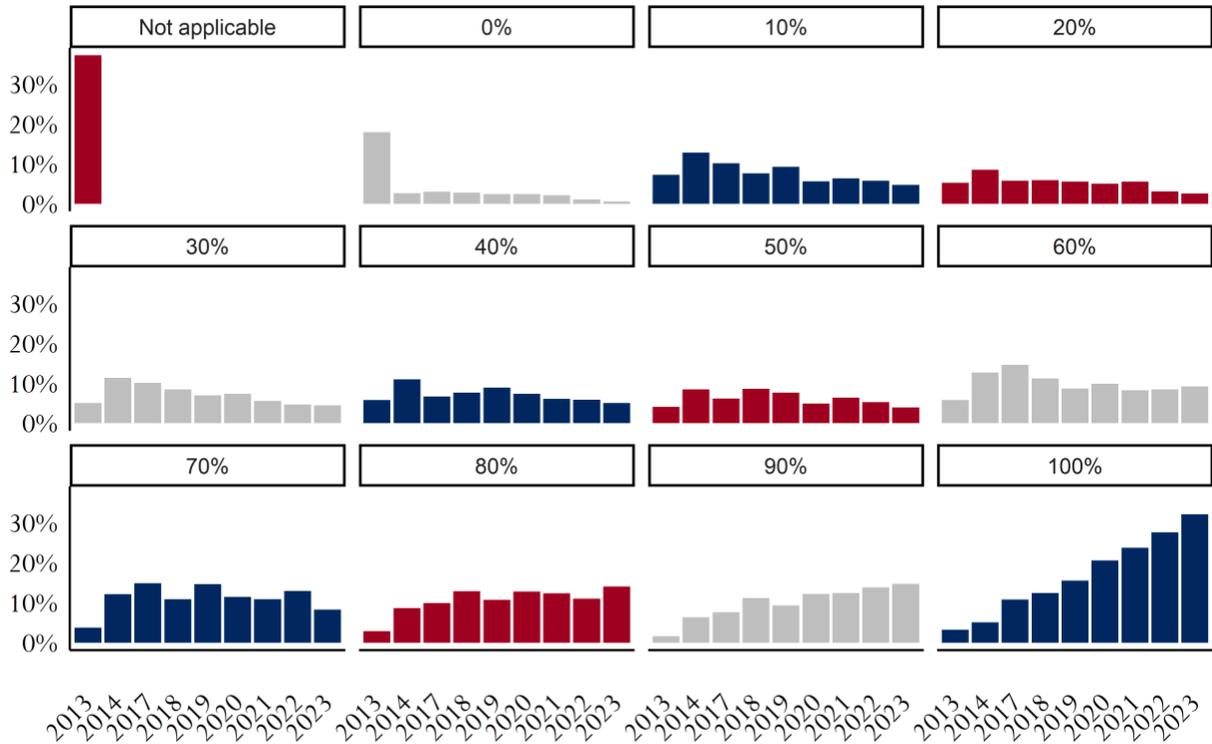
While the census does not pose direct questions about the nature of respondent disability, there are a series of questions aimed at gaining insight into the ways and degree to which an individual's disability affects their life. The chart below shows that, in general, disability impact is evenly spread from those with severe impacts to those with no impact at all. It should be noted, however, that while each segment contains nealry the same percent, the majority of respondents noted *some* type of impact due to their disability. The area with the greatest impact was employment, and the area with the least impact was transportation.

How much does your disability impact...
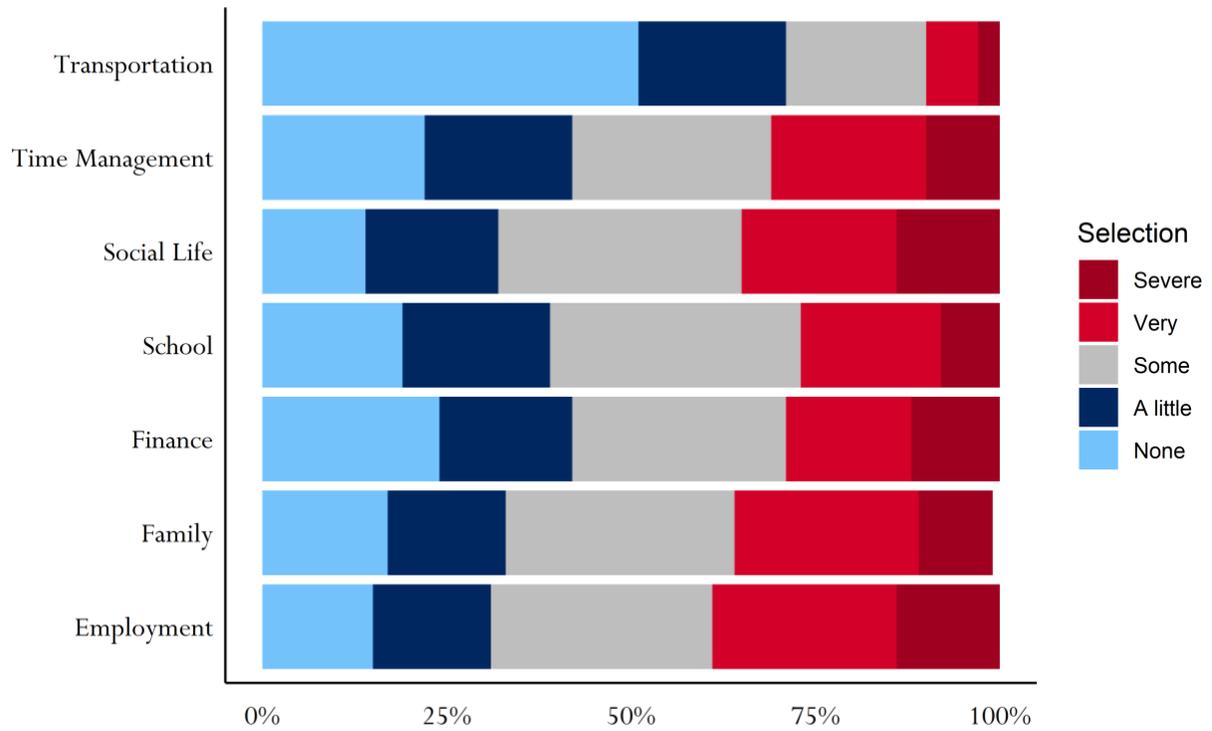
In a similar vein, a series of questions asks about stress related to all of the same areas. There is a similar distribution of stress across all options, with the high and low areas being the same.

How much does your disability stress ...
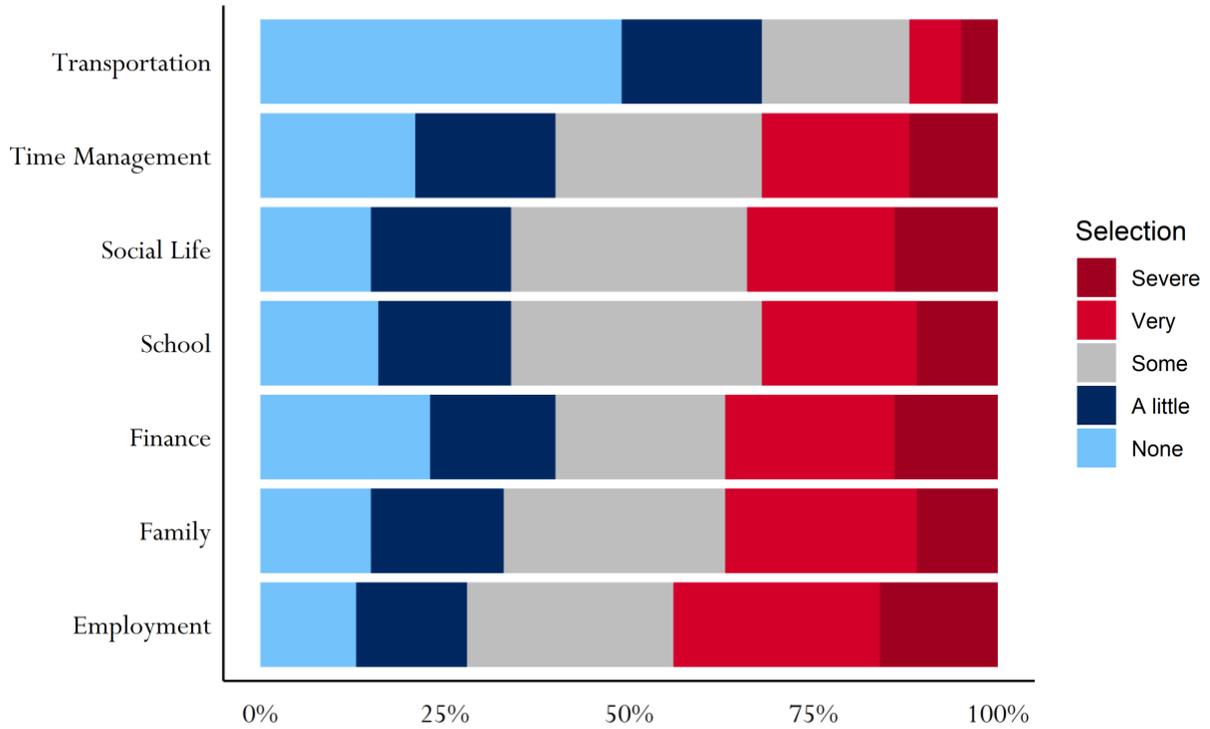
Finally, in looking at issues related to disability, several questions asked about the eligibility for and use of campus disability services. The table below shows that the majority of respondents are unsure if they are eligible for campus disability services. That seems to indicate that there is some room for further education for students.

Table 32

Eligibility for campus disability services among census respondents

Are you eligible?	*N*	%
Unsure/Don't know	368	72.16

Table 32

Eligibility for campus disability services among census respondents

| Are you eligible?	N	%
Yes	104	20.39
No	38	7.45

Just under 30 percent of respondents indicated that they currently using or had previously used campus disability services. While that number seems somewhat low, it has increased for the past three years.

Table 32

Utilization of campus disability services among census respondents

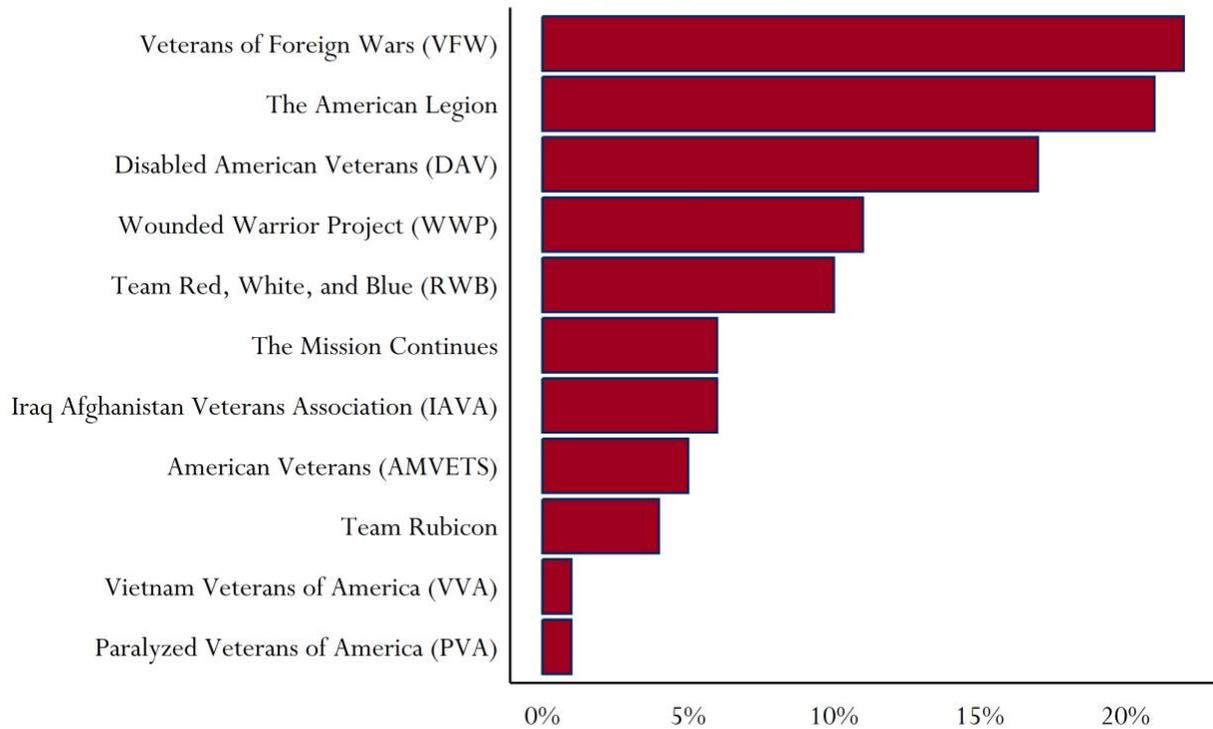|	N	%
No	513	70.37
Yes	216	29.63

Have you used campus disability services?
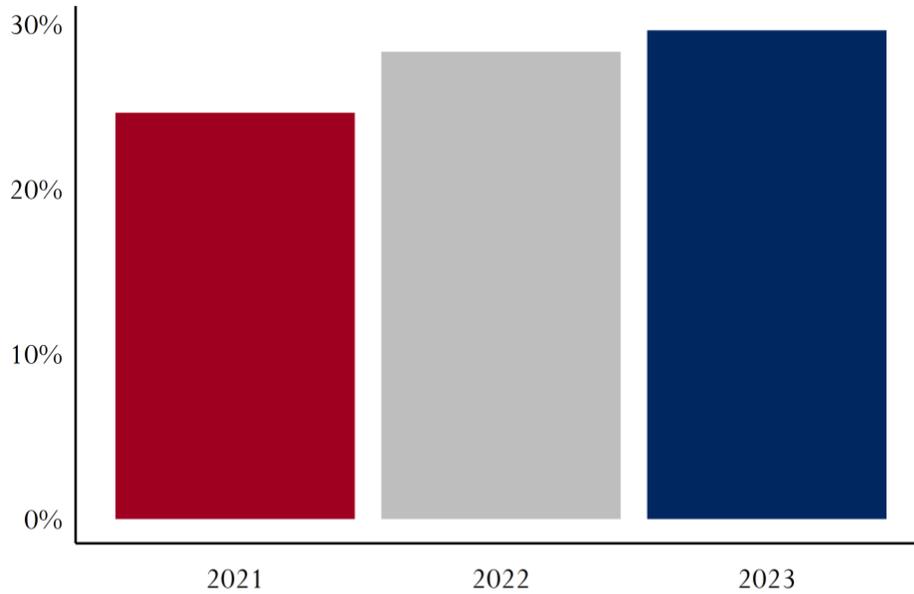
VSO Participation

In the vein of connecting student veterans to helpful services, several current census questions aimed to explore the types of organizations and services in which respondents have participated. When looking at a variety of organizations, respondents indicate a very low participation rate across them all. The following table provides information on the participation for each organization.

Have you participated in...

VSO	
Veterans of Foreign Wars (VFW)	
The American Legion	
Disabled American Veterans (DAV)	
Wounded Warrior Project (WWP)	
Team Red, White, and Blue (RWB)	
The Mission Continues	
Iraq Afghanistan Veterans Association (IAVA)	
American Veterans (AMVETS)	
Team Rubicon	
Vietnam Veterans of America (VVA)	
Paralyzed Veterans of America (PVA)	

Table

Frequency of VSO participation among respondents

| VSO	*n*	%
American Veterans (AMVETS)	53	0.05
Disabled American Veterans (DAV)	182	0.17
Iraq Afghanistan Veterans Association (IAVA)	61	0.06

Table

Frequency of VSO participation among respondents

VSO	*n*	%
Paralyzed Veterans of America (PVA)	8	0.01
Team Red, White, and Blue (RWB)	107	0.10
Team Rubicon	37	0.04
The American Legion	220	0.21
The Mission Continues	60	0.06
Veterans of Foreign Wars (VFW)	226	0.22
Vietnam Veterans of America (VVA)	6	0.01
Wounded Warrior Project (WWP)	114	0.11

Of particular interest in this census is participation with Student Veterans of America. In looking at both other VSOs and other non veteran specific campus groups, participation among student veterans was not particularly high. This year, over 70 percent of census respondents were current or former members of SVA. This is indication that SVA continues to occupy a unique position within the campus landscape. SVA has been and continues to be a hub for student veterans to be connected to resources of all kinds, thus helping increase the quality of their education and experience during and after school is complete.

Have you participated in SVA?
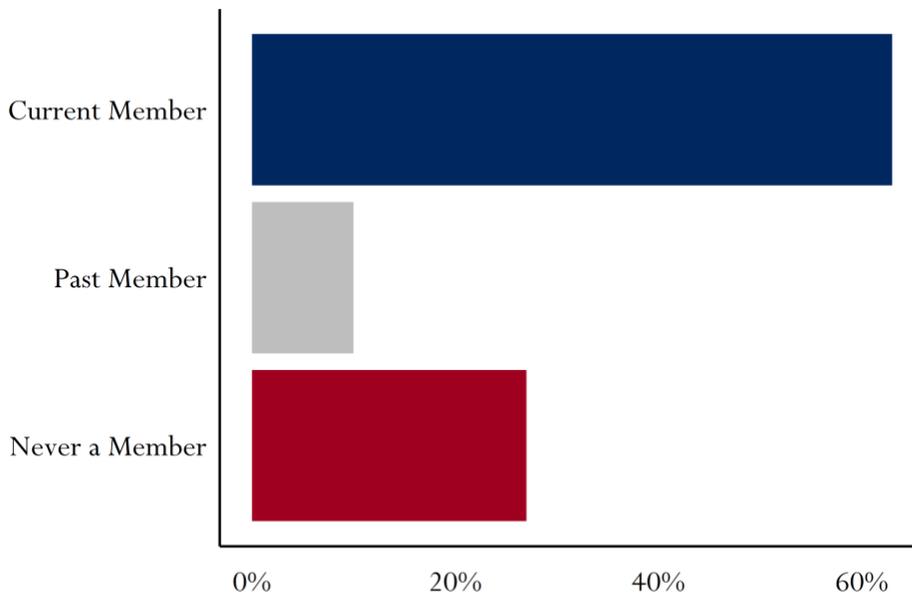
Conclusion

The Student Veterans of America Census provides a wealth of data to help understand who today's student veterans are and to see how trends in many areas might be changing over a broad period of time. This year, there are several points of interest from the gathered data. The largest takeaway is that student veterans remain a diverse population. From gender, to race, to parenthood, there is no single defining feature of who a student veteran is. And while there is a growing trend of individuals feeling comfortable enough to express their felt identities in number of areas, it is interesting to see the cohesion of the identity as not just a student or just a veteran but a student veteran. Here, one can see the idea of unity in diversity in action.

In the realm of employment, while just over half of respondents noted being employed, there remain a significant portion who are not. There is also a large group of individuals who, though employed, have not found adequate alignment with the kind of job they have either gone to school to do or that they want to do in the future. As this has been a trend for some time now, SVA has responded by creating the SVA Career Center. This resource will provide tailored help to job seeking veterans with the goal of not just employment but fulfilling employment.

Also of note is the generally low engagement of students in both campus affinity groups and veteran service organizations.

Finally, we note that this census information serves as an anchor point for several other SVA research projects.