Researchers Lauro and Perry (1951) found that post-WWII veteran college students outperformed their non-veteran counterparts in academic achievement. Little recent work has been done to investigate how or why military service impacts academic achievement. One possible reason is that military training may build hardiness. Hardiness is characterized by a person’s ability to see stressful situations as opportunities for growth instead of setbacks (Kobasa, 1979). Research (Martin, Williamson, Alfonso, & Ryan, 2006) shows that recruits’ levels of stress, anxiety, and depression significantly decrease between the first and last week of Army Basic Combat Training. Correspondingly, hardy people are less likely to be anxious and depressed and are less susceptible to stress (Westman, 1990; Maddi, Harvey, Khoshaba, and Fazel, 2009). In order to test the hypotheses that veterans are hardier and have better academic outcomes, 32 veteran and 108 non-veteran college students completed an online survey. Participants were asked to provide demographical information and disclose their current GPA. They also completed the Dispositional Hardiness scale. An ANCOVA analysis, controlling for demographic variables, found a significant difference between veteran (M=3.294) and non-veteran (M=2.933) college students on GPA, F(1, 138)=5.361, P=.022 in the sample, but a comparison of current results with institutional records reveal that the veteran sample GPA was much higher than the veteran GPA reported by the institution. The disparity between sample and population results may be a product of sampling bias. A nonsignificant difference was found for hardiness (M=3.006 and M=3.045 respectively), F(1, 157)=.141, P=.708. Future directions are discussed.