



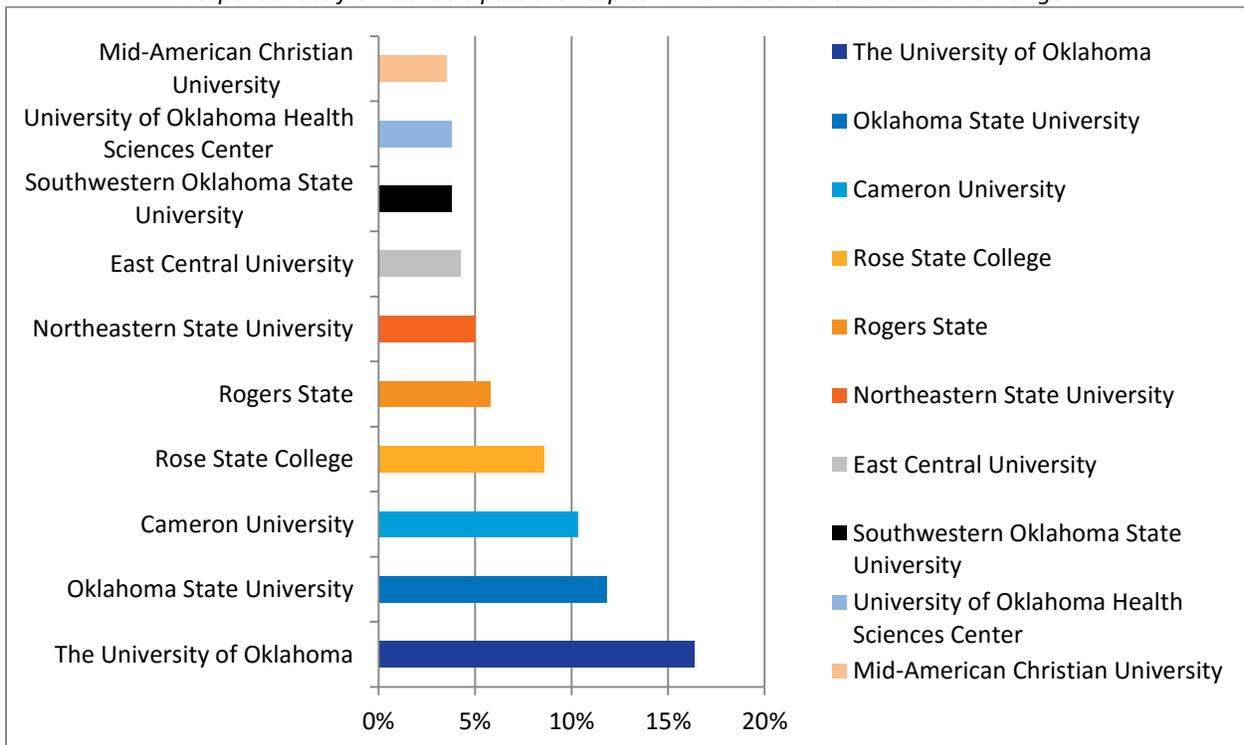
Veteran Survey Results

BACKGROUND

The Oklahoma Works Veteran Survey was launched on September 11, 2017 and was fielded to student veterans at postsecondary institutions across the state of Oklahoma. The purpose of the survey was to better understand what obstacles or difficulties military and veteran students face when trying to access benefits or any other challenges in the college experiences in general. To achieve validity, a response number of 337 was needed. When the survey closed in October 27, 2017, it had garnered 397 responses.

Response rate from top ten schools.

Response rate from schools past the "top ten" mark are in the 2% and lower range.



RESULTS

Demographics

The findings show that the majority of the 397 survey respondents were full-time students (85.6%)ⁱ pursuing a bachelor degree (58.7%)ⁱⁱ. Most (46.9%) were army veterans, with Air Force following (25.7%) and Marines and Navy almost tied.ⁱⁱⁱ We see an interesting spread in responses to the length of service question: 40 percent served 10 years or more, which is a surprising number with a variety of implications. This tells us that the student veteran population does not fit the description of the “traditional student” – an 18 year-old fresh out of high school – but rather paints a picture of older adults who have more life experience and, consequently, more responsibilities and constraints than a traditional student (such as family, work, commuting to school, etc.). Supporting this picture of the non-traditional student is that most respondents (78.4%)^{iv} did have college credits earned before enrolling. Of that 78 percent, 50 percent indicated^v that their current academic institution accepted 25+ credits. Given that so many students had a substantial amount of credits earned before enrolling at their current academic institution, it is surprising to see that 77 percent of students indicated^{vi} that they were NOT “given the opportunity to test and demonstrate skills gained from military service to receive credit.”

An unexpected and noteworthy finding is that the majority (52.9%)^{vii} of respondents were first generation students, defined in the survey instrument as “a student who is attending college/university/technical school whose parents did not attend college/university/technical school). One can easily imagine the implications of this: first generation students are more likely to have questions or need guidance while navigating the enrollment and certification process than their counterparts whose parents did attend postsecondary education. This is evidenced in the interaction of the two variables, “I understand how to utilize my G.I. Benefits®” and status as first generation or non-first generation student.

“I understand how to utilize my G.I. Benefits®” Responses by status as first generation student:

“I understand how to utilize my G.I. Benefits®”	First Generation Students	Non-First Generation Students
Yes	92.2%	87.8%
No	7.8%	12.2%

*Chi-square test and did not find any statistical significance between the two groups.

The chart above shows that first generation students indicated that they did not understand how to utilize their G.I. Benefits® more than their non-first generation peers. (While a statistical test revealed that there was not a significant *statistical* difference between the two groups, for our purposes this is a valuable finding nonetheless.) This finding speaks to the broader point that a large first generation student veteran population represents a greater need for help.

Assessing Existing Services

Regarding the need for help, students were asked which resources were most helpful and least helpful in learning how to access and utilize their G.I. Bill® benefits. This question was distinguished between veteran resources and on-campus resources. The results are below.

“Which veteran resource was the MOST helpful for you to learn how to access and utilize your G.I. Bill® Benefits?”

Answer Choice	Response Rate
Other (please specify)	30.4%
University Counselor	25.7%
Oklahoma Department of Veterans Affairs (ODVA)	16.5%
Education Office on your installation	13.6%
Transition Assistance Program (TAPS)	12.8%
Technology Center Counselor	1.1%

“Which veteran resource was the LEAST helpful for you to learn how to access and utilize your G.I. Bill® Benefits?”

Answer Choice	Response Rate
Transition Assistance Program (TAPS)	31.1%
Oklahoma Department of Veterans Affairs (ODVA)	20.6%
Other (please specify)	20.6%
Technology Center Counselor	17.2%
Veteran Resource Office	10.5%

“Which department in your school was the MOST helpful in your enrollment process?”

Answer Choice	Response Rate
Veterans Office	54.3%
Academic Advisor	40.9%
Admissions Office	33.6%
Financial Aid Office	16.5%
Other (please specify)	10.2%
Transfer Office	5.8%

“Which department in your school was the LEAST helpful in your enrollment process?”

Answer Choice	Response Rate
Financial Aid Office	30.2%
Transfer Office	25%
Other (please specify)	23.9%
Admissions Office	14.3%
Veterans Office	14.3%
Academic Advisor	13.7%

“Which veteran resource was the MOST helpful for you to learn how to access and utilize your G.I. Bill® Benefits?” Responses by academic institution.

University of Oklahoma	Other	32.3%
Oklahoma State University	Other	39.1%
Cameron University	ODVA	23.7%
Rose State College	University Counselor	31.2%
Rogers State College	ODVA	47.8%
Northeastern State University	University Counselor	45%
East Central University	Other	43.8%
Southwestern Oklahoma State University	Other	33.3%
OU Health Sciences Center	ODVA	33.3%
Mid-American Christian University	University Counselor	42.9%

The responses above demonstrate that it is useful to know both what is working well so that resources and human capital can continue to flow to the successful program. Conversely, it is equally (some would argue more) useful to know what is not working well in order to address the weakness. One example of something that is working well is that when asked to rank order five options, the majority of students (41%) indicated^{viii} that when considering benefits available at an educational institution, “a one-stop shop for veterans where [they] can receive assistance and access all resources [they] need” was the number one most important factor. This is good news because most large universities in Oklahoma already do this.

Post-Graduation

An encouraging 71 percent of students are planning on remaining in Oklahoma after completing graduation. There are many other obvious reasons why this is positive, including the fact that almost 8 percent of students receive the National Guard tuition waiver. Most (38.8%) want to work in a city after graduation, with rural area coming second and suburban almost indistinguishably close to that (23.97% and 22.31%, respectively).

ⁱ “Final Data Pull” p.13

ⁱⁱ “Final Data Pull” p.14

ⁱⁱⁱ “Final Data Pull” p.17

^{iv} “Final Data Pull” p.32

^v “Final Data Pull” p.33

^{vi} “Final Data Pull” p.34

^{vii} “Final Data Pull” p.16

^{viii} “Final Data Pull” p.38