

Running Head: VETERAN RESOURCE CENTERS

Understanding the Role of Veteran Resource Centers on the College

by

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CHAPTER ONE INTRODUCTION

Purpose

As the Gulf War Era military continue to leave active duty and join the veteran population it is necessary to establish structured systems to aid in transitioning this population into higher education. Educational institutions across the United States are creating campus veteran resource centers to help aid new student veterans with enrollment, advising, and transition to civilian life. As higher education creates new fiscal budgets, it is important to look at how veteran resource centers aid in student retention among this unique student group.

Setting

The setting for this survey was the Portland Community College, Rock Creek Campus, Veterans Resource Center in Washington County, Oregon. In the *Veteran Population Oregon, Fiscal Year 2014* report published by the Department of Veterans Affairs in 2014, there were 85,923 Gulf War Era veterans residing in Washington County. The total veteran population in 2014 was 331,632 and the total amount of war time service veterans was 247,359. The *Compensation and Pension by County: 2015* published by the Department of Veterans Affairs reported that there were a total of 6,216 veterans receiving medical compensation and 1,029 were under the age of 35. The veteran population at the Portland Community College, Rock Creek Campus was 319 full time student veterans and 51 part time student veterans. Student veterans made up 17.9% of all full time students enrolled at this campus location. All of the respondents of this survey have used the Rock Creek Veterans Resource Center at least once during the spring term of 2016. This veteran resource center has an average of 50 student veterans in the office a day and 80 on high traffic days. The respondents of the survey were from all branches of the United States Military and out of the total 28 respondents, 86% of the deployed at least once in their military career. Out of the respondents

who deployed at least 5 people deployed more than 4 times, 4 people deployed 4 times or less, and at least 12 people went on 3 ^{or} ~~of~~ more deployments. Respondents indicated participating in the following military operations: Desert Storm, Operation New Dawn (OND), Operation Iraqi Freedom (OIF), Operation Enduring Freedom (OEF), and Afghanistan.

Importance

This survey was designed to gauge how the Portland Community College, Rock Creek Campus, Veteran's Resource Center is being used by student veterans and how it is impacting their college experience and transition to civilian life. The survey focuses on enrollment, persistence, completion and retention, connectivity to the campus, health, and what type of assistance students have received at the Rock Creek Veterans Resource Center.

Portland Community College will be creating new proposals for spending throughout the course of the next year for the new bi-Annual budgets. Programs and resources will need to present strong data to increase funds allocated to programs. Student data's are the most powerful tool for gauging what a program is doing right and where it can be improved. This survey was also designed to look for weakness in service to student veterans and indicated where veteran student needs are not being met. This information will prepare the Veterans Resource Center Coordinator with the needed information to decide if additional funding is needed, where it would be used, and why.

Operational Definitions

1. Student Veteran: Any student that has served in the United States Military for 90 days or is in receipt of Veteran Affairs Benefits from service.
2. Deployment: A word often used by the military, for sending troops into duty. A member could be part of a deployment to the Middle East. Deployment refers to assigning people to serve in various locations, especially soldiers and other military personnel. Deployments are not limited to war time movements.

3. Officer: A person holding a position of command or authority in the armed services over enlisted members.
4. Enlisted: A person enrolled in the armed services that will be managed by an officer.
5. Active Duty: A military member that works for the military daily under a contract for a specified time period.
6. Reserve Duty: A person serves one weekend and two weeks a year with the military for a specified time period. Reserve members may be put on active duty in some circumstances, such as a deployment.
7. Cohort: A group of people banded together or treated as a group.
8. Civilian Population: All people that did not serve in the United States military during their lifetime.
9. High Traffic: An area that has people constantly entering and leaving for various reasons.
10. PCC: Portland Community College.
11. Full Time Students: Students that are taking 12 or more credit hours during the academic term.

CHAPTER TWO LITERATURE REVIEW

Introduction

On August 1, 2009 the latest version of Veteran's Education Benefits called the Post-9/11 GI Bill was enacted. This iteration of the GI Bill offers more generous and expanded benefits for qualifying veterans to attend college (Rumann, Rivera, & Hernandez, 2011; Cook & Kim, 2009; U.S. Department of Veterans Affairs, 2016). Since the Post-9/11 GI Bill was enacted in 2009, over 600,000 veterans have entered higher education (Griffin & Gilbert, 2015). According to a recent report by the American Council on Education (2008), upwards of two million military veterans will take advantage of their government education benefits and attend higher education institutions before 2020 (Jones, 2013).

The growth in the number of veterans entering higher education as well as the expanded Post-9/11 GI Bill has brought about competition among colleges and universities anxious for student veterans (Rumann, Rivera, & Hernandez, 2011). Community colleges and universities have started implementing more faculty trainings to create campus resources that contribute to a veteran-friendly atmosphere. The faculty education about veteran students throughout learning institutions is crucial in the "best practices for veteran students" model. A thorough exploration of the existing literature reveals that existing supports, while commendable, are either untested, unreasonable for widespread implementation, or are simply in need of modification to accommodate student veterans (Evans, Pellegrino, & Hoggan, 2015).

There are currently several scholarly articles written by those who have surveyed and observed the student veteran population (Kirchner, 2015; Griffin & Gilbert, 2015; Rumann, Rivera, & Hernandez, 2011). The large problem this research presented was that all of it has been largely conducted by non-veterans. Veterans do not offer information about their service and background to civilians. Some veterans may minimize their experiences and mitigate circumstances around their

service, possibly due to fear of rejection or judgement from people they perceive as unable to understand.

The other problem that exists is research conducted by military officers (Olsen, Badger, & McCuddy, 2014) with prior enlisted student veterans. There is an invisible wall of respect that exists between officers and enlisted in the military because officers are automatically in a position of authority. Veteran students that are from the enlisted ranks will, by nature of their training, place the officer conducting the research in the position of authority. This may produce censored answers due to the perceived position of the researcher. Many good recommendations and talking points have been discovered, however, the research seems vague in some areas due to a lack veteran student participation in the research process. A meaningful rapport must be established when attempting to get meaningful input from more than 10-15 student veterans on any given educational campus (Olsen, Badger, & McCuddy, 2014; Livingston, Havice, Cawthon, & Flemming, 2011).

Much of the literature on student veterans is conceptual and difficult to assess, thus presenting opportunity for further research. Clarification of a veteran resource center's impact on student veterans may offer insight into this population's needs (Kirchner, 2015).

History

The student veteran and higher education

The military and higher education have a long history of co-existence, beginning with the Morrill Land-Grant College Act of 1862 (Abrams, 1989). Veterans have utilized a wide variety of education benefits following military service. The first wave of veteran students that utilized the Servicemen's Readjustment Act of 1944 (GI Bill) came at the end of the World War II (Olson, 1973). At that time, the number of veterans returning to or entering college was unprecedented and nearly overwhelmed colleges and universities (Rumann, Rivera, & Hernandez, 2011). The numbers were staggering: 2,232,000 World War II veterans used the GI Bill to go to college throughout the

1940's and 1950's (Olson, 1973). In addition to post-service education benefits, the military has created funding for active duty military to utilize in order to further their education while in service. This program is known as the Tuition Assistance Program. The Department of Defense reports that over 400,000 current service members were utilizing this program in 2014 (VA, 2012).

The Post-9/11 GI Bill

On August 1, 2009 the Post-9/11 GI Bill was enacted and created a new wave of veteran students returning to college. The benefits offered by the Post-9/11 GI Bill covers the full cost of tuition and fees, provides a book stipend, an allowance for tutoring, and a generous housing stipend. Over 945,000 students in the United States use education benefits from the Department of Veterans Affairs (VA, 2013). As of 2014, there were 2.6 million Post-9/11 Veterans. As an end date to the Gulf War Era has not been established, the Post-9/11 cohort will continue to grow. VA projects a Post-9/11 Veteran population of just under 3.5 million by 2019. Thus, the Post-9/11 Veteran population is expected to increase 46 percent between 2014 and 2019 (VA, 2016). The former Veterans Affairs Undersecretary, Alison Hickey, noted 73% of all separating service members plan to use their education benefit (Student Veterans of America, 2013).

Student veteran population

The most current information available about the youngest cohort of veterans shows a dramatic shift in age, race, sex, gender, and disability ratings. The following statistics were obtained from the most recent *Profile of Post-9/11 Veterans: 2014* and the *2014 Minority Veterans Report* published by the Veterans Affairs and prepared by the National Center of Veterans Analysis and Statistics. About 76 percent of Post-9/11 Veterans were under age 45 while about 79 percent of all other veterans were age 55 and over. About 55 percent of Post-9/11 Veterans were married while about 66 percent of all other veterans were married. Women made up about 8% of the veteran population in 2014. The two largest ethnic groups were Black (18%) and Hispanic (8%). Only 7.3%

of White veterans were between 17 to 34 years old; but this figure increases dramatically for all minority groups, with some nearing 20%. These are important statistics to consider because the veteran population as a whole is considered an underserved population. It is vital for education institutions when projecting future budgets, that when designing a veteran's resource center, given vast diversity of the younger cohort of veterans and current service members, it is imperative that any such program be designed to support equity, inclusion, and large numbers.

The Student Veteran in Transition

The veteran identity

Veterans tell us that "Veteran" is their primary identity, exclusionary of race, gender, or disability (Frances & Kraus, 2012). Being a vet can literally impact where one lives, works, shops, sends children to school, and seeks medical care (Francis & Kraus, 2012). Student veterans are a group in conflict with identity and self. This is not meant to stereotype military veterans, or reduce what is a very complex group of individuals into a generic mass for ease of categorization (Jones, 2013). Rather, it is a general statement that those who end their military service are leaving more than just a job; they are leaving a way of looking at themselves in the world, and all that entails, good and bad (Jones, 2013). For many, leaving service is analogous to leaving the priesthood (Jones, 2013). Both involve reconceptualizing not only what they do, but who they are and, often, what they believe (Jones, 2013). Students coming into an academic institution are looking for more than a formal education. Student veterans are looking for a new purpose in life and place in society. Military service changes people and student veterans are not usually prepared for interactions with family and friends. Veterans themselves don't realize how much personal growth and change they have experienced until they have left the military.

Unique needs of student veterans

The Post-9/11 GI Bill student veteran population is younger than previous generations. This education cohort is also more racially diverse than any other veteran group. A higher percentage of Post-9/11 veterans had a service-connected disability, used VA health care only, used food stamps, had no health insurance coverage and no income compared to their counterparts (VA, 2016). Considering 79% of first-year combat veterans and 97% of senior combat veterans are over the age of 24 (Wurster, Rinaldi, Woods, & Lui, 2013), an environment that welcomes older students with busy lives is appealing and among the reasons why 43% of veterans who pursue postsecondary education choose community colleges as their starting point (Ryan, Carlstrom, Hughey, & Harris, 2011). Potentially contributing to the challenge, student veterans are likely the first in their family to attend college (Kim & Cole, 2013).

Social interactions between veterans

Research overwhelmingly suggests veterans desire a chance to reconnect with other student veterans (DiRamio, Ackerman, & Mitchell, 2008). Military veterans have had unique experiences and often reach out to other veterans because they are relatable and empathetic to their situation (Rumann, Rivera, & Hernandez, 2011). Indeed, student veterans appreciate opportunities to meet and interact with other veterans on campus that can help make the college environment feel less isolating and help ease their adjustment (Rumann, Rivera, & Hernandez, 2011). Higher education is not often prepared for or familiar with the language and behavior that is common in the military. It is imperative that the specific space be designated as veteran friendly on all platforms. Staff and other students should be made aware that the space is for transitioning veterans. While everyone on the campus is welcome, but the space should foster a military feeling and presence to provide student veterans a place to be themselves and unwind.

Supporting Student Veterans

Creating a veterans resource center

One of the biggest challenges veterans face when they leave active service is the process of adapting to civilian life. The military is a distinctly hierarchal environment, one posing significant challenges when service members leave and return to the civilian world they left behind, whether years ago, or only a few months (Jones, 2013). Researchers recommend that institutions create veterans' offices, which can be helpful to students as they navigate campus systems, registration, financial aid, deployment, and returning to campus (Ackerman, DiRamio, Garza, & Mitchell, 2009). Navigating higher education has proven to be difficult for veteran students. The students get easily frustrated with the lack of knowledge within the administration surrounding the Post-9/11 GI Bill and it is difficult to get general questions about enrollment answered. Student veterans also experience the additional difficulty of navigating institutional bureaucracy and are sent from office to office when attempting to gather information related to GI Bill funding (Rumann, Rivera, & Hernandez, 2011). Making systems manageable for returning veterans requires collaboration between important campus offices and resources (Burnette & Segoria, 2009; McBain, Kim, Cook, & Snead, 2012; Vance & Miller, 2009). Appointing an institutional point person to help with the reintegration process has also been identified as particularly important (Bauman, 2009; Vance and Miller, 2009). Students in one study reported that faculty members were a source of support, especially those faculty members who had a tie to the military themselves (e.g., a relative in the military). The purpose of a veteran's resource center is to have a point person in the office that can answer veteran-related questions and send the student to the correct office. In addition, resource centers provide a safe place, away from the chaos of a college campus primarily composed of young adults who may be without significant life experiences (Kirchner, 2015). A recent study showed that

veteran students out performed their civilian counterparts when provided appropriate support (Murphy, 2011).

Providing veteran academic advising

Advisors play a necessary role in veteran transition. For example, the veteran may be struggling with his or her identity and decision to enroll and be part of this new environment (DiRamio & Jarvis, 2011). Military academic advising requires knowledge of the barriers and challenges facing a nontraditional learner (Elder, 2010; Scott & Lewis, 2011) as well as knowledge of available resources (Ryan, Carlstrom, Hughey, & Harris, 2011). There is little empirical evidence of academic advising to military and student veteran populations (Miller, 2015). Academic advising includes assisting with student veterans' transition to academics (Lokken, Pfeffer, McAuley, & Strong, 2009; Vance & Miller 2009). The role of the advisor to military and student veterans goes beyond academics and delves into complex social and personal issues associated with transition from combat operations to an academic environment (Ryan, Carlstrom, Hughey, & Harris, 2011; Schlossberg, 2011). This researcher has observed the effects of academic advisors' interactions with new and continuing student veterans. Often, when student veterans do not understand the information given to them, or do not feel their questions were answered, they do not respond well to the idea of meeting with an advisor again. It becomes a stressful experience that the student would rather avoid, instead of a helpful tool to obtaining an education.

Concluding Thoughts

There is great work being done throughout the world of higher education in regards to student veterans. College administrations are seeing the need for student veteran services and support. The academic world is making strides in positive directions forward with the knowledge and insights they have available. When appropriate, it is suggested to include veterans in the planning, implementation, and sustainability phases. Through establishing an open and

communicative relationship with veteran students, campus administrators can help ensure that programs aimed at helping them are informed, relevant, and scalable (Evans, Pellegrino, & Hoggan, 2015). This process also makes student veterans feel acknowledged and valued regarding their military and life experience.

Many education institutions have designated veteran resource centers that students are currently utilizing. The academic professionals working in these campus centers can be the best researchers for veteran student population. The veteran students have a general rapport with the staff and they can accurately answer questions regarding useful services. It would be easier to get in-depth information back from veteran students if they know the person collecting it and they trust them. The information that may be produced from engaging a busy veteran resource center, already in existence on a college campus, could serve as a working model to build upon. The transition and success of student veterans should be aided by a campus resource center dedicated to this specific population. The key question here is, how do veteran resource centers aid in student veteran retention?

CHAPTER THREE METHODS

Objective

The Gulf War Era military cohort continues to grow as overseas military operations continue. As active duty members leave the military and join the veteran population it is necessary to establish structured systems to help aid in transition to the civilian population and areas of higher education. Educational institutions across the United States have various veteran resources to help aid new student veterans with the transition to higher education, but there are few studies conducted in successful and high traffic veteran resource center. As higher education creates these veteran-friendly spaces it is important to look at what the most important services student veterans need and want. Successful resource centers aid in student retention among this unique student group from the research that has been conducted. Unfortunately, this research has represented a small portion of the veteran students within the college or university. An established rapport must be present when conducting a survey of veteran students or they will simply choose not to participate in the survey. As a way of demonstrating how rapport is a factor with student veterans this survey was conducted at the PCC Rock Creek Veterans Resource Center. The center coordinator was enlisted in the military and has been serving the students at this location for approximately 4 years. In that 4 years, the Veterans Resource Center at Rock Creek has gone from seeing 4-7 students a day to 60-85 students a day. There were 319 full time veteran students at the time of this survey, this translated to 20-25% of the student veteran population being seen daily at this veterans resource center. The survey was conducted to determine how the Rock Creek Veterans Resource Center was aiding veteran student retention at this location.

Participants

The participants in this study were all students that had utilized the Veterans Resource Center at the PCC Rock Creek location. Females represented 18% of the respondents and males comprised 82%. The respondent percentage for each branch of the military was as follows: Marines 43%, Army 29%, Navy 21%, Airforce 4% and Coast Guard 4%. Of the respondents, 93% were veterans and 7% were National Guard members. All respondents were over the age of 21 and indicated that they were in the following age brackets: 21-25 made up 39% of the group, 26-30 made up 32%, and 29% were in the 31 and older category. The respondents' relationship status indicated 54% were single, 11% were single with children, 14% were married or committed, 11% were married or committed with children, and 11% were separated or divorced. 36% of the respondents were in the military for 1-4 years, while the largest portion of 50% were in for 5-8 years, 11% were in for 9-12 years and the smallest percentage was 13-16 years at 4%. No respondents were in the military for more than 17 years. The total number of respondents was 28, out of this number 86% were deployed at least once in their military career. Out of the respondents who deployed, at least 5 people deployed more than 4 times, 4 people deployed 4 times or less, and at least 12 people went on 3 or more deployments. Respondents indicated participating in the following military operations: 4% Desert Storm, 14% Operation New Dawn (OND), 50% Operation Iraqi Freedom (OIF), 82% Operation Enduring Freedom (OEF), and 43% Afghanistan.

Materials

The study questionnaire consisted of 55 individual questions and divided into main areas of focus on the first 5 pages. Three areas contained 6 questions each: Enrollment, Completion/Retention, and Connectivity to campus community. The other two areas were Persistence which contained 7 questions and Health which contained 9 questions. The questionnaire consisted of 15 questions collecting nominal data, 1 question collecting ordinal data, 34 questions collecting interval

data, and 5 questions collecting ratio data. Statistical validity and reliability were not established for any of the questions used in this survey. Each questionnaire was printed one sided, on 10 pages of white 8x11 sheets of paper, and stapled in the top left hand corner. Neon multi-colored 8x12 envelopes were provided with the questionnaires. There were 30 questionnaires and 30 envelopes used in this pilot study. The questionnaires were returned by participants in the envelopes provided by placing them in a locked box which was located in the Rock Creek Veterans Resource Center. A HP Pavilion laptop computer, a Windows 2013 Word program, and a Windows 2013 Excel program were used to tabulate, calculate, and analyze survey data.

Procedures

In a pilot study, the data was obtained from a convenience sample of 9 university peers. This pilot study led to minor structural revisions only.

A convenience sample of 28 student veterans utilizing the PCC Rock Creek Veterans Resource Center served as the research sample. The questionnaire was printed, stapled and placed in the main student area of the office next to the privacy envelopes provided. All supplies were provided by the researcher. Participants returned the questionnaires to a locked box located in the main student use area and at the end of each day the center coordinator removed the envelopes and placed them in a wooden desk drawer that locked. The desk was located in an adjoining office with a separate lock. Exactly 30 questionnaires were supplied for student input on Wednesday May 11th, 2016. All of the questionnaires were taken by the end of Thursday May 12th, 2016 and by Friday May 20th, 2016 a total of 28 questionnaires were returned. There were no other questionnaires returned after this time.

Questionnaires were labeled numerically as returned. When each questionnaire was opened, each page was labeled with the same number that appeared on the front of the envelope. The questionnaire answers were entered into Excel 2013 numerically to create a data book. If the

respondent provided qualitative information on Q-2, Q-10, or provided comments elsewhere, the privacy envelope was annotated with the question number and CTBA (Comments to be entered). Once all the questionnaire data were entered, they were checked by a volunteer for accuracy in data entry, and verbatim comments were then entered as a narrative. After all the entries were completed, the data book and verbatim comments were printed. The questionnaires were checked a third time for any errors and the verbatim comments were double checked for accuracy. After all the entries were checked for possible errors, the data were statistically analyzed using Microsoft's 2013 spreadsheet program.

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Ss	Q-1a INT Enroll 1-4	Q-1b	Q-1c	Q-1d	Q-1e	Q-1f	Q-2 NOM Prob Y/N	Q-3a INT Pervis 1-4	Q-3b	Q-3c	Q-3d	Q-3e	Q-3f
1	1	1	1	1	1	2	2	1	1	1	1	1	1
2	1	2	2	2	2	2	2	2	2	2	3	2	2
3	2	3	2	2	2	3	2	3	2	2	3	2	2
4	2	2	2	2	2	2	2	2	2	3	2	2	2
5	1	1	1	1	1	2	2	1	1	1	1	1	1
6	1	2	1	2	2	2	2	1	1	2	2	1	1
7	1	3	2	1	1	3	2	2	2	2	2	2	1
8	1	1	1	1	1	1	2	1	1	1	1	1	1
9	1	1	1	1	1	3	2	2	1	1	1	1	2
10	1	1	1	1	1	1	2	1	1	1	2	1	1
11	1	1	1	1	1	1	2	1	1	1	1	1	1
12	1	2	1	1	1	1	2	1	1	1	1	1	1
13	1	1	2	1	1	2	2	2	2	2	2	1	2
14	1	2	1	1	1	2	2	2	2	1	1	1	2
15	1	2	1	2	1	2	2	2	2	2	1	1	1
16	1	1	1	1	1	1	2	2	2	1	2	2	1
17	1	1	1	1	1	1	2	1	1	1	1	1	1
18	1	2	2	1	1	2	2	1	1	1	2	1	1
19	1	2	1	1	1	1	2	2	2	1	2	1	1
20	1	2	1	1	1	1	2	1	3	2	1	1	1
21	1	1	2	2	1	2	2	1	1	1	1	1	1
22	1	2	1	1	1	2	2	1	2	2	2	1	1
23	2	3	1	1	1	3	2	2	2	2	3	1	1
24	1	1	1	1	1	3	2	2	2	2	2	1	1
25	1	1	1	1	1	1	2	2	1	1	2	1	1
26	1	2	1	1	1	3	2	1	2	1	3	1	1
27	1	2	1	1	1	3	2	2	2	1	2	1	1
28	1	1	1	1	3	2	1	2	2	1	2	1	1
Mean	1.1	1.6	1.3	1.2	1.2	1.9		1.6	1.6	1.4	1.8	1.2	1.2
Median	1.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	1.0
Mode	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	1.0
StDev	0.3	0.7	0.4	0.4	0.5	0.8		0.6	0.6	0.6	0.7	0.4	0.4

Q-3g	Q-4a INT Retent 1-4	Q-4b	Q-4c	Q-4d	Q-4e	Q-4f	Q-5a INT Com 1-4	Q-5b	Q-5c	Q-5d	Q-5e	Q-5f	Q-6a INT Health 1-4	Q-6b
1	4	4	4	2	2	1	1	2	1	1	1	1	2	3
2	3	3	3	3	3	2	1	3	2	2	2	2	1	3
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2	3	2	3	3	3	2	2	2	2	2	2	2	2	3
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1	3	3	4	3	2	2	2	1	1	1	3	2	3	3
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1	1	4	3	1	4	1	1	1	1	1	4	1	4	4
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1	1	3	3	1	4	1	2	2	1	1	4	1	2	4
1	2	2	2	1	2	1	2	3	1	1	3	1	1	3
1.2	2.4	2.6	2.9	2.1	2.5	1.4	1.5	1.9	1.4	1.4	2.8	1.6	2.0	2.6
1.0	2.5	3.0	3.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	2.0	3.0
1.0	3.0	3.0	4.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	3.0	3.0	1.0	2.0
0.4	1.0	0.9	1.0	1.0	1.0	0.6	0.6	0.6	0.6	0.5	1.0	0.7	0.8	0.7

Q-9g	Q-9h	Q-9i	Q-9j	Q-9k	Q-10 NOM ServU Y/N	Q-11 NOM Age 1-4	Q-12 NOM Gender 1-2	Q-13 NOM RelStat 1-5	Q-14 NOM GPA 1-5	Q-15 NOM YrSev 1-6	Q-16 NOM MilStat 1-5	Q-17 NOM Branch 1-5	Q-18a NOM Era Y/N
1	2	2	1	1	2	3	2	4	4	3	1	2	2
1	2	2	2	2	1	2	2	5	4	1	1	4	2
1	2	2	2	2	2	4	2	4	4	2	1	4	2
1	2	2	2	1	1	4	2	1	4	2	1	4	2
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2	2	2	2	2	2	4	2	1	5	2	1	2	2
2	2	2	1	1	2	2	2	1	4	2	4	2	2
2	2	2	1	1	1	3	2	1	3	1	1	3	2
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1	2	2	1	1	1	3	2	1	4	1	1	4	2
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1	2	2	1	1	2	2	1	2	4	1	1	4	2
1	2	2	1	1	2	2	1	4	1	1	1	4	2
1.0	2.0	2.0	1.0	1.0	2.0	3.0	2.0	1.0	4.0	2.0	1.0	4.0	2.0
1.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	4.0	2.0	1.0	4.0	2.0

Q-18b	Q-18c	Q-18d	Q-18e	Q-18f	Q-18G	Q-18H	Q-18I	Q-18j	Q-18k	Q-18l	Q-19 NOM Deploy Y/N	Q-20 NOM EdChap 1-5	Q-21a NOM Employ 1-6	Q-21b NOM Study 1-6
2	2	2	2	2	2	1	1	1	1	2	1	3	1	5
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2	2	2	2	2	2	2	1	1	1	2	1	3	1	3
2	2	2	2	2	2	2	1	1	2	2	1	3	1	3
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2	2	2	2	2	2	2	1	1	2	2	1	3	5	4
2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.5	1.0	2.0	2.0	1.0	3.0	1.0	3.0
2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	1.0	3.0	3.0	3.0

Q-21c NOM VAWS 1-6	Q-22 NOM VRC Vis 0-6	Q-23a ORD Rank 1-8	Q-23b	Q-23c	Q-23d	Q-23e	Q-23f	Q-23g	Q-23h	Q-24 Norm OtherInf Y/N
4	6	1	8	7	3	4	6	5	2	2
2	6	1	3	2	5	4	6	7	8	2
1	5	1			1					2
1	6	2	4	3	1	5	6	7	8	2
4	6	7	1	2	4	8	5	3	6	1
1	4	1	2	8	3	4	6	5	7	2
1	2	1	2	3	4	5	6	7	8	
4	6	1		2						2
4	6	1	3	2	8	7	6	4	5	2
1	6	2	7	6	3	1	8	5	4	1
1	6	1	1	1	1		1		1	2
1	6	1	8	7	3	6	5	4	2	2
1	4	1	4	3	2	8	6	7	5	1
4	6	1	8	6	4	3	2	7	5	2
3	6	1	2	3	4	5	6	7	8	2
4	6	1	8	2	5	7	6	4	3	2
4	6	1	8	2	3	4	7	5	6	2
1	6	1	5	1	7	3	8	4	6	1
4	6	1	7	3	4	5	6	2	8	2
3	6	1	2	1	1	1	1	1	2	1
1	6	3	1	2	4	6	5	7	8	2
1	6	1	8	2	4	3	5	7	6	2
3	6	1	4	2	3	6	7	8	5	2
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1	6	6	7	1	4	5	8	3	2	1
1	6	1	3	2	4	5	8	7	6	1
2	6	6	1	4	2	5	6	8	7	3
1	6	1	2	4	4	5	6	8	3	1
1.5	6.0	1.0	4.0	2.0	4.0	5.0	6.0	7.0	5.5	2.0
1.0	6.0	1.0	8.0	2.0	4.0	5.0	6.0	7.0	8.0	2.0

Q-1 Enrollment

Frequencies for Q-1a : As a student veteran, I was provided with priority registration at PCC.				<p>Provided Priority Registration</p> <p>* 1 * 2 * 3 * 4</p>	
Code	Value	Frequency	Percent		
1	Strongly Agree	25	89%		
2	Agree	3	11%		
3	Disagree	0	0%		
4	Strongly Disagree	0	0%		
	Total	28	100%		
Frequencies for Q-1b : The application process for VA benefits was easy to understand.				<p>Understandable VA Benefits Process</p> <p>* 1 * 2 * 3 * 4</p>	
Code	Value	Frequency	Percent		
1	Strongly Agree	13	46%		
2	Agree	12	43%		
3	Disagree	3	11%		
4	Strongly Disagree	0	0%		
	Total	28	100%		
Frequencies for Q-1c : The Veterans Resource Center (VRC) provided academic advising for selection courses.				<p>VRC Academic Advising</p> <p>* 1 * 2 * 3 * 4</p>	
Code	Value	Frequency	Percent		
1	Strongly Agree	21	75%		
2	Agree	7	25%		
3	Disagree	0	0%		
4	Strongly Disagree	0	0%		
	Total	28	100%		
Frequencies for Q-1d : The VRC advised me of all documents required for VA benefit certification.				<p>VRC Document Advice for VA Certification</p> <p>* 1 * 2 * 3 * 4</p>	
Code	Value	Frequency	Percent		
1	Strongly Agree	22	79%		
2	Agree	6	21%		
3	Disagree	0	0%		
4	Strongly Disagree	0	0%		
	Total	28	100%		
Frequencies for Q-1e : The available VA benefits were explained clearly.				<p>VA Benefits Available</p> <p>* 1 * 2 * 3 * 4</p>	
Code	Value	Frequency	Percent		
1	Strongly Agree	23	82%		
2	Agree	4	14%		
3	Disagree	1	4%		
4	Strongly Disagree	0	0%		
	Total	28	100%		
Frequencies for Q-1f : The VRC website is a good resource and easy to use.				<p>VRC Website Effectiveness</p> <p>* 1 * 2 * 3 * 4</p>	
Code	Value	Frequency	Percent		
1	Strongly Agree	9	32%		
2	Agree	12	43%		
3	Disagree	7	25%		
4	Strongly Disagree	0	0%		
	Total	28	100%		
Frequencies for Q-2 : Did you encounter any problems/issues during the application or enrollment processes?				<p>Enrollment Problems</p> <p>* 1 * 2</p>	
Code	Value	Frequency	Percent		
1	Yes	1	4%		
2	No	27	96%		
	Total	28	100%		

Code	Value	Frequency	Percent
1	Strongly Agree	13	46%
2	Agree	14	50%
3	Disagree	1	4%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-3b : The wait time for an appointment with the Veterans Counselor was reasonable.

Code	Value	Frequency	Percent
1	Strongly Agree	12	43%
2	Agree	15	54%
3	Disagree	1	4%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-3c : The VRC did make a referral to an appropriate department/agency when needed.

Code	Value	Frequency	Percent
1	Strongly Agree	17	61%
2	Agree	10	36%
3	Disagree	1	4%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-3d : Services offered by the ODVA service officer have been helpful.

Code	Value	Frequency	Percent
1	Strongly Agree	11	39%
2	Agree	13	46%
3	Disagree	4	14%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-3e : Services offered by the Veterans Coordinator have been helpful.

Code	Value	Frequency	Percent
1	Strongly Agree	23	82%
2	Agree	5	18%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-3f : If I have personal concerns, I know I can go to the VRC for assistance or referrals.

Code	Value	Frequency	Percent
1	Strongly Agree	22	79%
2	Agree	6	21%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-3g : I am confident that my discussions with the VRC are kept confidential.

Code	Value	Frequency	Percent
1	Strongly Agree	22	79%
2	Agree	6	21%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
	Total	28	100%



Q-4 Completion/Retention

Frequencies for Q-4a : I have difficulty dealing with class demands and other obligations in my life (work, family, etc.).

Code	Value	Frequency	Percent
1	Strongly Agree	7	25%
2	Agree	7	25%
3	Disagree	11	39%
4	Strongly Disagree	3	11%
Total		28	100%



Frequencies for Q-4b : I have difficulty dealing with health concerns (physical and/or mental health).

Code	Value	Frequency	Percent
1	Strongly Agree	3	11%
2	Agree	9	32%
3	Disagree	12	43%
4	Strongly Disagree	4	14%
Total		28	100%

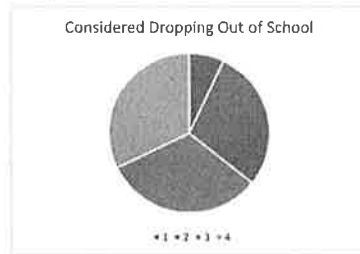
43%



Frequencies for Q-4c : I have thought of dropping out of school.

Code	Value	Frequency	Percent
1	Strongly Agree	2	7%
2	Agree	8	29%
3	Disagree	9	32%
4	Strongly Disagree	9	32%
Total		28	100%

36%



Frequencies for Q-4d : I have sought tutorial assistance in the VRC.

Code	Value	Frequency	Percent
1	Strongly Agree	10	36%
2	Agree	7	25%
3	Disagree	9	32%
4	Strongly Disagree	2	7%
Total		28	100%



Frequencies for Q-4e : I have sought personal counseling for problems related to military service.

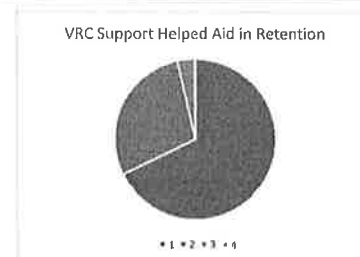
Code	Value	Frequency	Percent
1	Strongly Agree	4	14%
2	Agree	11	39%
3	Disagree	8	29%
4	Strongly Disagree	5	18%
Total		28	100%



Frequencies for Q-4f : I feel the support I received in the VRC has helped me stay in College.

Code	Value	Frequency	Percent
1	Strongly Agree	19	68%
2	Agree	8	29%
3	Disagree	1	4%
4	Strongly Disagree	0	0%
Total		28	100%

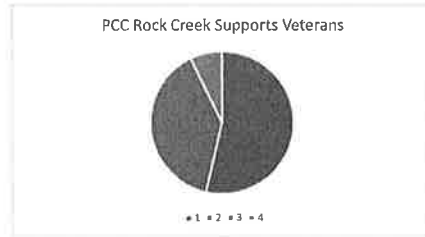
87%



Q-5 Connectivity to the Campus

Frequencies for Q-5a : I feel PCC Rock Creek supports veterans,

Code	Value	Frequency	Percent
1	Strongly Agree	15	54%
2	Agree	11	39%
3	Disagree	2	7%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-5b : I have talked about my military experiences in class.

Code	Value	Frequency	Percent
1	Strongly Agree	6	21%
2	Agree	19	68%
3	Disagree	3	11%
4	Strongly Disagree	0	0%
	Total	28	100%



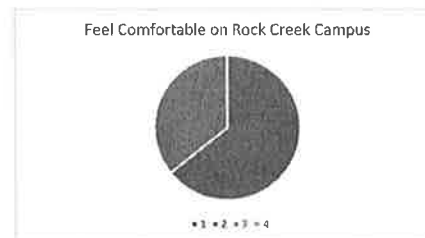
Frequencies for Q-5c : I am comfortable talking about my military experiences in the VRC.

Code	Value	Frequency	Percent
1	Strongly Agree	19	68%
2	Agree	8	29%
3	Disagree	1	4%
4	Strongly Disagree	0	0%
	Total	28	100%



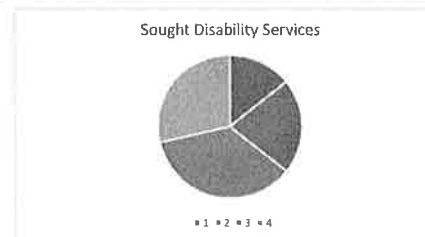
Frequencies for Q-5d : I feel comfortable being on the Rock Creek Campus.

Code	Value	Frequency	Percent
1	Strongly Agree	18	64%
2	Agree	10	36%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
	Total	28	100%



Frequencies for Q-5e : I have sought services from Disability Services.

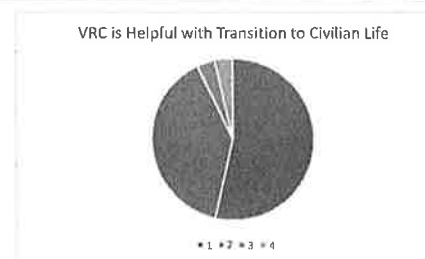
Code	Value	Frequency	Percent
1	Strongly Agree	4	14%
2	Agree	6	21%
3	Disagree	10	36%
4	Strongly Disagree	8	29%
	Total	28	100%



Frequencies for Q-5f : The VRC staff has been helpful with my transition from the military to civilian life.

Code	Value	Frequency	Percent
1	Strongly Agree	15	54%
2	Agree	11	39%
3	Disagree	1	4%
4	Strongly Disagree	1	4%
	Total	28	100%

93%

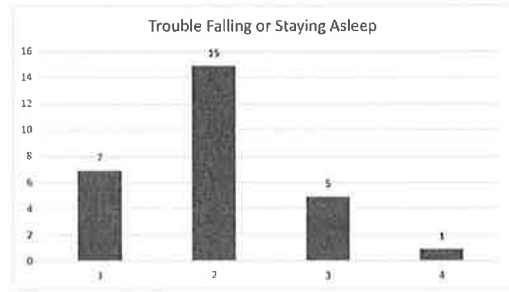


Q-6 Health

Frequencies for Q-6a I have trouble falling or staying asleep.

Code	Value	Frequency	Percent
1	Strongly Agree	7	25%
2	Agree	15	54%
3	Disagree	5	18%
4	Strongly Disagree	1	4%
	Total	28	100%

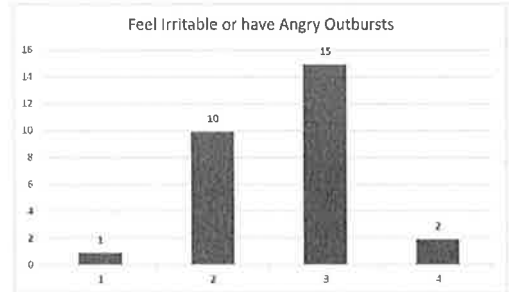
79%



Frequencies for Q-6b I often feel irritable or have angry outbursts

Code	Value	Frequency	Percent
1	Strongly Agree	1	4%
2	Agree	10	36%
3	Disagree	15	54%
4	Strongly Disagree	2	7%
	Total	28	100%

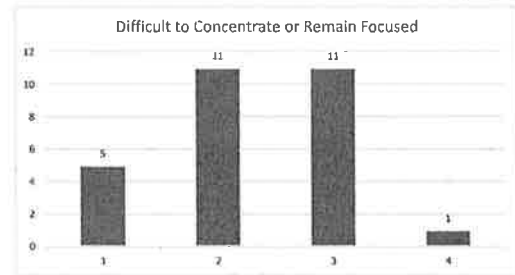
40%



Frequencies for Q-6c I find it difficult to concentrate or remain focused.

Code	Value	Frequency	Percent
1	Strongly Agree	5	18%
2	Agree	11	39%
3	Disagree	11	39%
4	Strongly Disagree	1	4%
	Total	28	100%

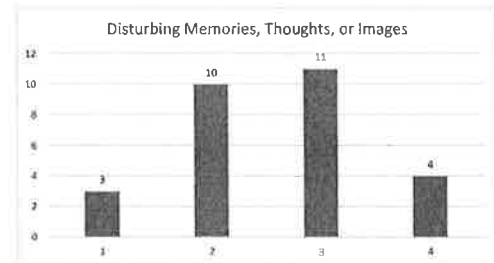
47%



Frequencies for Q-6d I have repeated disturbing memories, thoughts, or images of my military experience

Code	Value	Frequency	Percent
1	Strongly Agree	3	11%
2	Agree	10	36%
3	Disagree	11	39%
4	Strongly Disagree	4	14%
	Total	28	100%

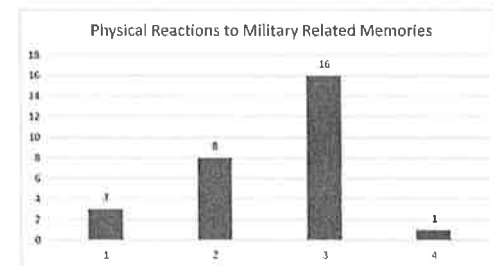
47%



Frequencies for Q-6e I have physical reactions (i.e., heart pounding, trouble breathing, or sweating) when I am reminded of experiences in the military.

Code	Value	Frequency	Percent
1	Strongly Agree	3	11%
2	Agree	8	29%
3	Disagree	16	57%
4	Strongly Disagree	1	4%
	Total	28	100%

40%

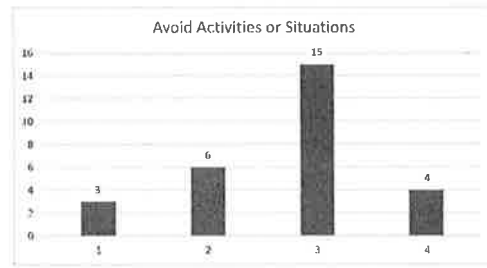


Q-6 Health : continued...

Frequencies for Q-6f I often avoid activities or situations because they remind me of an experience while in the military.

Code	Value	Frequency	Percent
1	Strongly Agree	3	11%
2	Agree	6	21%
3	Disagree	15	54%
4	Strongly Disagree	4	14%
	Total	28	100%

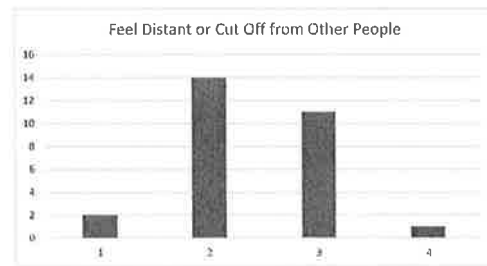
321.



Frequencies for Q-6g I feel distant or cut off from other people.

Code	Value	Frequency	Percent
1	Strongly Agree	2	7%
2	Agree	14	50%
3	Disagree	11	39%
4	Strongly Disagree	1	4%
	Total	28	100%

571.



Frequencies for Q-6h I have attended counselling for my mental health needs.

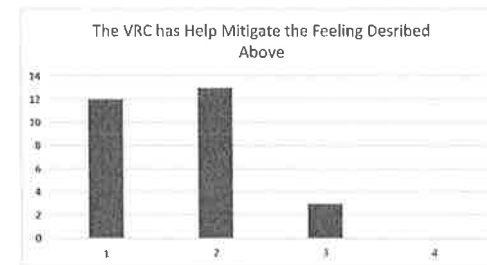
Code	Value	Frequency	Percent
1	Strongly Agree	8	29%
2	Agree	9	32%
3	Disagree	9	32%
4	Strongly Disagree	2	7%
	Total	28	100%



Frequencies for Q-6i I feel that the VRC has helped mitigate the feelings described above

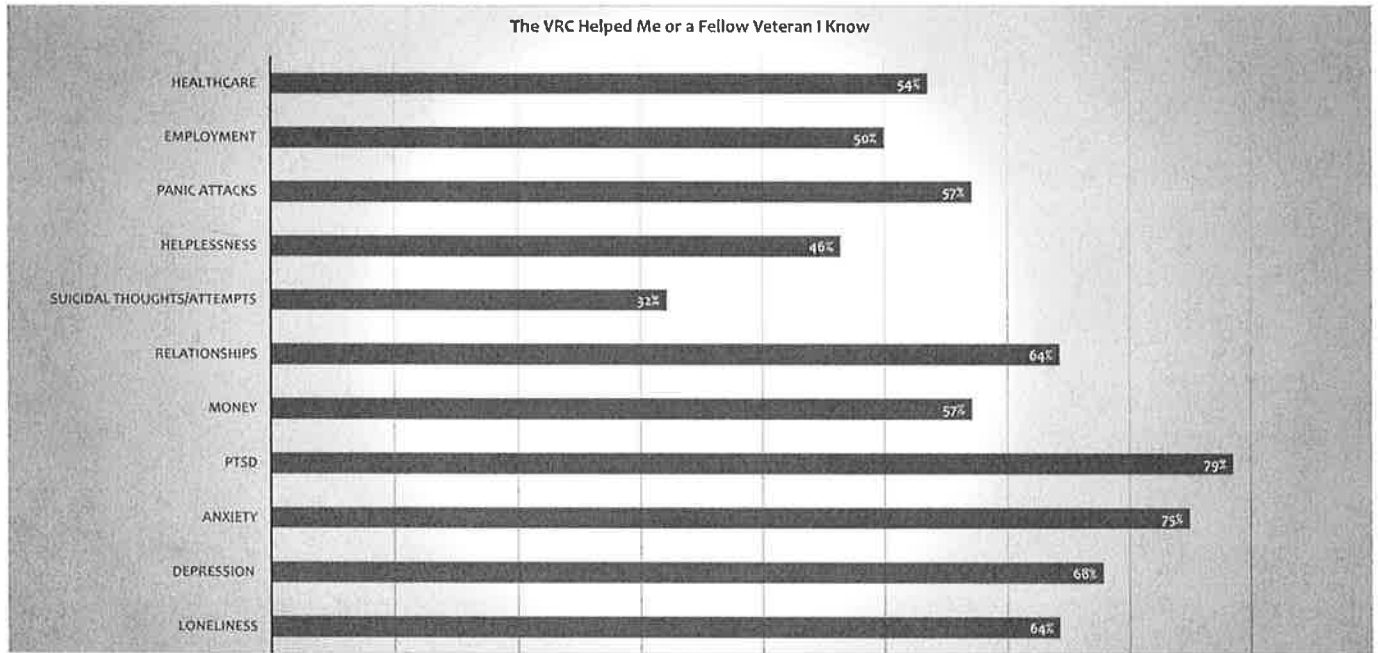
Code	Value	Frequency	Percent
1	Strongly Agree	12	43%
2	Agree	13	46%
3	Disagree	3	11%
4	Strongly Disagree	0	0%
	Total	28	100%

891.



Frequencies for Q-7 I am aware of a fellow student veterans who experienced or expressed concerns about (check all that apply) and they have received assistance in the Rock Creek Veterans Resource Center.

Concern	Code	Value	Frequency	Percent
Loneliness	1	Yes	18	64%
Depression	1	Yes	19	68%
Anxiety	1	Yes	21	75%
PTSD	1	Yes	22	79%
Money	1	Yes	16	57%
Relationships	1	Yes	18	64%
Suicidal thoughts/attempts	1	Yes	9	32%
Helplessness	1	Yes	13	46%
Panic Attacks	1	Yes	16	57%
Employment	1	Yes	14	50%
Healthcare	1	Yes	15	54%



Frequencies for Q-8 I receive Healthcare from (check all that apply)

Code	Value	Frequency	Percent
1	Student Health Center	1	4%
2	Veterans Administration	19	68%
3	Work Health Insurance	0	0%
4	No Health Insurance	4	14%
5	Tricare	5	18%
6	Other	1	4%
Total		30	107%

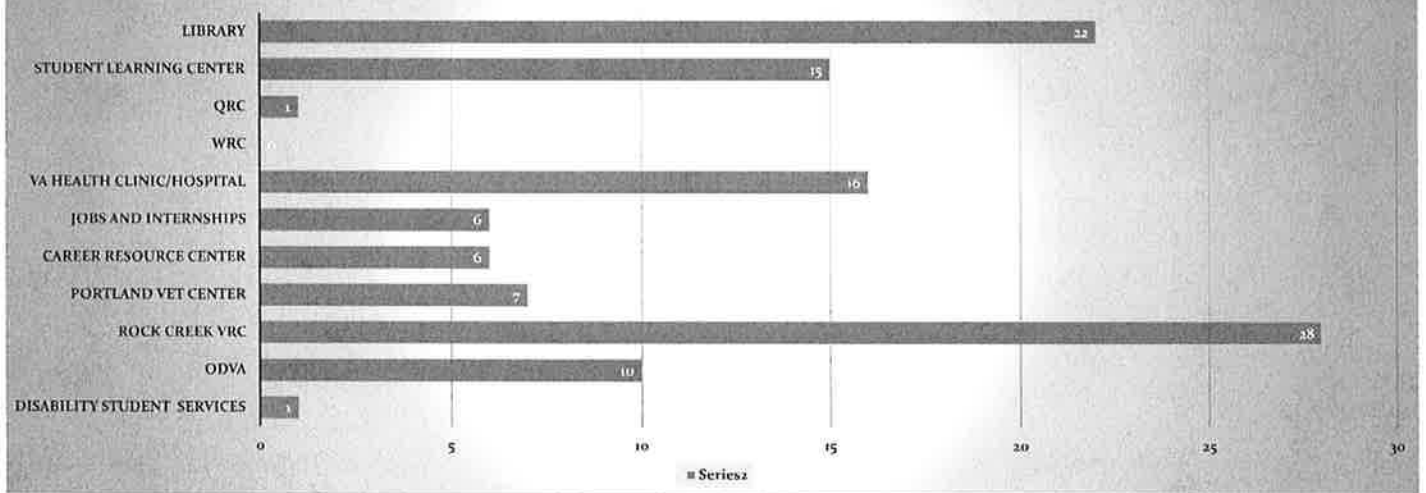
2 students marked 2 blocks on surveys.



Frequencies for Q-9 What services offered on campus have you used (check all that apply)?

Service	Code	Value	Frequency	Percent
Disability Student Services	1	Yes	1	
ODVA	1	Yes	10	
Rock Creek VRC	1	Yes	28	
Portland Vet Center	1	Yes	7	
Career Resource Center	1	Yes	6	
Jobs and Internships	1	Yes	6	
VA Health Clinic/Hospital	1	Yes	16	
WRC	1	Yes	0	
QRC	1	Yes	1	
Student Learning Center	1	Yes	15	
Library	1	Yes	22	

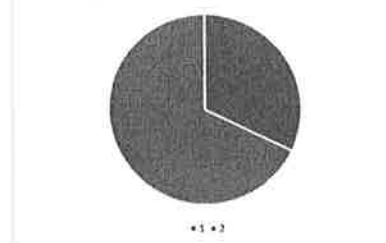
Campus Services Utilized



Frequencies for Q-10 Please tell us how can we better serve you?

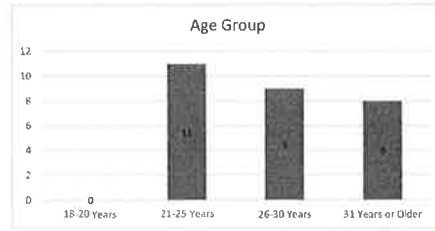
Code	Value	Frequency	Percent
1	Yes	9	32%
2	No	19	68%
Total		28	100%

Provided Qualitative Data Response



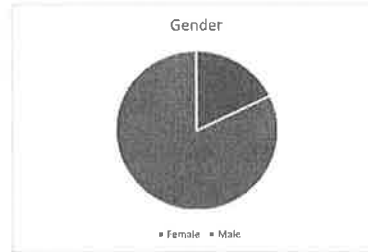
Frequencies for Q-11 Age

Code	Value	Frequency	Percent
1	18-20 Years	0	0%
2	21-25 Years	11	39%
3	26-30 Years	9	32%
4	31 Years or Older	8	29%
Total		28	100%



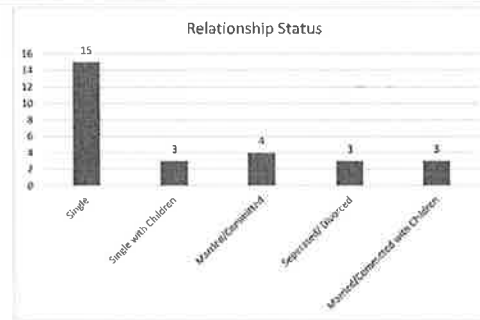
Frequencies for Q-12 Gender

Code	Value	Frequency	Percent
1	Female	5	18%
2	Male	23	82%
Total		28	100%



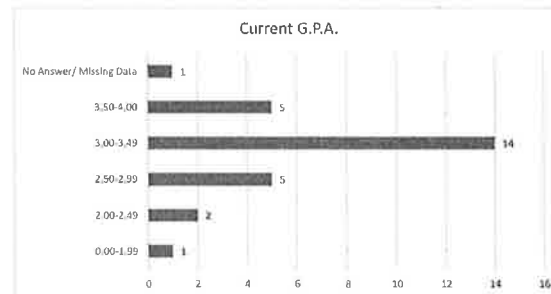
Frequencies for Q-13 Marital Status

Code	Value	Frequency	Percent
1	Single	15	54%
2	Single with Children	3	11%
3	Married/Committed	4	14%
4	Seperated/ Divorced	3	11%
5	Married/Committed with Children	3	11%
Total		28	100%



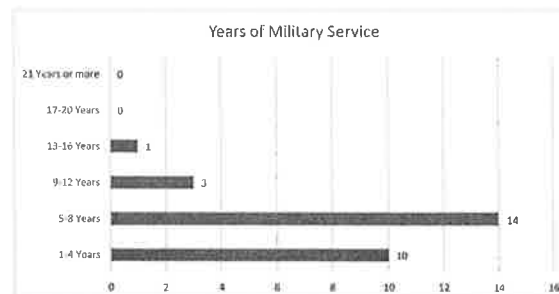
Frequencies for Q-14 Current Grade Point Average

Code	Value	Frequency	Percent
1	0.00-1.99	1	4%
2	2.00-2.49	2	7%
3	2.50-2.99	5	18%
4	3.00-3.49	14	50%
5	3.50-4.00	5	18%
	No Answer/ Missing Data	1	4%
Total		28	100%



Frequencies for Q-15 Years of military service

Code	Value	Frequency	Percent
1	1-4 Years	10	36%
2	5-8 Years	14	50%
3	9-12 Years	3	11%
4	13-16 Years	1	14%
5	17-20 Years	0	0%
6	21 Years or more	0	0%
Total		28	100%



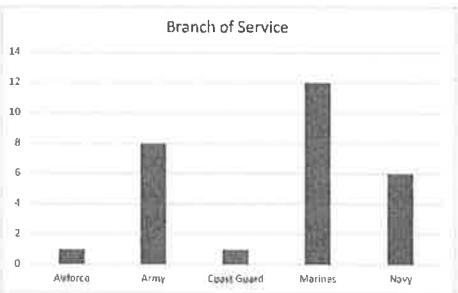
Frequencies for Q-16 Your current military status

Code	Value	Frequency	Percent
1	Veteran	26	93%
2	Dependent	0	0%
3	Active Military	0	0%
4	National Guard	2	7%
5	Active Reservist	0	0%
Total		28	100%



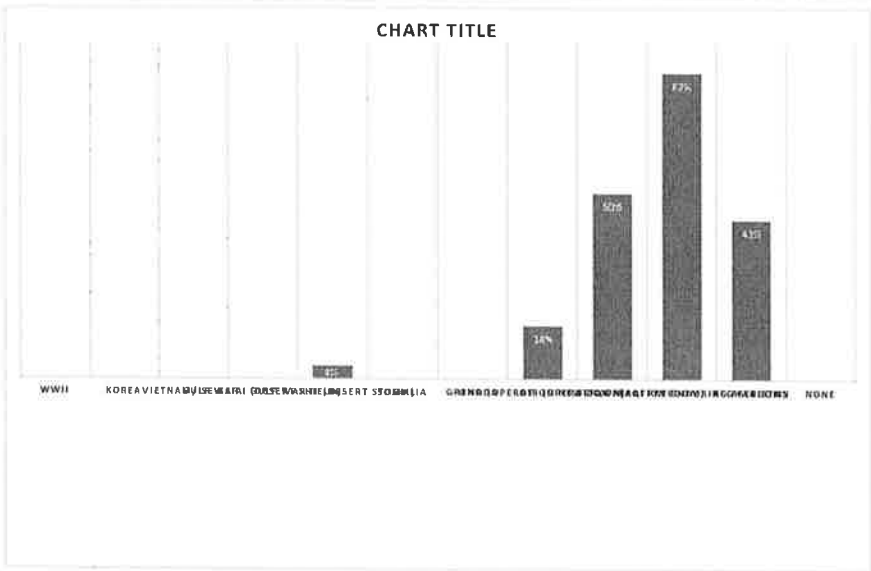
Q-17 Frequencies for Branch of military service served by you

Code	Value	Frequency	Percent
1	Airforce	1	4%
2	Army	8	29%
3	Coast Guard	1	4%
4	Marines	12	43%
5	Navy	6	21%
Total		28	100%



Frequencies

Era	Code	Value	Frequency	Percent
WWII	1	Yes	0	0%
Korea	1	Yes	0	0%
Vietnam/ SE Asia	1	Yes	0	0%
Gulf War I (Desert Shield)	1	Yes	0	0%
Gulf War II (Desert Storm)	1	Yes	1	4%
Somalia	1	Yes	0	0%
Grenada	1	Yes	0	0%
OND (Operation New Dawn)	1	Yes	4	14%
OIF (Operation Iraqi Freedom)	1	Yes	14	50%
OEF (Operation Enduring Freedom)	1	Yes	23	82%
Afghanistan	1	Yes	12	43%
None	1	Yes	0	0%



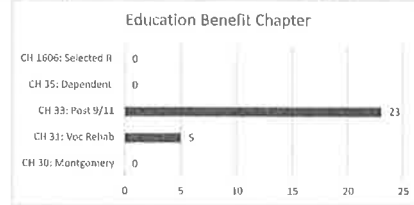
Frequencies for Q-19 Did you serve in a combat zone, deploy afloat, participate in disaster relief deployment, or have and deployment of any kind?

Code	Value	Frequency	Percent
1	Yes	24	86%
2	No	4	14%
Total		28	100%



Frequencies for Q-20 Which VA educational assistance program are you using?

Code	Value	Frequency	Percent
1	CH 30: Montgomery	0	0%
2	CH 31: Voc Rehab	5	18%
3	CH 33: Post 9/11	23	82%
4	CH 35: Dependent	0	0%
5	CH 1606: Selected R.	0	0%
Total		28	100%



Q-21 On average how many hours per week do you:

Frequencies for Work/Employed

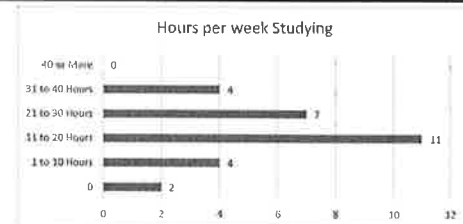
Code	Value	Frequency	Percent
1	0	18	64%
2	1 to 10 Hours	2	7%
3	11 to 20 Hours	2	7%
4	21 to 30 Hours	3	11%
5	31 to 40 Hours	2	7%
6	40 or More	1	4%
Total		28	100%

Students working off campus



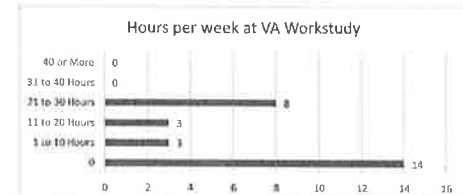
Frequencies for Study

Code	Value	Frequency	Percent
1	0	2	7%
2	1 to 10 Hours	4	14%
3	11 to 20 Hours	11	39%
4	21 to 30 Hours	7	25%
5	31 to 40 Hours	4	14%
6	40 or More	0	0%
Total		28	100%



Frequencies for VA Workstudy

Code	Value	Frequency	Percent
1	0	14	50%
2	1 to 10 Hours	3	11%
3	11 to 20 Hours	3	11%
4	21 to 30 Hours	8	29%
5	31 to 40 Hours	0	0%
6	40 or More	0	0%
Total		28	100%



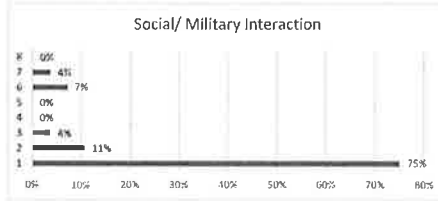
Frequencies for Q-22 Please tell us how many times during the semester you visited the VRC

Code	Value	Frequency	Percent
1	0	0	0%
2	2	1	4%
3	3	0	0%
4	4	2	7%
5	5	1	4%
6	6 or More	24	86%
Total		28	100%

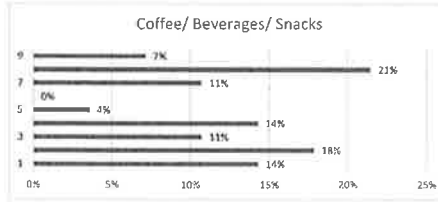


Frequencies for Q-23 Please rank the following VRC Services from most important to you to least important to you using the numbers 1 thru 8. (#1 being the MOST IMPORTANT and #8 being the LEAST IMPORTANT).

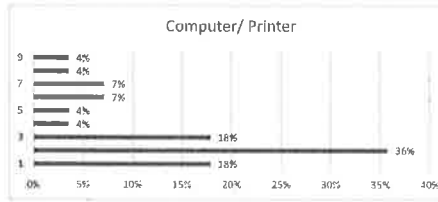
Code	Value	Frequency	Percent
1	Social/ Military Interaction	21	75%
2		3	11%
3		1	4%
4		0	0%
5		0	0%
6		2	7%
7		1	4%
8		0	0%
9	Total	28	100%



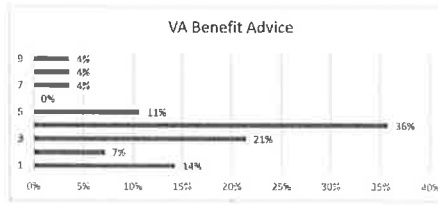
Code	Value	Frequency	Percent
1	Coffee/ Beverages/ Snacks	4	14%
2		5	18%
3		3	11%
4		4	14%
5		1	4%
6		0	0%
7		3	11%
8		6	21%
9	Missing Data/ No Response	2	7%
	Total	28	100%



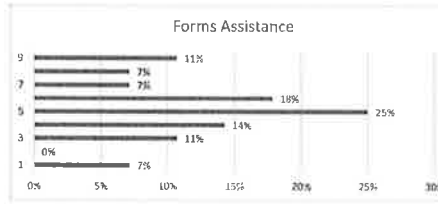
Code	Value	Frequency	Percent
1	Computer/ Printer	5	18%
2		10	36%
3		5	18%
4		1	4%
5		1	4%
6		2	7%
7		2	7%
8		1	4%
9	Missing Data/ No Response	1	4%
	Total	28	100%



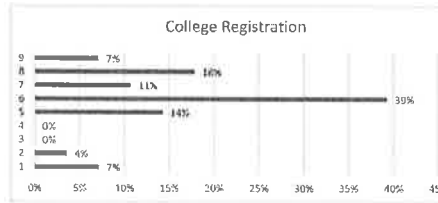
Code	Value	Frequency	Percent
1	VA Benefit Advice	4	14%
2		2	7%
3		6	21%
4		10	36%
5		3	11%
6		0	0%
7		1	4%
8		1	4%
9	Missing Data/ No Response	1	4%
	Total	28	100%



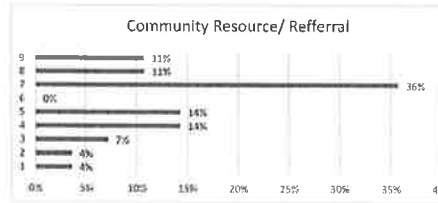
Code	Value	Frequency	Percent
1	Forms Assistance	2	7%
2		0	0%
3		3	11%
4		4	14%
5		7	25%
6		5	18%
7		2	7%
8		2	7%
9	Missing Data/ No Response	3	11%
	Total	28	100%



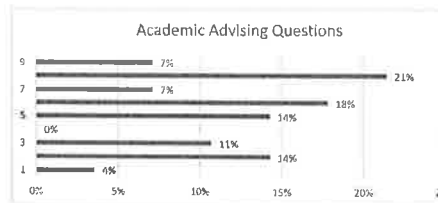
Code	Value	Frequency	Percent
1	College Registration	2	7%
2		1	4%
3		0	0%
4		0	0%
5		4	14%
6		11	39%
7		3	11%
8		5	18%
9	Missing Data/ No Response	2	7%
	Total	28	100%



Code	Value	Frequency	Percent
1	Community Resource/ Referral	1	4%
2		1	4%
3		2	7%
4		4	14%
5		4	14%
6		0	0%
7		10	36%
8		3	11%
9	3	11%	
	Total	28	100%



Code	Value	Frequency	Percent
1	Academic Advising Questions	1	4%
2		4	14%
3		3	11%
4		1	4%
5		4	14%
6		5	18%
7		2	7%
8		6	21%
9	Missing Data/ No Response	2	7%
	Total	28	96%



Student Veteran Transition Success Survey

Q-1 Enrollment

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
As a student veteran, I was provided with priority registration at PCC	<input checked="" type="radio"/> As a student veteran, I was provided with priority registration at PCC. Strongly Agree	<input type="radio"/> As a student veteran, I was provided with priority registration at PCC. Agree	<input type="radio"/> As a student veteran, I was provided with priority registration at PCC. Disagree	<input type="radio"/> As a student veteran, I was provided with priority registration at PCC. Strongly Disagree
The application process for VA benefits was easy to understand.	<input type="radio"/> The application process for VA benefits was easy to understand. Strongly Agree	<input type="radio"/> The application process for VA benefits was easy to understand. Agree	<input type="radio"/> The application process for VA benefits was easy to understand. Disagree	<input type="radio"/> The application process for VA benefits was easy to understand. Strongly Disagree
The Veterans Resource Center (VRC) provided academic advising for selection courses.	<input checked="" type="radio"/> The Veterans Resource Center (VRC) provided academic advising for selection courses. Strongly Agree	<input type="radio"/> The Veterans Resource Center (VRC) provided academic advising for selection courses. Agree	<input type="radio"/> The Veterans Resource Center (VRC) provided academic advising for selection courses. Disagree	<input type="radio"/> The Veterans Resource Center (VRC) provided academic advising for selection courses. Strongly Disagree
The VRC advised me of all documents required for VA benefit certification.	<input type="radio"/> The VRC advised me of all documents required for VA benefit certification. Strongly Agree	<input type="radio"/> The VRC advised me of all documents required for VA benefit certification. Agree	<input type="radio"/> The VRC advised me of all documents required for VA benefit certification. Disagree	<input type="radio"/> The VRC advised me of all documents required for VA benefit certification. Strongly Disagree
The available VA benefits were explained clearly.	<input type="radio"/> The available VA benefits were explained clearly. Strongly Agree	<input type="radio"/> The available VA benefits were explained clearly. Agree	<input type="radio"/> The available VA benefits were explained clearly. Disagree	<input type="radio"/> The available VA benefits were explained clearly. Strongly Disagree
The VRC website is a good resource and easy to use.	<input type="radio"/> The VRC website is a good resource and easy to use. Strongly Agree	<input type="radio"/> The VRC website is a good resource and easy to use. Agree	<input type="radio"/> The VRC website is a good resource and easy to use. Disagree	<input type="radio"/> The VRC website is a good resource and easy to use. Strongly Disagree

Q-2 Did you encounter any problems/issues during the application or enrollment processes?

- YES
- NO

IF YES, PLEASE EXPLAIN:

Q-3 Persistence

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
The certification process for veteran benefits at the college was timely.	<input type="radio"/> The certification process for veteran benefits at the college was timely. Strongly Agree	<input type="radio"/> The certification process for veteran benefits at the college was timely. Agree	<input type="radio"/> The certification process for veteran benefits at the college was timely. Disagree	<input type="radio"/> The certification process for veteran benefits at the college was timely. Strongly Disagree
The wait time for an appointment with the Veterans Counselor was reasonable.	<input type="radio"/> The wait time for an appointment with the Veterans Counselor was reasonable. Strongly Agree	<input type="radio"/> The wait time for an appointment with the Veterans Counselor was reasonable. Agree	<input type="radio"/> The wait time for an appointment with the Veterans Counselor was reasonable. Disagree	<input type="radio"/> The wait time for an appointment with the Veterans Counselor was reasonable. Strongly Disagree
The VRC did make a referral to an appropriate department/agency when needed.	<input type="radio"/> The VRC did make a referral to an appropriate department/agency when needed. Strongly Agree	<input type="radio"/> The VRC did make a referral to an appropriate department/agency when needed. Agree	<input type="radio"/> The VRC did not make a referral to an appropriate department/agency when needed. Disagree	<input type="radio"/> The VRC did not make a referral to an appropriate department/agency when needed. Strongly Disagree
Services offered by the ODVA service officer have been helpful.	<input type="radio"/> Services offered by the ODVA service officer have been helpful. Strongly Agree	<input type="radio"/> Services offered by the ODVA service officer have been helpful. Agree	<input type="radio"/> Services offered by the ODVA service officer have been helpful. Disagree	<input type="radio"/> Services offered by the ODVA service officer have been helpful. Strongly Disagree
Services offered by the Veterans Coordinator have been helpful.	<input type="radio"/> Services offered by the Veterans Coordinator have been helpful. Strongly Agree	<input type="radio"/> Services offered by the Veterans Coordinator have been helpful. Agree	<input type="radio"/> Services offered by the Veterans Coordinator have been helpful. Disagree	<input type="radio"/> Services offered by the Veterans Coordinator have been helpful. Strongly Disagree
If I have personal concerns, I know I can go to the VRC for assistance or referrals.	<input type="radio"/> If I have personal concerns, I know I can go to the VRC for assistance or referrals. Strongly Agree	<input type="radio"/> If I have personal concerns, I know I can go to the VRC for assistance or referrals. Agree	<input type="radio"/> If I have personal concerns, I know I can go to the VRC for assistance or referrals. Disagree	<input type="radio"/> If I have personal concerns, I know I can go to the VRC for assistance or referrals. Strongly Disagree
I am confident that my discussions with the VRC are kept confidential.	<input type="radio"/> I am confident that my discussions with the VRC are kept confidential. Strongly Agree	<input type="radio"/> I am confident that my discussions with the VRC are kept confidential. Agree	<input type="radio"/> I am confident that my discussions with the VRC are kept confidential. Disagree	<input type="radio"/> I am confident that my discussions with the VRC are kept confidential. Strongly Disagree

Q-4 Completion/Retention

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I have difficulty dealing with class demands and other obligations in my life (work, family, etc.).	<input type="radio"/> I have difficulty dealing with class demands and other obligations in my life (work, family, etc.). Strongly Agree	<input type="radio"/> I have difficulty dealing with class demands and other obligations in my life (work, family, etc.). Agree	<input type="radio"/> I have difficulty dealing with class demands and other obligations in my life (work, family, etc.). Disagree	<input type="radio"/> I have difficulty dealing with class demands and other obligations in my life (work, family, etc.). Strongly Disagree
I have difficulty dealing with health concerns (physical and/or mental health).	<input type="radio"/> I have difficulty dealing with health concerns (physical and/or mental health). Strongly Agree	<input type="radio"/> I have difficulty dealing with health concerns (physical and/or mental health). Agree	<input type="radio"/> I have difficulty dealing with health concerns (physical and/or mental health). Disagree	<input type="radio"/> I have difficulty dealing with health concerns (physical and/or mental health). Strongly Disagree
I have thought of dropping out of school.	<input type="radio"/> I have thought of dropping out of school. Strongly Agree	<input type="radio"/> I have thought of dropping out of school. Agree	<input type="radio"/> I have thought of dropping out of school. Disagree	<input type="radio"/> I have thought of dropping out of school. Strongly Disagree
I have sought tutorial assistance in the VRC.	<input type="radio"/> I have sought tutorial assistance in the VRC. Strongly Agree	<input type="radio"/> I have sought tutorial assistance in the VRC. Agree	<input type="radio"/> I have sought tutorial assistance in the VRC. Disagree	<input type="radio"/> I have sought tutorial assistance in the VRC. Strongly Disagree
I have sought personal counseling for problems related to military service.	<input type="radio"/> I have sought personal counseling for problems related to military service. Strongly Agree	<input type="radio"/> I have sought personal counseling for problems related to military service. Agree	<input type="radio"/> I have sought personal counseling for problems related to military service. Disagree	<input type="radio"/> I have sought personal counseling for problems related to military service. Strongly Disagree
I feel the support I received in the VRC has helped me stay in College	<input type="radio"/> I feel the support I received in the VRC has helped me stay in College. Strongly Agree	<input type="radio"/> I feel the support I received in the VRC has helped me stay in College. Agree	<input type="radio"/> I feel the support I received in the VRC has helped me stay in College. Disagree	<input type="radio"/> I feel the support I received in the VRC has helped me stay in College. Strongly Disagree

Q-5 Connectivity to the Campus Community

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I feel PCC Rock Creek supports veterans.	<input type="radio"/> I feel PCC Rock Creek supports veterans. Strongly Agree	<input type="radio"/> I feel PCC Rock Creek supports veterans. Agree	<input type="radio"/> I feel PCC Rock Creek supports veterans. Disagree	<input type="radio"/> I feel PCC Rock Creek supports veterans. Strongly Disagree
I have talked about my military experiences in class.	<input type="radio"/> I have talked about my military experiences in class. Strongly Agree	<input type="radio"/> I have talked about my military experiences in class. Agree	<input type="radio"/> I have talked about my military experiences in class. Disagree	<input type="radio"/> I have talked about my military experiences in class. Strongly Disagree
I am comfortable talking about my military experiences in the VRC.	<input type="radio"/> I am comfortable talking about my military experiences in the VRC. Strongly Agree	<input type="radio"/> I am comfortable talking about my military experiences in the VRC. Agree	<input type="radio"/> I am comfortable talking about my military experiences in the VRC. Disagree	<input type="radio"/> I am comfortable talking about my military experiences in the VRC. Strongly Disagree
I feel comfortable being on the Rock Creek Campus.	<input type="radio"/> I feel comfortable being on the Rock Creek Campus. Strongly Agree	<input type="radio"/> I feel comfortable being on the Rock Creek Campus. Agree	<input type="radio"/> I feel comfortable being on the Rock Creek Campus. Disagree	<input type="radio"/> I feel comfortable being on the Rock Creek Campus. Strongly Disagree
I have sought services from Disability Services	<input type="radio"/> I have sought services from Disability Services. Strongly Agree	<input type="radio"/> I have sought services from Disability Services. Agree	<input type="radio"/> I have sought services from Disability Services. Disagree	<input type="radio"/> I have sought services from Disability Services. Strongly Disagree
The VRC staff has been helpful with my transition from the military to civilian life.	<input type="radio"/> The VRC staff has been helpful with my transition from the military to civilian life. Strongly Agree	<input type="radio"/> The VRC staff has been helpful with my transition from the military to civilian life. Agree	<input type="radio"/> The VRC staff has been helpful with my transition from the military to civilian life. Disagree	<input type="radio"/> The VRC staff has been helpful with my transition from the military to civilian life. Strongly Disagree

Q-6 Health

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I have trouble falling or staying asleep.	<input type="radio"/> I have trouble falling or staying asleep. Strongly Agree	<input type="radio"/> I have trouble falling or staying asleep. Agree	<input type="radio"/> I have trouble falling or staying asleep. Disagree	<input type="radio"/> I have trouble falling or staying asleep. Strongly Disagree
I often feel irritable or have angry outbursts.	<input type="radio"/> I often feel irritable or have angry outbursts. Strongly Agree	<input type="radio"/> I often feel irritable or have angry outbursts. Agree	<input type="radio"/> I often feel irritable or have angry outbursts. Disagree	<input type="radio"/> I often feel irritable or have angry outbursts. Strongly Disagree
I find it difficult to concentrate or remain focused.	<input type="radio"/> I find it difficult to concentrate or remain focused. Strongly Agree	<input type="radio"/> I find it difficult to concentrate or remain focused. Agree	<input type="radio"/> I find it difficult to concentrate or remain focused. Disagree	<input type="radio"/> I find it difficult to concentrate or remain focused. Strongly Disagree
I have repeated disturbing memories, thoughts, or images of my military experience.	<input type="radio"/> I have repeated disturbing memories, thoughts, or images of my military experience. Strongly Agree	<input type="radio"/> I have repeated disturbing memories, thoughts, or images of my military experience. Agree	<input type="radio"/> I have repeated disturbing memories, thoughts, or images of my military experience. Disagree	<input type="radio"/> I have repeated disturbing memories, thoughts, or images of my military experience. Strongly Disagree
I have physical reactions (i.e., heart pounding, trouble breathing, or sweating) when I am reminded of experiences in the military.	<input type="radio"/> I have physical reactions (i.e., heart pounding, trouble breathing, or sweating) when I am reminded of experiences in the military. Strongly Agree	<input type="radio"/> I have physical reactions (i.e., heart pounding, trouble breathing, or sweating) when I am reminded of experiences in the military. Agree	<input type="radio"/> I have physical reactions (i.e., heart pounding, trouble breathing, or sweating) when I am reminded of experiences in the military. Disagree	<input type="radio"/> I have physical reactions (i.e., heart pounding, trouble breathing, or sweating) when I am reminded of experiences in the military. Strongly Disagree
I often avoid activities or situations because they remind me of an experience while in the military.	<input type="radio"/> I often avoid activities or situations because they remind me of an experience while in the military. Strongly Agree	<input type="radio"/> I often avoid activities or situations because they remind me of an experience while in the military. Agree	<input type="radio"/> I often avoid activities or situations because they remind me of an experience while in the military. Disagree	<input type="radio"/> I often avoid activities or situations because they remind me of an experience while in the military. Strongly Disagree
I feel distant or cut off from other people.	<input type="radio"/> I feel distant or cut off from other people. Strongly Agree	<input type="radio"/> I feel distant or cut off from other people. Agree	<input type="radio"/> I feel distant or cut off from other people. Disagree	<input type="radio"/> I feel distant or cut off from other people. Strongly Disagree
I have attended counseling for my mental health needs.	<input type="radio"/> I have attended counseling for my mental health needs. Strongly Agree	<input type="radio"/> I have attended counseling for my mental health needs. Agree	<input type="radio"/> I have attended counseling for my mental health needs. Disagree	<input type="radio"/> I have attended counseling for my mental health needs. Strongly Disagree
I feel that the VRC has helped mitigate the feelings described above.	<input type="radio"/> I feel that the VRC has helped mitigate the feelings described above. Strongly Agree	<input type="radio"/> I feel that the VRC has helped mitigate the feelings described above. Agree	<input type="radio"/> I feel that the VRC has helped mitigate the feelings described above. Disagree	<input type="radio"/> I feel that the VRC has helped mitigate the feelings described above. Strongly Disagree

If you are currently experiencing any health related issues described above and would like to speak to someone please see the Coordinator in the Veterans Resource Center or contact a PCC Counselor at 971-722-7300. PCC Rock Creek Counseling is located at Bldg. 9, Room 118, 17705 NW Springville Rd. Portland, OR 97229.

Q-7 I am aware of fellow Student Veterans that have experienced or expressed concerns about (check all that apply) who have received assistance in the Rock Creek Veterans Resource Center:

- LONELINESS
- DEPRESSION
- ANXIETY
- PTSD
- MONEY
- RELATIONSHIPS
- SUICIDAL THOUGHTS/ATTEMPTED SUICIDE
- HELPLESSNESS
- PANIC ATTACKS
- EMPLOYMENT
- HEALTHCARE

Q-8 I receive healthcare from (check all that apply):

- STUDENT HEALTH CENTER
 - VETERANS ADMINISTRATION
 - WORK HEALTH INSURANCE
 - I HAVE NO HEALTH INSURANCE
 - TRICARE
 - OTHER (PLEASE SPECIFY)
-

Q-9 What services offered on campus have you used (check all that apply)?

- DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)
- ODVA (OREGON DEPARTMENT OF VETERANS AFFAIRS)
- VRC (ROCK CREEK VETERANS RESOURCE CENTER)
- PORTLAND VET CENTER (COUNSELING)
- CAREER RESOURCE CENTER
- JOBS AND INTERNSHIPS
- VA HEALTH CLINIC/ HOSPITAL
- THE WRC (WOMEN'S RESOURCE CENTER)
- THE QUEER RESOURCE CENTER
- STUDENT LEARNING CENTER
- LIBRARY

Q-10 Please tell us how can we better serve you?

Please tell us a little more about yourself (Please circle only one answer).

Q-11 Age

- 18 - 20 YEARS
- 21 - 25 YEARS
- 26 - 30 YEARS
- 31 YEARS OR OLDER

Q-12 Gender:

- FEMALE
- MALE

Q-13 Marital Status:

- SINGLE
- SINGLE WITH CHILDREN
- MARRIED/COMMITTED
- SEPARATED/DIVORCED
- MARRIED/COMMITTED WITH CHILDREN

Q-14 Current Grade Point Average:

- 0.00 - 1.99 GPA
- 2.00 - 2.49 GPA
- 2.50 - 2.99 GPA
- 3.00 - 3.49 GPA
- 3.50 - 4.00 GPA

Q-15 Years of military service:

- 1 - 4 YEARS
- 5 - 8 YEARS
- 9 - 12 YEARS
- 13 - 16 YEARS
- 17 - 20 YEARS
- 21 YEARS OR MORE

Q-16 Your current military status:

- VETERAN
- DEPENDENT
- ACTIVE MILITARY
- NATIONAL GUARD
- ACTIVE RESERVIST

Q-17 Branch of military service served by you or your parent/legal guardian:

- AIR FORCE
- ARMY
- COAST GUARD
- MARINES
- NAVY

Q-18 What era did you serve in the Military?

- WWII
- KOREA
- VIETNAM/SE ASIA
- GULF WAR I (DESERT SHIELD)
- GULF WAR II (DESERT STORM)
- SOMALIA
- GRENADA
- OND (OPERATION NEW DAWN)
- OIF (OPERATION IRAQI FREEDOM)
- OEF (OPERATION ENDURING FREEDOM)
- AFGHANISTAN
- NONE

Q-19 Did you serve in a combat zone, deploy afloat, participate in a disaster relief deployment, or have any deployment of any kind?

- YES
- NO

Q-20 Which VA educational assistance program are you using?

- CH 30: MONTGOMERY
- CH 31: VOC REHAB
- CH 33: POST 9/11
- CH 35: DEPENDENT
- CH 1606: SELECTED RESERVE

Q-21 On average, how many hours per week do you:

	0	1 TO 10	11 TO 20	21 TO 30	31 TO 40	40 OR MORE
Work/Employed	<input type="radio"/> Work/Employed 0	<input type="radio"/> Work/Employed 1 to 10	<input type="radio"/> Work/Employed 11 to 20	<input type="radio"/> Work/Employed 21 to 30	<input type="radio"/> Work/Employed 31 to 40	<input type="radio"/> Work/Employed 40 or more
Study	<input type="radio"/> Study 0	<input type="radio"/> Study 1 to 10	<input type="radio"/> Study 11 to 20	<input type="radio"/> Study 21 to 30	<input type="radio"/> Study 31 to 40	<input type="radio"/> Study 40 or more
VA Workstudy	<input type="radio"/> Workstudy 0	<input type="radio"/> Workstudy 1 to 10	<input type="radio"/> Workstudy 11 to 20	<input type="radio"/> Workstudy 21 to 30	<input type="radio"/> Workstudy 31 to 40	<input type="radio"/> Workstudy 40 or more

Q-22 Please tell us how many times during the semester you:

	0	1	2	3	4	5	6 OR MORE
Visited the VRC.	<input type="radio"/> Visited the VRC. 0	<input type="radio"/> Visited the VRC. 1	<input type="radio"/> Visited the VRC. 2	<input type="radio"/> Visited the VRC. 3	<input type="radio"/> Visited the VRC. 4	<input type="radio"/> Visited the VRC. 5	<input type="radio"/> Visited the VRC. 6 or more

Q-23 Please rank the following VRC services from most important to you to least important to you using the numbers 1 thru 8. (#1 being the MOST IMPORTANT and #8 being the LEAST IMPORTANT)

- _____ SOCIAL/ MILITARY INTERACTION
- _____ COFFEE/BEVERAGES/ SNACKS
- _____ COMPUTER/ PRINTER
- _____ VA BENEFIT ADVICE
- _____ FORMS ASSISTANCE
- _____ COLLEGE REGISTRATION
- _____ COMMUNITY RESOURCE AND REFERRAL
- _____ ACADEMIC ADVISING QUESTIONS

Q-24 Are there any additional comments you would like to provide at this time?