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STUDENT EVALUATION OF THE ROTC PROGRAM AT THE UNIVERSITY OF WISCONSIN - LA CROSSE: A COMPARATIVE STUDY OF DROPOUTS AND PERSISTERS

A Seminar Paper

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By

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I recommend acceptance of this seminar paper to the Graduate College in partial fulfillment of this candidate's requirements for the degree Master of Science.

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Abstract

The purpose of this study was to determine student perceptions of major influences involved in the high attrition rate of freshmen ROTC cadets from the Military Science program at the University of Wisconsin-La Crosse.

The subjects used for the study consisted of all first semester, male, freshmen enrolled in the ROTC program for school years 1971-72 and 1972-73. The total number of students for the two school years was 108.

The subjects were distributed in two groups, the dropouts and the persisters. A questionnaire was mailed to each subject to collect perceptual data for the study.

The data obtained were tabulated and t-tests for correlated means and for independent means were computed to determine if statistically significant perceptual differences existed between the dropouts and the persisters.

The results indicated statistically significant differences between the dropouts and the persisters, and suggested that dropouts have a more independent attitude toward both internal and external influences than the persisters. Statistically significant differences were noted for 11 of the 33 items on the questionnaire when the t-test for independent means was used.

It was concluded from the study that there was an overall statistically significant perceptual difference between dropouts and persisters.

Chapter 1

Introduction

The Army Reserve Officers' Training Corps (ROTC) program was first established at the University of Wisconsin-La Crosse beginning with the school year 1971-72. The initial freshman enrollment of 50 cadets was the highest of any of the ten colleges and universities offering Army ROTC in the State of Wisconsin.

For the school year 1972-73 the freshman ROTC enrollment increased to 58 cadets. Only four of the 29 colleges and universities in a five state area including Illinois, Iowa, Michigan, Minnesota, and Wisconsin had a higher enrollment figure for freshman cadets.

At the end of the first semester of school year 1972-73, it was apparent that the Military Science Department was able to attract a large number of students into the program but the attrition rate was also running very high. For the 1971-72 period the attrition rate was 66.7 percent, and after the first semester of 1972-73 the rate for the new class was 45 percent. This rate was the second highest in the state and compared unfavorably with most of the colleges and universities in the Fifth Army area.

Four basic tenets are generally considered or accepted when discussing success or lack of it for an Army ROTC program. These are: recruiting, retaining, motivating, and

training. If a recruiting program has been successful, the retention of those students in the program becomes of paramount consideration. Available data indicate at this time that the attrition rate at the University of Wisconsin-La Crosse has taken an unsatisfactory trend therefore, this study has been initiated to explain this situation.

Statement of the Problem

The purpose of this study was to determine student perceptions of the major influences involved in the high attrition rate of freshman ROTC cadets from the Military Science program at the University of Wisconsin-La Crosse.

Need for the Study

The Military Science Department at the University of Wisconsin-La Crosse is required by Army Regulation to conduct a specific minimum ROTC recruiting program (10:8). The program requirements include visits to all senior high schools and all colleges and universities in the assigned recruiting area. This includes 81 high schools, two junior colleges, and four four-year institutions.

In addition to the visitation activities, the department conducts an extensive mailing campaign directed at prospective students, their parents, teachers, and guidance counselors. For the period 1971-72 and 1972-73, this campaign represented an average of 3,850 letters per year. Each of these letters is accompanied by an average of four other pieces of recruiting literature.

The visitation program is carried out during the school year by the officers assigned to the Military Science Department with minimal assistance from Advance Course cadets. During the summer period an extensive state-wide personal contact program is carried out by Advanced Course cadets. For the 1973 summer period this program consisted of 184 personal contacts by the six senior cadets involved.

Considerable cost is involved in the Military Science Department recruiting effort. Because of this cost and the personnel effort involved, it is of major concern that those students who are attracted to the program be retained beyond the first year of ROTC. After two years the retention rate appears to be unsatisfactory. Before any major policy, program, personnel, or curriculum changes can be made that might affect the attrition rate, the reasons for this trend must be determined.

Related Literature

There is very little literature or research on the problem of ROTC attrition after the first year in the program. There is considerable research on the subject of college attrition but the studies do not deal directly with the specific problem of ROTC retention. However, these studies have value in that causal factors in attrition are discussed in general and these factors are present to some extent on every campus.

A research report prepared for the Continental Army

Command by an independent research firm (Daniel Yankelovich, Inc., 1972) was specific in pointing out that ROTC recruiting efforts should retain their own identity rather than being reoriented toward the "Today's Army Wants to Join You" approach. This indicated the recognition within the Army commands that ROTC recruiting is a distinctly separate problem from recruiting for the Army in General.

This report also gathered some informative data on what some 500 students in ROTC on 70 campuses across the nation see as distinct disadvantages to ROTC. These were: the weekly commitments are too restrictive, the service obligation is longer than for draftees, and the fear of mockery and criticism from fellow students. The advantages described by the same students included liberal scholarship programs, good career opportunities, and opportunities for continuing education.

Studies by Astin (1972), Merrill (1967), Stordahl (1970), and Summerskill (1962) reveal that a commonly accepted attrition rate for college students from matriculation to graduation is somewhere between 40 and 50 percent, depending upon the persistence criteria used. These same studies discuss many reasons why some students persist and why others drop out. Astin found that there is a consistant relationship between high school academic performance and persistence in college. Merrill's study on dropouts supports Astin's conclusions. Both of these studies conclude that academic difficulty is the primary

causal factor in college attrition rates.

Stordahl's dropout percentage for college students is very similar to that of Astin and Merrill but he found that the primary causal factors in attrition were nonacademic in nature. The study by Summerskill reaches a similar conclusion.

A study by Stewart and Hauck (1968) at Ohio State University indicates that even though 34 percent of the eligible male undergraduate students were enrolled in ROTC for credit, fully 43 percent of this group maintained a negative attitude toward military service in any form.

Sharp and Krasenor (1968) indicated in their study that ROTC was the second most negative influence on college campuses among graduate students. This attitude was felt to have been transmitted to undergraduate students and therefore, to have affected enrollment and attrition in the ROTC programs.

Joseph W. Scott (1969) published an article which discussed the perceptions that students enrolled in ROTC have of a military career. This study indicates that ROTC students in general and social science majors in particular perceive a military career as being low in status, prestige, and monetary reward. The study also revealed that students generally believed that military science courses and texts were substandard and biased.

Assumptions

It was assumed that the students enrolled in the ROTC

program at the University of Wiscosnin-La Crosse were not significantly different than students enrolled in similar programs in other state suported universities.

A second assumption was that the Military Science Program at the University of Wisconsin-La Crosse is not significantly different from Military Science programs at other colleges and universities.

Hypothesis

The hypothesis tested in this study was that no significant differences in perception of internal and external influences exist between ROTC freshmen who remain in the ROTC program and those who drop out.

Chapter 2

Method

Definition of Terms

ROTC Cadet: A student enrolled in the military program with the expressed intent of obtaining a commission upon completion of program and degree requirements.

Attrition: The loss of an ROTC cadet from the military science program through voluntary withdrawal, dismissal, or medical disqualification.

Persister: A cadet who remained in the ROTC program from date of enrollment through the period of this study.

Dropout: A cadet who dropped out of the ROTC program prior to or after completion of two semesters.

Fifth Army: An Army command that covers the geographic center of the United States and is headquartered at Fort Sam Houston, Texas.

Recruiting Area: A geographic area assigned to each college or university military science department where a specific ROTC recruiting campaign is to be conducted.

Advance Course Cadet: An ROTC cadet who has completed the first two years of the ROTC program and is enrolled in either the junior or senior year of the program.

Continental Army Command: An Army command which controlled all Army commands, installations, and training facilities within the continental limits of the United

States. This command was deactivated on July 1, 1973.

Population

The population used in this study included all 108 men who were enrolled as freshman ROTC cadets in the University of Wisconsin-La Crosse Military Science program during the school years 1971-72 and 1972-73. The entire population was used rather than a sample because of the small numbers involved.

The population was broken down into two groups: Group A (dropouts), and Group B (persisters). Group A included all freshman cadets who had dropped out of the ROTC program irrespective of reason, and Group B included all of the original 108 freshman cadets who had remained in the program.

The only other characteristic used to identify the population was that each man was an academic freshman by credit hours completion criteria as well as an ROTC program freshman.

Instrumentation

No standard test or measuring device was used in this study due to the broad and unspecific nature of the problem being studied. The device used was a 33 item questionnaire which asked subjects to respond to certain situational statements on a five-point continuum which included numerical values from one to five.

The "self-report" method utilized in the study was used recognizing the many inherent difficulties in

determining the validity and reliability of such an instrument. The lack of a control group in the study and the possibility of bias based on fear of retribution was hopefully overcome by the complete anonymity of the respondent's reply. There is no means by which the data or responses on the questionnaires can be traced back to the respondent.

A t-test for independent means was used on the data to determine if significant perceptual differences existed between Group A and Group B with reference to each variable investigated in the study.

Procedure

All of the data concerning enrollment and academic status of the ROTC students were obtained from the official files of the University of Wisconsin-La Crosse Military Science Department, Student Affairs Office, or from the Registrars' Office. All data processing was accomplished by the computer center.

Questionnaires were mailed to 108 men who had been enrolled as freshman ROTC cadets in the University of Wisconsin-La Crosse Military Science program. These men were divided into two groups, the dropouts and the persisters. The questionnaire sent to each individual involved was coded only to allow appropriate group identification.

A total of 17 academic sophomores who were enrolled in the freshman ROTC course and who were concurrently

enrolled in sophomore ROTC courses were excluded from the total population.

Responses were received from 63 or 58.3 percent of the total population. The 25 responses from Group A (dropouts) represented a 45.4 percent return while the 28 responses from Group B (persisters) represented a 65.1 percent return.

Response data from the questionnaires were tabulated to indicate frequency of response to each value on the continuum. This tabulation was performed for each group, programmed for the computer, and analyzed to determine differences between group perceptions.

Delimitations

This study was conducted with military science students at the University of Wisconsin-La Crosse and the results may not be applicable to other colleges and universities.

Limitations

The situational statements in the questionnaire predominately reflected internal ROTC program influences versus external influences. This was based on a belief that the Military Science Department could take appropriate steps to solve internal problems but could do very little to effect external considerations.

Chapter 3

Results and Discussion

Discussion of Tests of Significance

The initial statistical procedure used to test the null hypothesis of this study was the t-test for correlated means. Results of this test are shown in Tables 1, 2, 3, and 4. The tables represent the four subject areas studied in this paper.

TABLE 1

t-test for Correlated Means
Military Science Instructors

Item No.	Dropouts $\bar{X}$	Persisters $\bar{X}$	D	D^2
1.	1.64	1.30	.34	.1156
2.	3.60	3.25	.45	.2025
3.	2.52	2.17	.35	.1225
4.	4.64	4.28	.36	.1296
5.	2.28	1.96	.32	.1024
6.	2.08	1.85	.23	.0529
7.	2.88	2.04	.84	.7056
8.	1.60	1.32	.28	.0784
9.	1.00	.80	.20	.0400

Sum of D = 3.37
Sum of D^2 = 1.55
t = 5.880
p = .0005

The data analysis for Table 1 indicate a significant difference in perceptions between the dropouts and the

persisters. Although both groups indicate a positive evaluation of the military science instructors, the persisters were consistently more favorable in their evaluation.

TABLE 2

t-test for Correlated Means
Military Science Classes

Item No.	Dropouts $\bar{X}$	Persisters $\bar{X}$	D	D^2
10.	2.20	2.17	.03	.0009
11.	2.13	2.00	.13	.0169
12.	3.00	2.71	.19	.0361
13.	2.16	2.10	.06	.0036
14.	2.78	2.75	.03	.0009
15.	1.44	1.04	.40	.1600
16.	2.54	2.67	-.13	.0169
17.	1.10	.58	.50	.2704
18.	3.12	3.03	.09	.0081
19.	2.86	2.00	.86	.7396
20.	3.13	2.96	.17	.0289
21.	2.31	1.80	.51	.2601

Sum of D = 2.86
Sum of D^2 = 1.542
t = 2.975
p = .02

The data analysis for Table 2 again indicate statistically significant difference between perceptions of the dropouts and persisters. The evaluations of both groups are favorable with the persisters consistently more

favorable in their evaluations than the dropouts.

TABLE 3

t-test for Correlated Means
Extracurricular Activities

Item No.	Dropouts $\bar{X}$	Persisters $\bar{X}$	D	D^2
22.	1.79	1.42	.37	.1369
23.	4.08	3.96	.12	.0144
24.	2.22	2.10	.12	.0144
25.	1.13	1.11	.02	.0004
Sum of D =	.63			
Sum of D^2 =	.1661			
t =	2.107			
p =	NSD			

The data in Table 3 are inconclusive in that no significant statistical difference was attained, however, a trend in the predicted direction was noted.

TABLE 4

t-test for Correlated Means
External Influences

Item No.	Dropouts $\bar{X}$	Persisters $\bar{X}$	D	D^2
26.	4.04	4.00	.04	.0016
27.	3.96	3.48	.44	.1936
28.	4.45	4.00	.45	.2025
29.	4.79	4.39	.40	.1600
30.	1.67	1.06	.61	.3721
31.	3.54	2.07	1.47	2.1609
32.	3.62	2.66	.96	.9216

Table 4 (Continued)

Item No.	Dropouts $\bar{X}$	Persisters $\bar{X}$	D	D^2
33.	1.05	.30	.75	.5625
Sum of D_2	= 5.12			
Sum of D^2	= 4.5748			
t	= 3.95			
p	= .01			

Data analysis for Table 4 indicates statistically significant differences in perception between dropouts and persisters at the .01 level.

The total results of the t-test for correlated means indicates a lack of support for the null hypothesis presented in this paper. Based on the data obtained, the null hypothesis is rejected for the subject areas of military science instructors, military science classes, and external influences. The results of the t-test on extra-curricular activities are inconclusive, although the small number of paired data items may have adversely effected the test results.

To obtain additional data on perceptual differences for individual items within subject areas, the t-test for independent means was used. The results of this test are depicted in Tables 5, 6, 7, and 8.

TABLE 5

t-test for Independent Means
Military Science Instructors

Item No.	Item	Dropouts $\bar{X}$	Dropouts Rank	Persisters $\bar{X}$	Persisters Rank	t	p
4.	Did not provide an opportunity for classroom discussion and student ideas, questions, and disagreement.	.8	1	.4	1	1.425	.10
9.	Did not engage students in informal discussion outside of class.	1.0	2	.8	2	.652	NSD
1.	Were well qualified to teach Military Science courses.	1.6	3	1.3	3	-1.825	.10
8.	Were available outside of class for counseling	1.6	4	1.3	4	-1.317	NSD
6.	Were fair in evaluating student achievement	2.1	5	1.8	5	-0.715	NSD
7.	Lectured during most of the class-room periods	2.1	6	2.5	8	1.169	NSD
5.	Covered material in classes not obtained in read-ing assignments	2.3	7	2.0	6	.952	NSD
3.	Challenged student thinking	2.5	8	2.2	7	1.027	NSD
2.	Were objective in presenting Military Science courses	3.6	9	3.2	9	.951	NSD

Data analysis concerning student perceptions of the military science instructors indicate that in only two of

the nine items covered (Items 4 and 1), did the differences in perception between dropouts and persisters approach statistical significance. However, for all but one item (Item 6), the dropouts scored higher on the five point scale (low-favorable, high-unfavorable) than the persisters. It is interesting to note that both dropouts and persisters gave relatively favorable ratings for the instructors.

The analysis of data pertaining to the 12 situational statements presented in Table 6 reveals that statistical significance at the .05 level is achieved on only two items. Both the dropouts and the persisters indicated disagreement with the contention expressed in Item 17, with the persisters giving the most favorable evaluation.

The statistical significance indicated for Item 19 may be misleading. A careful examination of the responses revealed a "no opinion" trend by both dropouts and persisters. Since uniforms are not worn for first semester ROTC classes, the situational statement may be ambiguous and possibly should be disregarded for general analysis purposes.

The trend for dropouts to indicate a more unfavorable evaluation is indicated by Table 6. For this subject area, they gave a more unfavorable evaluation than the persisters on eight of the items, the same as the persisters on two, and less on two of the items.

TABLE 6

t-test for Independent Means
Military Science Classes

Item No.	Item	Dropouts $\bar{X}$	Dropouts Rank	Persisters $\bar{X}$	Persisters Rank	t	p
17.	Contained too much instruction on weapons	1.1	1	.6	1	2.145	.05
25.	Required too much work for the number of credits given	1.5	2	1.1	2	1.234	NSD
11.	Did not provide sufficient challenge	2.1	3	2.0	3	.367	NSD
13.	Provided needed information on various branches of the Army	2.2	4	2.1	5	.180	NSD
10.	Were interesting	2.2	5	2.2	6	.067	NSD
16.	Provided information regarding advanced military science courses	2.5	6	2.6	7	.358	NSD
14.	Provided a good opportunity for students to work together	2.7	7	2.7	8	.088	NSD
21.	Consisted mostly of lectures	2.7	8	3.1	12	1.133	NSD
19.	Required the wearing of cadet uniforms	2.8	9	2.2	4	2.115	.05
12.	Were structured and formal	3.0	10	2.7	9	.786	NSD
20.	Personal appearance standards were enforced to a high degree	3.1	11	2.9	10	.431	NSD
18.	Emphasized drill and ceremonies	3.6	12	3.0	11	.272	NSD

TABLE 7

t-test for Independent Means
Extracurricular Activities
(Rangers, Rifle Team, Color Guard)

Item No.	Item	Dropouts $\bar{X}$	Dropouts Rank	Persisters $\bar{X}$	Persisters Rank	t	p
23.	Were not action/ adventure oriented	.9	1	1.0	1	- .373	NSD
25.	Were not relevant to student interests	1.2	2	1.1	2	.053	NSD
26.	Were offered to all cadets	1.8	3	1.4	3	-1.321	.10
24.	Were interesting and challenging	2.2	4	2.1	4	- .342	NSD

The data in Table 7 indicate again that dropouts give a less favorable evaluation in three of the four subject areas covered. The persisters participate more actively in the extracurricular activities and therefore, could be expected to give a more favorable evaluation.

The .10 level of significance achieved for Item 22 reflects that dropouts may have perceived the extracurricular activities as less available to them than the persisters. This could also mean that the dropouts generally had less experience in ROTC or that they were not as fully committed to the program as the persisters.

The relatively unfavorable evaluation for Item 24 may reflect a dissatisfaction with all extracurricular activities offered, as both groups scored this item near the "no opinion" range. This may be due to a perceived lack of

interest, or possibly that a broad range of activities are not available at this university.

TABLE 8

t-test for Independent Means
External Influences

Item No.	Item	Dropouts $\bar{X}$	Dropouts Rank	Persisters $\bar{X}$	Persisters Rank	t	p
30.	Draft motivation	3.3	1	3.9	4	1.304	.10
31.	Career opportunities in the Army	3.5	2	2.0	1	-3.778	.01
32.	Financial assistance	3.6	3	2.6	2	-2.286	.05
27.	Faculty members	3.9	4	3.5	3	-1.121	NSD
33.	Academic difficulties	3.9	5	4.7	8	2.142	.05
26.	Peers/ contemporaries	4.0	6	4.0	5	- .135	NSD
28.	Parents	4.4	7	4.0	6	-1.456	.10
29.	Girl friends	4.8	8	4.4	7	-1.675	.10

Data analysis for Table 8 shows that only two of the eight items covered are rated as significantly influential. Items 31 and 32 were rated strongly influential by the persisters. This rating is on a five point scale where a low score indicates a strong influence while a high score indicates a lack of influence.

The data in Table 8 reflect those areas of influence that are deemed outside the purview of the military science program.

In Table 8, six of the eight items listed achieved

statistical significance at the .10 level or better, and .01 level of significance was achieved for Item 31. In the latter area, which indicates the perceived influence of Army career opportunity on decisions to drop out or persist, the greatest difference between means is noted. Persisters were almost unanimous in indicating this item as the strongest of the influences listed in Section IV of the questionnaire.

Although the dropouts scored in the mid to low range for Item 31, it may be assumed that they perceived a lack of opportunity as the influence unless the termination from the program was involuntary.

Data in Table 8 indicate a strong rejection of the concept that peers, girl friends, and parents had any great influence on the decisions of either group in the study. This indicator should not be accepted blindly without further specific research into the area. The reader should keep in mind that perhaps there is a natural reluctance to indicate a strong personal influence by someone else regarding individual decisions.

The total results of the t-tests for independent means used to evaluate and analyze responses only support the null hypothesis for selected items. However, the analysis of the t-test for correlated means does reflect general perceptual differences between the dropouts and the persisters.

Discussion

A broad examination of the responses to the situational statements concerning the military science instructors indicates that both dropouts and persisters rate the instructors favorably. Two possible areas where relatively less favorable ratings were given are objectivity of presentations and the interest levels generated in the classroom.

The data concerning the military science classes again indicate a relatively high level of evaluation by both groups. The possible problem areas include formality and structure in the classes, and the apparent belief that drill and ceremonies are emphasized. The perceived structure and formality of the classes may be due to the nature of the subjects and the belief that drill and ceremonies are highly emphasized may be a carryover from adverse national publicity directed at the ROTC programs in the past.

No unequivocal conclusions can be drawn from the data on extracurricular activities. There are few actual activities available to cadets at the University of Wisconsin-La Crosse, and this may have determined the inconclusiveness of the information obtained.

The results of statistical analyses of external influences show a difference in student perceptions. This study does not delve into the various influence areas in enough detail to really pinpoint the trouble spots. Draft motivation, Army career opportunities, and faculty influence

appear to have the greatest impact on student decisions during the period covered by this study.

The results of this study covering all of the subject areas seem to indicate that dropouts from ROTC are more independent in their decision making process than persisters. If this is true, it is likely that attempts to reduce the attrition rate must be directed toward the independent thinking individual. However, before any policy decisions are made or contemplated, additional research regarding this specific question is recommended.

Additional research should be conducted on the differences in personality traits between those who remain in the ROTC program and those who terminate. Such studies should be conducted for both men and women and should be longitudinal.

Chapter 4

Summary and Recommendations

Summary

The purpose of this paper was to determine student perceptions of the major influences involved in the high attrition rate of freshman ROTC cadets from the Military Science program at the University of Wisconsin-La Crosse.

The results of this study done at the University of Wisconsin-La Crosse led to the following conclusions: (1) the military science instructors are held in high esteem by both dropouts and persisters; (2) the military science classes are rated favorably by both dropouts and persisters; (3) that drill and ceremonies are perceived to be emphasized in military science classes; (4) and that the greatest perceptual differences between dropouts and persisters exist in the area of outside influences.

An overall conclusion drawn from the analysis of the statistical data obtained for this study is that dropouts appear to exhibit a more independent attitude in personal decision making. In all four subject areas the dropouts consistently evaluated situational statements pertaining to internal and external influences as having less influence on them than did the persisters.

Recommendations

It is recommended that the Military Science Department at the University of Wisconsin-La Crosse maintain

statistical records for each freshman class in the ROTC program so that a longitudinal study covering a period of at least four years can be conducted to determine any changes in student perceptions of the ROTC program.

It is further recommended that an in-depth study be conducted to determine personality trait differences between ROTC dropouts and persisters and to determine the specific priority of outside influences on student decisions to remain in the ROTC program or drop out.

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APPENDIX

Dear Sir:

The purpose of this letter is to request your assistance in a study that I am conducting on the attrition of freshman students enrolled in the Basic Military Science program. Since you were once in this category you can provide valuable data that could assist in determining attitudes, causes, and factors that influence attrition rates.

In an effort to answer the above questions, I have prepared a questionnaire to obtain relevant information from present and former military science students at the University of Wisconsin-LaCrosse. The questionnaire contains groupings of situational statements that may reflect central factors which influence attrition rates.

Please take a few moments of your time to fill out the questionnaire and return it in the self-addressed envelope. Do not sign your name as all replies will be anonymous. Instructions for the completion are contained in the questionnaire.

Your cooperation and assistance would be greatly appreciated.

Sincerely,

C. R. BOWEN
UW-L Grad College

QUESTIONNAIRE

Please indicate by a check mark your responses on the five point continuum for each question and statement. If the responses indicated do not prove adequate to properly express your view on the subject, please feel free to respond in the space provided in Section V.

EXAMPLE: ROTC IS GOOD FOR THE UNIVERSITY

1. ____	2. X	3. ____	4. ____	5. ____
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

I. Military Science Instructor

1. Were well qualified to teach military science courses.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
2. Were objective in presenting military science course materials.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
3. Challenged Student thinking.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
4. Did not provide an opportunity for classroom discussion and student ideas, questions, and disagreement.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
5. Covered material in classes not obtained in reading assignments.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
6. Were fair in evaluating student achievement.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
7. Lectured during most of the classroom periods.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
8. Were available outside of class for counseling.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____
9. Did not engage students in informal discussions outside of class.
   1. ____ 2. ____ 3. ____ 4. ____ 5. ____

II. Military Science Classes (MS 101 and Leadership Lab).

10. Were interesting.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

11. Did not provide sufficient challenge.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

12. Were structured and formal.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

13. Provided needed information on various branches of the Army.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

14. Provided a good opportunity for students to work together.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

15. Required too much work for the number of credits given.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

16. Provided information on advanced military science courses.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

17. Contained too much instruction on weapons.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

18. Emphasized drill and ceremonies.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

19. Required the wearing of cadet uniforms.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

20. Personal appearance standards were enforced to a high degree.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

21. Consisted mostly of lectures.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

III. Extracurricular Activities (Rangers, Rifle Team, Color Guard).

22. Were offered to all cadets.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

23. Were not action/adventure oriented.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

24. Were interesting and challenging.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

25. Were not relevant to student interests.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

IV. External Influences

Indicate the degree to which each of the following influenced your decision to leave or remain with the military science program.

EXAMPLE: FINANCIAL ASSISTANCE

1. ____	2. ____	3. X	4. ____	5. ____
Very strong influence	Strong influence	Moderate influence	Mild influence	No. influence

26. Peers/contemporaries.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

27. Faculty members.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

28. Parents.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

29. Girl friends.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

30. Draft motivation.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

31. Career opportunities in the Army.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

32. Financial assistance.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

33. Academic difficulties.
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

V. Comments: Use this section for comments where selections are not adequate to express your views on situational statements. _____

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