

FACTORS AFFECTING THE RETENTION  
OF RESERVE OFFICER TRAINING CORPS  
STUDENTS AT THE UNIVERSITY OF  
WISCONSIN-LACROSSE

by

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University of Wisconsin - LaCrosse, 1974

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The Problem:

The problem of this study was to determine what factors influence Reserve Officer Training Corps students to drop out of the program at UW-LaCrosse after the initial semester and also to determine significant factors causing other students to continue in the program.

The Procedure:

There were 81 ROTC students enrolled in Military Science 101, the first class offering in ROTC of the Military Science Department, University of Wisconsin-LaCrosse. These students were given a 50 item inventory designed by the experimenter during the latter part of the course which was the fall semester of 1973. During the spring semester of 1974, the same 50 item inventory was given to the remainder of the original 81 students; the remainder which numbered 37 were enrolled in Military Science 102, the second course offering for ROTC students.

The inventory constructed by the experimenter consisted of items that were felt to be the major areas of attraction and detraction. Each of the items could be answered with any of the five degrees of the Likert Scale according to the cadet reaction. The answers ranged from strongly in favor to strongly disfavor.

#### The Findings:

There were significant differences in retention factors between the two groups of ROTC students, an examination of the items of the inventory and chi-square values revealed significant differences in responses between the two groups in five of the fifty items. There was a strong indication by the first group that more discussion was needed during the fall semester class. The second group was more against women in ROTC as compared to the first group probably because of the masculine belief that some of the traditional areas of drill and weapons should be taboo to women. Significant differences were evident between the responses of the two groups concerning the wearing of the cadet uniform, weapons instruction, and the course work-load. It was discovered that the great majority of the students prefer the traditional military virtues of spit and polish, discipline and authoritarian militarism. Surprisingly, there was no significant resistance to drill by either group and peer pressure seemed to have little influence on students. There was some resistance by the students to the idea of haircuts but not to a high degree.

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Travel, monetary benefits, and leadership training all were reflected as major attractions for students taking ROTC.

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CHAPTER I  
INTRODUCTION

Importance of the Study:

The United States Army now draws from 70 to 80 per cent of its officers from Reserve Officers Training Corps (ROTC) detachments located at 289 various colleges and universities around the United States. With the elimination of the draft and the anti-militarism resulting from the Vietnam era, the recruiting and retention of ROTC students has become a major concern of the Defense Department. The retention of students in the five state area of Wisconsin, Minnesota, Michigan, Iowa and Illinois has been an especially severe problem. Though the University of Wisconsin-LaCrosse has one of the highest freshmen ROTC enrollments in the second ROTC region, there is definitely a major problem in retention. This problem is mainly with first semester freshmen, (Military Science 101), students. It would be well, therefore, to examine what factors influenced the students not to remain in the ROTC program after having initially made a decision to join the first semester. In an attempt to aid in the retention of freshmen students, this experimenter found it worthwhile to isolate the positive and negative attractions that influenced individuals to continue or discontinue the ROTC program. The ultimate objective was for the findings to be of significance not only to the LaCrosse ROTC program but also to the United

States defense effort.

Statement of the problem:

The problem of this study was to determine what factors influenced Reserve Officers Training Corps students to drop out of the program at the University of Wisconsin-LaCrosse after the initial semester and also to determine significant factors causing other students to continue in the program.

Procedures Followed in this Study:

There were 81 ROTC students enrolled in Military Science 101, the first class offering in ROTC of the Military Science Department, University of Wisconsin-LaCrosse. These students were given a 50 item inventory designed by the experimenter during the latter part of the course which was the fall semester of 1973. During the spring semester of 1974, the same 50 item inventory was given to the remainder of the original 81 students; the remainder which numbered 37 were enrolled in Military Science 102, the second course offering for ROTC students.

The inventory constructed by the experimenter consisted of items that were felt to be the major areas of attraction and detraction. Each of the items could be answered with any of the five degrees of the Likert Scale according to the cadet reaction. The answers ranged from strongly in favor to strongly disfavor.

Delimitations of the Problem:

This study was limited to only ROTC students and because of the complete military nature of the program, retention findings will not be valid for other studies not concerning ROTC. In order to receive valid answers from the students and to help compensate for the formality of the military, a civilian secretary issued the inventory and the students were assured of anonymity. As for the selection of items for the inventory, five professional officers with a total of fifty-six years of service helped compare the items. Three of the officers were themselves commissioned through ROTC and all were ROTC instructors, recruiters, and advisors at the time.

## CHAPTER II

### REVIEW OF THE LITERATURE

Very little literature is available on the retention of ROTC students that can be released by the Defense Department.

One of the main reasons that ROTC has suffered a decline can be traced to the end of the draft. According to Lenro MacBloskey (1965), Selective Service liability was a major factor influencing entry into and retention in ROTC. The draft liability enabled all the services to attract and retain officers with varied and specialized backgrounds. MacBloskey also states that ROTC draws from a smaller pool than one would initially believe. Many college students are not physically qualified and some fail mental aptitude examinations. These usually are students who entered college with probationary scholastic aptitude on college entrance scores.

Possibly the most telling statistic in retention at the University of Wisconsin-LaCrosse can be traced to a statistic expressed by Chancellor Kenneth Lindner. He states that 38% of entering freshmen students drop out of school before beginning their sophomore year.<sup>1</sup>

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<sup>1</sup>Statement by Chancellor Kenneth Lindner, personal interview, May 11, 1974.

Morris Janowitz indicates that retention problems will improve because monetary rewards have been increased for the military making the rewards comparable to those found in civilian enterprise (1964).

Newsweek Magazine, (Jan. 1974), in an article concerning the retention problem at the service academies explained that the reasons are varied. These reasons not only affect the academies and ROTC, but also the attempt to have an all-volunteer army. The dropout rate at the Air Force Academy is 43%; West Point is 38%; and the Naval Academy is 32%. It must be remembered that the complete expense for education at the three schools is borne by the government. The article explained that the antimilitarism bred by the war in Vietnam has tarnished some of the glamour that has traditionally enhanced the appeal of the academies. It also emphasized that perhaps even more important psychologically is the diminution of the Cold War Threat. According to the superintendent of the Naval Academy, the retention problem is a one-shot phenomenon resulting from the cut-off of the draft.

It may be noted that according to the article, the Air Force Academy is far more liberal than its two older brother institutions, but its dropout rate is higher. The article concludes that a reputation for liberalism attracts those students who are likely to quit. To show the magnitude of the retention problem at the academies, the dropout rates are much

higher than those of highly selective United States colleges. At the Ivy League schools for example, the normal attrition is about 7% and this includes students who must leave for financial reasons.

The article ended by stating what is also the problem of this paper. Will there be a sufficient number of outstanding young Americans to give us the leadership for the future?

## CHAPTER III

### PROCEDURES

#### Subjects:

The subjects were freshmen enrolled in Military Science 101 and Military Science 102. There were 81 students enrolled in Military Science 101. Thirty-seven of these original students were enrolled in 102 the second semester. The other 44 students were with the program only the first semester and did not continue in ROTC.

#### Procedure:

The instrument used was a 50 item inventory which was administered by a civilian secretary to 81 Military Science 101 students during the fall semester, 1973 at LaCrosse. During the spring semester 1974, the same 50 item inventory was readministered to the remaining 37 students.

#### Measurement:

This inventory was constructed by the experimenter and consisted of items that the Military Science Department Staff felt were the major areas of attraction and detraction to students. Each of the items could be reacted to with any of five degrees ranging from strongly in favor to strong disfavor.

CHAPTER IV

ANALYSIS OF THE DATA

After gathering the data and numerically analyzing the item responses of the two sample groups, a chi-square test was performed in order to determine the significant difference between the two groups of ROTC students. A figure of 9.48733 or greater, with four degrees of freedom was necessary for significance at the five percent level of confidence. A figure of 13.2767 or greater was necessary for high significance at the one percent level of confidence. Chi-square values for each of the fifty items included in the inventory can be found in Appendix B.

An examination of these data revealed that highly significant differences were found in only two of the fifty items of the inventory. Table I is a replication of these two items with the corresponding chi-square values which indicate highly significant differences between the responses of the two groups of students.

TABLE I  
ITEMS THAT SHOW CHI-SQUARE VALUES OF  
13.2767 OR GREATER

ITEM	CHI-SQUARE VALUE
8. Women are now a major part of the Army and ROTC. Concerning this, I	strongly favor-strongly disfavor 15.4086

TABLE I (CONT'D)

38. There should be more discussion	definitely-definitely not 21.3809
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Table II shows the three items which were significant at the five percent level of confidence with a chi-square value of 9.48733 to 13.2766 with four degrees of freedom.

TABLE II

ITEMS THAT SHOWED CHI-SQUARE VALUES OF  
9.48733 to 13.2766

ITEM	CHI-SQUARE VALUES
3. Concerning the wearing of the uniform one day a week to Leadership Lab, I would	strongly favor-strongly disfavor 12.7283
5. There are three weeks of weapons training offered in lab. The amount should be	more-----less 9.65638
35. Considering the one credit hour, the work load for this course was	too little-----too much 10.5459

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Table III illustrates the nine items whose chi-square values ranged from 6.0000 to 9.48732. Thus, they were closest to attaining a level of significance.

TABLE III (CONT'D)  
 ITEMS THAT SHOW CHI-SQUARE VALUES OF  
 6.0000 TO 9.48732

ITEMS	CHI-SQUARE VALUES
9. The use of a Cadet Corps chain of command and military courtesies in ROTC should be	required-----dropped 6.67056
11. Peer pressure concerning my enrollment is a significant factor	always-----never 8.14909
14. The almost \$10,000 a year as a 2nd Lt. upon commissioning is a strong reason for my taking ROTC	definitely-definitely not 6.93163
21. The option of attending the nine week Ranger Course instead of Summer Camp is appealing to me	definitely-definitely not 6.0804
24. The extra-curricular organizations in ROTC should be continued	definitely-definitely not 6.08152
29. I plan to wait until after the first two years to decide whether to continue	definitely-definitely not 9.24618
39. Concerning the use of slides, tapes, and vu-graphs, there should be	more-----less 8.11221
42. Concerning the seminar panel of officers, there should be	more-----less 9.1657
48. I will be taking ROTC at LaCrosse next semester	definitely-definitely not 6.58231

Table IV identifies those items where responses elicited a chi-square value ranging from 3.0000 to 5.9999. Nineteen items fell into this category.

TABLE IV  
ITEMS THAT SHOWED CHI-SQUARE VALUES OF  
3.0000 TO 5.9999

ITEM	CHI-SQUARE VALUES
1. Drill as a leadership tool is a small portion of Leadership Lab in the spring. I feel that there should be	more-----less 3.26122
2. Whether or not academic credit is given for lab is a significant factor to me	definitely-definitely not 3.99766
6: There is a block of lab on marksmanship qualification. This instruction should be	more-----less 3.02008
10. Training in discipline in ROTC is	very useful-----useless 5.47796
12. One of my main attractions to ROTC is patriotism and national defense	very great-----very small 5.28414
16. The chance for travel while in the Army is a compelling reason for my taking ROTC	definitely-definitely not 4.79221
17. The wide choice of branches (23) in the Army is a reason for my taking ROTC and becoming an officer	definitely-definitely not 3.07631

TABLE IV (CONT'D)

19.	The leadership value of ROTC for use in civilian life is a significant factor for being in the program	definitely-definitely not 5.10789
20.	Attendance at Summer Camp between the junior and senior year for 6 weeks at Fort Riley should be	continued-discontinued 4.8595
26.	Possible two and three year scholarships are a main attraction for me	definitely-definitely not 5.14803
28.	I plan to take Military Science 102 and Military Science 103 in the spring and get a better look at the program before deciding whether to continue or not	definitely-definitely not 5.29683
31.	I am thinking of a possible career in the Army	definitely-definitely not 3.2277
32.	Through this introductory course in Military Science, I learned a lot about the ROTC program and the Army	definitely-definitely not 5.46774
34.	Class was most interesting at the beginning in pre-viewing the curriculum or at the end on Branches of the Army	beginning-----end 3.64035
36.	Considering the use of a skit on principles of war, there should be	more-----less 3.56077
37.	There should be more lecture in the course	definitely-definitely not 5.08863
44.	Guest instructors as a part of the course should be used	occasionally----never 4.8595
46.	The course overall was	stimulating----boring 3.31366

TABLE IV (CONT'D)

47. This will be my last semester at UW-LaCrosse	definitely-definitely not 3.31366
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Table V indicates those remaining seventeen items that received chi-square values of less than 3.0000.

TABLE V  
ITEMS THAT SHOWED CHI-SQUARE VALUES OF  
LESS THAN 3.0000

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ITEMS	CHI-SQUARE VALUES
4. If haircut restrictions are required for wearing the uniform, I would	strongly-----strongly favor 1.12769 disfavor
7. Shoes and brass for the uniform are required to be shined. This policy should be	continued-----discontinued 2.50931
13. The \$2,500 offered during the advanced course is a significant factor for my taking ROTC	definitely-definitely not .570681
15. A chance for early retirement and free medical and dental benefits are attractions for my taking ROTC	definitely-definitely not .786732
18. The prestige of being in training for being an officer while in college is	high-----low 1.76202
22. The option to attend Airborne training while in ROTC is appealing to me	definitely-definitely not 2.15885

TABLE V (CONT'D)

23.	Military Science courses help to give me a more well-rounded education	definitely-definitely not 1.8015
25.	The adventure and challenge connected with the three combat arms is a significant factor for my being in ROTC	definitely-definitely not 2.99139
27.	The Military Science curriculum for the four year program is stimulating	definitely-definitely not 2.25381
30.	I plan to serve for only two years of active duty	definitely-definitely not 2.53352
33.	Compared with other instructors I have had, I would rate the instructor for this course	high-----low 1.99587
40.	Concerning the use of films, there should be	more-----less 2.99389
41.	The class was too rigid and authoritarian	definitely-definitely not .746488
43.	The terrain model of Gettysburg should be continued as an example of Military History	definitely-definitely not 2.97933
45.	The instructor covered the course	too quickly-too slowly .41918
49.	I plan to take other Military Science courses for credit only	definitely-definitely not 2.16716
50.	My opinion of ROTC in general is	excellent-----poor .737424

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A close examination of the inventory shows that there are areas of possible significance in the retention of students other than those indicated in the previous five tables. These items are listed with the student responses of each of the two groups in Table VI. The responses to the items by both groups showed little difference.

TABLE VI  
OTHER SIGNIFICANT ITEMS NOT REFLECTED BY  
CHI-SQUARE VALUES

ITEM	CHI-SQUARE VALUES					
	favor-----disfavor					
4. If haircut restrictions are required for wearing the uniform, I would	a	b	c	d	e	
	10	12	18	18	20	1.12
	5	6	11	9	8	
	continued-----discontinued					
7. Shoes and brass for the uniform are required to be shined. This policy should be	a	b	c	d	e	
	57	9	12	2	1	2.50
	30	2	3	1	1	
	very useful-----useless					
10. Training in discipline in ROTC is	a	b	c	d	e	
	47	23	9	1	1	5.47
	13	16	6	1	1	
	definitely-definitely not					
41. The class was too rigid and authoritarian	a	b	c	d	e	
	1	1	13	20	45	.74
	1	1	6	8	21	

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary:

The purpose of this study was to determine the factors influencing the retention of students during freshman ROTC classes at the University of Wisconsin-LaCrosse. In an attempt to isolate significant factors that caused a large number of students to drop Military Science classes, the experimenter gave a fifty item inventory to the students enrolled in the initial Military Science 101 course during the fall semester. The students from the initial group who returned for the next course were given the same inventory in Military Science 102 during the spring semester. The differences between the responses of the two groups were isolated according to their chi-square values. Additionally, all other items in the inventory were analyzed that were thought to be significant even though the responses of the two groups were the same.

#### Conclusions:

On the basis of the data presented in this study, the following conclusions are offered:

1. There were significant differences in retention factors between the fall semester Military Science 101 students, (first group), and the spring semester Military Science 102 students, (second group).
2. An examination of the items of the inventory

revealed highly significant differences in items 8 and 38, (Table I). Item 8 showed that the second group was against women in ROTC as compared to the first group. This is felt to be because of the masculine belief that some of the traditional military areas of drill and weapons which are offered only during the second semester should be taboo for women. The other reason is felt to be inherent in the fact that the two top students, (academically), in the second group were women. Men apparently felt they should dominate this area.

In item 38, there was a highly significant difference between the two groups with the first group indicating that there should be more discussion during classes. The fall semester class is based mainly on lecture as compared to more discussion and hands on material during the spring semester course in which the second group completed the inventory.

3. Significant differences between the responses of the two groups were evident in items 3, 5, and 35, (Table II). Concerning item 3, the first group was more against the idea of wearing the uniform than the second group. At the time of the survey, the first group had yet to wear the uniform. It is also clear that those not resisting the idea of wearing the uniform returned to a large degree for the second semester. Item 5 indicated that the first group wanted more weapons instruction as compared to the responses of the second group. This correlated with the fact that the first group received

mainly lecture and had practically no opportunity to perform activities themselves such as the disassembly and assembly of weapons. The second group had ample opportunity to work with Army weapons and equipment such as the M-16 rifle, 45 caliber pistol, compasses, etc. Item 35 showed that the course during the spring semester had too little of a work load and challenge as compared to the fall semester in which the first group completed the inventory.

4. Forty-five of the items in the inventory showed no significant difference between the responses of the two groups according to chi-square values, (Tables III, IV, V). A close examination of the inventory shows that there are areas of possible significance in the retention of students other than those indicated by chi-square values. In items 4, 7, 10, and 41, (Table VI), the responses of the two groups showed little difference but gave some clear indications. Item 4 indicates that a majority of the students dislike the idea of haircut restrictions though not to the degree that would have been expected. Items 7, 10, and 41 all indicate that the great majority of the students prefer the traditional military virtues of spit and polish, discipline, and authoritarian militarism. There was also no significant resistance to drill by either group. Other closely related items also supported this conclusion such as item 9 concerning the cadet chain of command and military courtesy. Travel,

early retirement, leadership training, and all monetary benefits were areas of attraction for both groups.

5. Contrary to belief, peer pressure appears to have little affect upon whether students take ROTC or not. In recent years, peer pressure has been felt to be the main problem in the retention of students throughout the country. This information could prove to be of great value immediately for ROTC in La-Crosse in that the fall curriculum for this year and some policies can be changed or altered.

Recommendations:

This study began with the mission of isolating factors that affected the retention of freshman ROTC students across the nation and at LaCrosse in particular. The study accomplished this mission. The problem of retaining students can be partially eliminated by including more discussion and inquiry into the fall Military Science 101 class. This class should be made as student-centered as Military Science 102 in the spring and should also include weapons training. Though some male students dislike the idea of women in ROTC, the majority favor their participation. It is not feasible to eliminate them from the program because of the Army's needs. On the contrary, more well-qualified young women should be recruited into ROTC. Since wearing the uniform was resisted prior to actually being issued one, by the first group, it is recommended that uniforms be issued in the latter part of the fall semester and worn to class once a week. It is

also recommended that there be haircut restrictions but that they not be severe in nature. Hair should not be over the ears or collar of the uniform. Brass, leather, and all other items of the uniform should be meticulously cared for and cadet regulations, drill, discipline, and military courtesy should be strictly enforced. The work load during the second semester courses should be increased with emphasis upon more thorough examinations, outside reading, and a short research paper. Recruiting techniques should continue to emphasize monetary benefits, retirement, travel, and leadership training.

If the recommendations stated are implemented into the LaCrosse ROTC program, another study should be conducted with an inventory that reflects the changes where appropriate. The inventory should also be shortened with items that have shown little significance eliminated. Several of the items are repetitious or too closely related. It is also recommended that a similar study be carried out with second year ROTC students as there is also a retention problem with sophomores. Since the Army has increased its reliance upon ROTC officers for national defense, there is a vast unexplored area of study at the 289 colleges around the country. Each section and locale could very well have different factors influencing the retention of ROTC students.

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APPENDICES

APPENDIX A  
THE INVENTORY



6. There is a block of lab on marksmanship qualification. This instruction should be  
more a b c d e less
7. Shoes and brass for the uniform are required to be chined. This policy should be  
continued a b c d e discontinued
8. Women are now a major part of the Army and ROTC. Concerning this I  
strongly favor a b c d e strongly disfavor
9. The use of a Cadet Corps chain of command and military courtesy in ROTC should be  
required a b c d e dropped
10. Training and discipline in ROTC is  
very useful a b c d e useless
11. Peer pressure concerning my enrollment is a significant factor  
always a b c d e never
12. One of my main attractions to ROTC is patriotism and national defense  
very great a b c d e very small
13. The \$2,500 offered during the advanced course is a significant factor for my taking ROTC  
definitely a b c d e definitely not
14. The almost \$10,000 a year as a 2nd Lt. upon commissioning is a strong reason for my taking ROTC  
definitely a b c d e definitely not
15. A chance for early retirement and free medical and dental benefits are attractions for my taking ROTC  
definitely a b c d e definitely not

16. The chance for travel while in the Army is a compelling reason for my taking ROTC  
definitely a b c d e definitely not
17. The wide choice of branches (23) in the army is a reason for my taking ROTC and becoming an officer  
definitely a b c d e definitely not
18. The prestige of being in training for being an officer while in college is  
high a b c d e low
19. The leadership value of ROTC for use in civilian life is a significant factor for being in the program  
definitely a b c d e definitely not
20. Attendance at Summer Camp between the junior and senior year for 6 weeks at Fort Riley should be  
continued a b c d e discontinued
21. The option of attending the nine week Ranger Course instead of Summer Camp is appealing to me  
definitely a b c d e definitely not
22. The option to attend Airborne training while in ROTC is appealing to me  
definitely a b c d e definitely not
23. Military Science courses help to give me a more well-rounded education  
definitely a b c d e definitely not
24. The extra-curricular organizations in ROTC should be continued  
definitely a b c d e definitely not

25. The adventure and challenge connected with the three combat arms is a significant factor for my being in ROTC  
definitely a b c d e definitely not
26. Possible two and three year scholarships are a main attraction for me  
definitely a b c d e definitely not
27. The military science curriculum for the four year program is stimulating  
definitely a b c d e definitely not
28. I plan to take Military Science 102 and Military Science 103 in the spring and get a better look at the program before deciding whether to continue or not  
definitely a b c d e definitely not
29. I plan to wait until after the first two years to decide whether to continue  
definitely a b c d e definitely not
30. I plan to serve for only two years of active duty  
definitely a b c d e definitely not
31. I am thinking of a possible career in the Army  
definitely a b c d e definitely not
32. Through this introductory course in Military Science, I learned a lot about the ROTC program and the Army  
definitely a b c d e definitely not
33. Compared with other instructors I have had, I would rate the instructor for this course  
high a b c d e low

34. Class was most interesting at the beginning in previewing the curriculum or at the end on Branches of the Army  
beginning a b c d e end
35. Considering the one credit hour, the work load for this course was  
too little a b c d e too much
36. Considering the use of a skit on principles of war, there should be  
more a b c d e less
37. There should be more lecture in the course  
definitely a b c d e definitely not
38. There should be more discussion  
definitely a b c d e definitely not
39. Concerning the use of slides, tapes and vu-graphs, there should be  
more a b c d e less
40. Concerning the use of films, there should be  
more a b c d e less
41. The class was too rigid and authoritarian  
definitely a b c d e definitely not
42. Concerning the seminar panel of officers, there should be  
more a b c d e less
43. The terrain model of Gettysburg should be continued as an example of Military History  
definitely a b c d e definitely not
44. Guest instructors as a part of the course should be used  
occasionally a b c d e never

45. The instructor covered the course  
too quickly a b c d e too slowly
46. The course overall was  
stimulating a b c d e boring
47. This will be my last semester at UW-La Crosse  
definitely a b c d e definitely not
48. I will be taking ROTC at LaCrosse next semester  
definitely a b c d e definitely not
49. I plan to take other Military Science courses for credit  
only  
definitely a b c d e definitely not
50. My opinion of ROTC in general is  
excellent a b c d e poor

APPENDIX B  
CHI-SQUARE VALUES  
AND  
OBSERVED TABLES

	a	b	c	d	e	chi-square factor
1. Drill as a leadership tool is a small portion of leadership lab in the spring. I feel that there should be	15	30	33	9	1	3.26
2. Whether or not academic credit is given for lab is a significant factor to me	27	11	21	12	10	3.99
3. Concerning the wearing of the uniform one day a week to lab, I would	27	20	13	14	6	12.72
4. If haircut restrictions are required for wearing of the uniform, I would	10	12	18	12	20	1.12
5. There are three weeks of weapons training in lab. The amount should be	25	27	25	4	1	9.65
6. There is a block of lab on marksmanship qualification. This instruction should be	20	25	25	1	1	3.02
7. Shoes and brass for the uniform are required to be shined, this policy should be	57	9	12	2	1	2.50
8. Women are now a major part of the Army and ROTC. Concerning this, I	49	16	11	3	2	15.40
9. The use of a Cadet Corps chain of command and military courtesy in ROTC should be	24	22	23	4	7	6.67
10. Training in discipline in ROTC is	47	23	9	1	1	5.47
11. Peer pressure concerning my enrollment is a significant factor	6	13	23	15	23	8.14
12. One of my main attractions to ROTC is patriotism and national defense	16	20	30	10	5	5.28

13.	The \$2,500 offered during the advanced course is a significant factor for my taking ROTC	<u>12</u>	<u>27</u>	<u>21</u>	<u>11</u>	<u>10</u>	<u>.57</u>
		<u>7</u>	<u>11</u>	<u>10</u>	<u>4</u>	<u>4</u>	
14.	The almost \$10,000 a year as a 2nd Lt. upon commissioning is a strong reason for my taking ROTC	<u>20</u>	<u>26</u>	<u>20</u>	<u>6</u>	<u>9</u>	<u>6.93</u>
		<u>10</u>	<u>17</u>	<u>4</u>	<u>5</u>	<u>1</u>	
15.	A chance for early retirement and free medical and dental benefits are attractions for my taking ROTC	<u>17</u>	<u>25</u>	<u>27</u>	<u>7</u>	<u>5</u>	<u>.78</u>
		<u>10</u>	<u>10</u>	<u>11</u>	<u>4</u>	<u>2</u>	
16.	The chance for travel while in the Army is a compelling reason for my taking ROTC	<u>21</u>	<u>34</u>	<u>19</u>	<u>5</u>	<u>2</u>	<u>4.79</u>
		<u>11</u>	<u>20</u>	<u>3</u>	<u>1</u>	<u>1</u>	
17.	The wide choice of branches (23) in the Army is a reason for my taking ROTC and becoming an officer	<u>19</u>	<u>25</u>	<u>28</u>	<u>7</u>	<u>2</u>	<u>3.07</u>
		<u>10</u>	<u>10</u>	<u>9</u>	<u>6</u>	<u>2</u>	
18.	The prestige of being in training for being an officer while in college is	<u>14</u>	<u>31</u>	<u>21</u>	<u>8</u>	<u>7</u>	<u>1.76</u>
		<u>10</u>	<u>11</u>	<u>9</u>	<u>4</u>	<u>3</u>	
19.	The leadership value of ROTC for use in civilian life is a significant factor for being in the program	<u>28</u>	<u>34</u>	<u>14</u>	<u>4</u>	<u>1</u>	<u>5.10</u>
		<u>17</u>	<u>12</u>	<u>3</u>	<u>3</u>	<u>2</u>	
20.	Attendance at summer camp between the junior and senior year for six weeks at Fort Riley should be	<u>45</u>	<u>16</u>	<u>10</u>	<u>6</u>	<u>4</u>	<u>4.85</u>
		<u>17</u>	<u>6</u>	<u>6</u>	<u>2</u>	<u>6</u>	
21.	The option of attending the nine week Ranger course instead of summer camp is appealing to me	<u>8</u>	<u>17</u>	<u>20</u>	<u>13</u>	<u>21</u>	<u>6.08</u>
		<u>7</u>	<u>3</u>	<u>14</u>	<u>4</u>	<u>9</u>	
22.	The option of attending Airborne Training while in ROTC is appealing to me	<u>22</u>	<u>23</u>	<u>18</u>	<u>8</u>	<u>8</u>	<u>2.15</u>
		<u>12</u>	<u>11</u>	<u>5</u>	<u>6</u>	<u>3</u>	
23.	Military Science courses help to give me a more well rounded education	<u>33</u>	<u>25</u>	<u>19</u>	<u>3</u>	<u>1</u>	<u>1.80</u>
		<u>19</u>	<u>10</u>	<u>6</u>	<u>1</u>	<u>1</u>	

24.	The extra-curricular organizations in ROTC should be continued	<u>57</u>	<u>18</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>6.08</u>
		<u>24</u>	<u>6</u>	<u>5</u>	<u>1</u>	<u>1</u>	
25.	The adventure and challenge connected with the three combat arms is a significant factor for my being in ROTC	<u>10</u>	<u>16</u>	<u>27</u>	<u>13</u>	<u>13</u>	<u>2.99</u>
		<u>3</u>	<u>6</u>	<u>12</u>	<u>5</u>	<u>11</u>	
26.	Possible two and three year scholarships are a big attraction for me	<u>14</u>	<u>26</u>	<u>22</u>	<u>11</u>	<u>9</u>	<u>5.14</u>
		<u>13</u>	<u>9</u>	<u>8</u>	<u>4</u>	<u>2</u>	
27.	The Military Science curriculum for the four year program is stimulating	<u>19</u>	<u>31</u>	<u>24</u>	<u>4</u>	<u>3</u>	<u>2.25</u>
		<u>13</u>	<u>14</u>	<u>8</u>	<u>1</u>	<u>1</u>	
28.	I plan to take Military Science 102 and Military Science 103 in the spring and get a better look at the program before deciding whether to continue or not	<u>40</u>	<u>7</u>	<u>11</u>	<u>11</u>	<u>12</u>	<u>5.29</u>
		<u>28</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>4</u>	
29.	I plan to wait until after the first two years to decide whether to continue	<u>18</u>	<u>12</u>	<u>13</u>	<u>15</u>	<u>23</u>	<u>9.24</u>
		<u>10</u>	<u>2</u>	<u>14</u>	<u>4</u>	<u>7</u>	
30.	I plan to serve for only two years of active duty	<u>8</u>	<u>2</u>	<u>32</u>	<u>15</u>	<u>21</u>	<u>2.53</u>
		<u>3</u>	<u>2</u>	<u>19</u>	<u>7</u>	<u>6</u>	
31.	I am thinking of a possible career in the Army	<u>16</u>	<u>17</u>	<u>27</u>	<u>8</u>	<u>13</u>	<u>3.22</u>
		<u>5</u>	<u>11</u>	<u>10</u>	<u>2</u>	<u>9</u>	
32.	Through this introductory course in Military Science, I learned alot about the ROTC program and the Army	<u>52</u>	<u>22</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>5.46</u>
33.	Compared with other instructors I have had, I would rate the instructor for this course	<u>56</u>	<u>20</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>1.99</u>
		<u>21</u>	<u>13</u>	<u>1</u>	<u>1</u>	<u>1</u>	
34.	Class was most interesting at the beginning in pre-viewing the curriculum or at the end on Branches of the Army	<u>8</u>	<u>11</u>	<u>16</u>	<u>14</u>	<u>32</u>	<u>3.64</u>
		<u>1</u>	<u>5</u>	<u>7</u>	<u>4</u>	<u>20</u>	

35.	Considering the one credit hour, the work load for this course was	<u>9</u>	<u>13</u>	<u>56</u>	<u>2</u>	<u>1</u>	<u>10.54</u>
		12	5	17	1	2	
36.	Considering the use of a skit on principles of war, there should be	<u>28</u>	<u>29</u>	<u>16</u>	<u>4</u>	<u>4</u>	<u>3.56</u>
		19	10	5	1	1	
37.	There should be more lecture in the course	<u>2</u>	<u>8</u>	<u>43</u>	<u>19</u>	<u>9</u>	<u>5.08</u>
		1	1	22	5	8	
38.	There should be more discussion	<u>25</u>	<u>34</u>	<u>21</u>	<u>1</u>	<u>1</u>	<u>21.38</u>
		4	6	24	1	2	
39.	Concerning the use of slides, tapes and vu-graphs, there should be	<u>28</u>	<u>33</u>	<u>20</u>	<u>1</u>	<u>1</u>	<u>8.11</u>
		11	7	17	1	1	
40.	Concerning the use of film, there should be	<u>36</u>	<u>31</u>	<u>13</u>	<u>1</u>	<u>1</u>	<u>2.99</u>
		13	12	10	1	1	
41.	The class was too rigid and authoritarian	<u>1</u>	<u>1</u>	<u>13</u>	<u>20</u>	<u>45</u>	<u>.74</u>
		1	1	6	8	21	
42.	Concerning the seminar panel of officers, there should be	<u>23</u>	<u>31</u>	<u>22</u>	<u>3</u>	<u>1</u>	<u>9.16</u>
		2	17	13	1	2	
43.	The terrain model of Gettysburg should be continued as an example of Military History	<u>49</u>	<u>16</u>	<u>13</u>	<u>1</u>	<u>1</u>	<u>2.97</u>
		27	5	3	1	1	
44.	Guest instructors as a part of the course should be used	<u>45</u>	<u>16</u>	<u>10</u>	<u>6</u>	<u>1</u>	<u>4.85</u>
		17	6	6	2	2	
45.	The instructor covered the course	<u>2</u>	<u>8</u>	<u>68</u>	<u>1</u>	<u>2</u>	<u>.41</u>
		1	3	31	1	1	
46.	The course overall was	<u>38</u>	<u>22</u>	<u>16</u>	<u>4</u>	<u>1</u>	<u>3.31</u>
		21	11	3	1	1	
47.	This will be my last semester at UW-LaCrosse	<u>3</u>	<u>3</u>	<u>2</u>	<u>10</u>	<u>63</u>	<u>3.10</u>
		2	4	1	3	25	

48.	I will be taking ROTC at IaCrosse next semester	<u>39</u>	<u>7</u>	<u>12</u>	<u>11</u>	<u>12</u>	<u>6.58</u>
		<u>27</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	
49.	I plan to take other Mil- itary Science courses for credit only	<u>4</u>	<u>5</u>	<u>19</u>	<u>12</u>	<u>41</u>	<u>2.16</u>
		<u>1</u>	<u>1</u>	<u>6</u>	<u>7</u>	<u>22</u>	
50.	My opinion of ROTC in gen- eral is	<u>44</u>	<u>29</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>.73</u>
		<u>20</u>	<u>12</u>	<u>3</u>	<u>1</u>	<u>1</u>	