PERCEPTIONS AND ATTITUDES OF PARTICIPATING SOLDIERS TOWARD THE SERVICEMEMBERS OPPORTUNITY COLLEGES ASSOCIATE DEGREE PROGRAM (SOCAD) AND THE RELATIONSHIP OF SELECTED DEMOGRAPHIC VARIABLES

by

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(ABSTRACT)

The purpose of this study was to gauge the perceptions and attitudes of participating soldiers toward the Servicemembers Opportunity Colleges Associate Degree (SOCAD) Program. SOCAD is a voluntary off-duty associate degree program designed for Army noncommissioned officers and warrant officers. Two major research questions guided this inquiry. The first question was designed to determine the perceptions and attitudes of participants toward SOCAD. The second question related to the relationship between soldier participation and selected demographic variables such as age, gender, educational level, pay grade, marital status and term of enlistment. The questions were investigated by conducting a cross-sectional survey of the views of SOCAD participants on eight factors: (a) overall program impressions, (b) program mechanics, (c) program quality, (d) motivation, (e) benefits, (f) leadership influences, (g) progress toward the associate degree, and (h) demographics.

From a verified Army Data Master File, 1,959 SOCAD participants were stratified by pay grade and randomly selected from a population of 9,799 active duty respondents to participate in the survey. A 65% return rate was attained. The questionnaire schedule was used as the

principal method of gathering the information. The instrument was pilot tested for validity, and reliability was established at .83 by computing an internal consistency alpha level. All data gathered were coded and analyzed using the SPSSX software package. The chi-square test of association was used to determine statistical significance of relationship between SOCAD participant satisfaction with the program and selected demographics.

Summary of findings: (a) 85% of the SOCAD participants reported that they were satisfied or very satisfied with the overall operation of the program; (b) over three-fourths of the respondents rated counseling support as good or excellent; (c) nearly 85% of all respondents indicated that they were satisfied or very satisfied with the educational services provided by SOCAD colleges; (d) the top motivating factors for entering SOCAD were desire to get a better job when discharged from the Army (93%), being able to work on associate degree regardless of location (93%), and opportunity to use tuition assistance (85%); (e) one-fourth of the respondents agreed that involvement in SOCAD has encouraged them to stay in the Army; (f) among all pay grades, 34% agreed that they receive leadership encouragement to participate in the program; (g) slightly more than two-thirds of the respondents were satisfied with their rate of progress in the program; (h) when stratified by demographics most SOCAD participants were satisfied with the program. Very few differences in satisfaction levels were noted among the subgroups used in the study, and even then the differences were only slightly

significant. Open-ended comments and additional analysis supported the above findings.

In conclusion, the SOCAD program was perceived by the respondents to be a very effective and highly respected program that is meeting its goal of providing soldiers the opportunity to earn associate degrees in selected technical areas. Several program operational areas are identified for further study.

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DEDICATION

The entire project and this manuscript is dedicated to the writers wife, . She provided encouragement, support and patience which made it possible for the writer to complete this dissertation. It could not have been done without her support.

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CHAPTER 1

INTRODUCTION

Adult Education encompasses programs and services from a variety of sources (e.g., Bergevin, 1963; Cross & Valley, 1974; Grattan, 1955; Houle, 1973; Knowles, 1977; Monroe, 1941; Peters et al., 1980; Darkenwald & Merriam, 1982), and is not limited to one type or one kind of educational learning experience. Most adult educators would agree that nearly all of the programs and services discussed by the above authors refer to learning situations or activities involving adults. It is also generally recognized that there are no limitations on the particular kinds of subject matter adults may study (Grattan, 1955). A unique aspect of the adult education movement, and one that has not been very well documented in the literature, is adult education programs conducted on behalf of the military services by accredited civilian educational institutions. Such programs are unique because of the magnitude, the complex coordination required to operate these programs, and the difficulty in tailoring adult education programs to fit the off-duty hours of military personnel (Houle, 1947).

The armed services comprise a sizable segment and a special variety of adult education programs. Every year, thousands of soldiers reenter the mainstream of civilian life better prepared to meet the changing demands of society. Education has made the difference. Education provided by civilian institutions to soldiers has been critical to the armed services in its ongoing efforts to

meet the demands created by newer and more sophisticated equipment. The shift in composition from primarily unmarried troops to that of married men and women has forced the military services to get in step with the times (Anderson, 1986). Adult educators are also beginning to recognize the increasing role of the armed services in The Adult Education Movement. As an example, Darkenwald and Merriam (1982) stressed the importance of adult education provided in the military services and called the services "one of the world's largest producers and users of adult education and a major force in the education of the American public" (p. 175).

Cross & McCartan (1984) highlighted the magnitude and the importance of the armed forces involvement in adult education and indicated that:

> degree programs designed for military personnel constitute one of the largest post-secondary enterprises in America, and that in 1978, 800,000 servicemembers were enrolled part time in college and university-level courses offered at or near military bases around the world. (p. 76)

They wrote that this unique segment of adult education deserved special attention, and stated that some military installations have become major education centers with as many students as major universities. Francis Conatser, civilian aide to the Secretary of

the Army for Washington, D.C., recently noted that "...it's not well understood that the military is indeed, itself, the largest educational institution in the United States. It trains more people that any other organization" (Conatser, 1987, p. 22). Recent Department of Defense statistics lend support to the above statements. Presently, there are approximately 2.1 million men and women in uniform consisting of 308,000 officers and 1,829,147 enlisted servicemembers (U.S. Department of Defense, 1986, p. 31). Of these totals 109,311 officers and 665,021 enlisted servicemembers are in the Army. Recent Army statistics show that during fiscal year 1985 over 50% of Army servicemembers took part in some type of educational activity (Department, 1986b). During fiscal year 1986 the participation increased to 55% (J. R. Raines, personal communication, March, 1987).

The mission of the Army Continuing Education System (ACES) as stated in its most recent directive is:

> To provide quality educational opportunities in support of the Total Army Goals, to enhance the quality of life within the entire military community, and to offer personal growth experience through career development and other volunteer educational programs (Army, 1985, p. 3).

The aim of ACES is to provide the means for every soldier to further his or her education, no matter what level they may have already attained. The Army philosophy is that any soldier who desires an education is given the opportunity to advance as far and as rapidly

as his or her ability and the mission permits (Department, 1984, p. 4). The idea is to enhance the Army's readiness goals as well as providing an opportunity for soldiers to achieve professional and personal educational goals. The Army believes that a better educated soldier performs better on the job and under stress.

The Army Continuing Education System

The Army Continuing Education System (ACES) is the Army's adult volunteer education program for soldiers. The program is responsible for providing a variety of education services, on and off-duty, to a military clientele of over 780,000 adults, worldwide in 386 locations with 1,365 full time personnel. The magnitude of the program and the extent to which it is growing is documented in a recent budget justification report which projects that ACES course enrollments will be over one million by Fiscal Year 89 (Department, 1987, p. 8). Services provided range from help in the basic skills through graduate level degree programs. The aim of ACES is to provide each soldier an opportunity to pursue an education through adult education programs which are applicable to the needs of the soldier and the Army mission. The budget for ACES is over 118 million dollars annually (Comptroller, 1987).

To accomplish its mission, ACES is organized in a manner similar to most chain-of-command type organizations (see Appendix A). Based on direction from Congress, Office of Management and Budget, Department of Defense, and Army Staff; the Army Education Division develops overall education policy and forwards it through Major Army

Commands (MACOMS) to local commands where Education Services Officers (ESO) and their staffs implement the program.

ACES consists of a variety of adult educational programs. Examples of the programs and services offered by ACES includes High School Completion, Army Apprenticeship, Basic Skills Education, English-As-A-Second Language, Servicemembers Opportunity Colleges (SOC), Servicemembers Opportunity Colleges Associate Degree (SOCAD), Counseling, Testing, Vocational, Job-related, College Preparatory and many others. A more complete listing of available ACES programs and services can be found in Appendix B. These programs and services are accomplished through coordination with local organizations, educational institutions, government agencies, public school systems, and special resource people. All are designed to permit maximum development of each individual soldier regardless of educational achievement when entering military service.

Because of the diversity of population and the geographical dispersion of soldiers, the ACES must offer educational programs with flexible, innovative and unique delivery systems. The programs are designed to provide soldiers with educational opportunities equivalent to those they would have received in civilian life.

The focus of this study will be on the Servicemembers Opportunity Colleges Associate Degree (SOCAD) program which is an integral component of the ACES. SOCAD is one of the Army's voluntary off-duty associate degree program for soldiers. The program was established during 1977 with the cooperation of the higher education

community to provide opportunities for servicemembers to earn college credits for skills and knowledge acquired in the Army (U.S., 1977a). The SOCAD program responded to a critical need by providing educational services to combat arms soldiers and soldiers who work in technical fields, who in the past have had little access to traditional forms of education. Initially designed to assist Army combat arms and infantry personnel to obtain associate degrees in management by combining non-traditional military occupational specialty (MOS) skills and service school credits with traditional academic credits; the program was expanded to include all enlisted personnel, warrant officers, and in some cases military family members and officers (Department, 1986a). The SOCAD program now has 69 participating institutions (Appendix C). The rapid growth of the program, the close relationship between SOCAD and Army technical specialities, the extensive coordination required between the Army and civilian colleges, and the absence of documented research suggest several questions:

--What is the overall participant satisfaction with the SOCAD program?

--How well are Army counselors providing administrative and counseling support to program participants?

--Are soldiers satisfied with the quality of educational services provided by participating SOCAD colleges?

--What factors could possibly motivate an even greater number of soldiers to participate in SOCAD?

--What is the value of the SOCAD program to the Army?

--How much Army leadership support is the SOCAD program receiving?

--Are SOCAD participants progressing toward their educational goals in a manner satisfactory to themselves?

--Is there a significant relationship between selected demographic variables and participant satisfaction?

Attempts to answer these questions through a review of available literature revealed little or no research documenting how well the SOCAD program has progressed since its inception. Most of the available studies dealing with adult education program satisfaction are focused on non-military adult students outside of the Army civilian education arena. It appears that, historically, educators have either ignored the military student population or have included data concerning that population with that derived from the non-military adult students. Only recently has the significance of the educational programs offered by the military services been emphasized (Darkenwald & Merriam, 1982; Cross & McCartan, 1984; Anderson, 1986 et al.).

Since very little research has been accomplished concerning the progress of SOCAD, this study will serve to answer the question of how well SOCAD is able to serve soldiers and will provide Army decision makers with useful information to meet the educational needs of the soldiers.

Statement of Need

The Army's Director of Education views SOCAD as the most critical postsecondary program within the Army. His views are substantiated by the current and increasing awareness of the need and the importance of the SOCAD program within the Army. The need and importance of SOCAD in the Army are established by the following factors:

(a) SOCAD programs are closely allied with the Army military occupational structure.

(b) Potential participants in the SOCAD program represent well over 200,000 soldiers with technical and combat skills and specialities. This group represents the backbone of the U.S. fighting force (U.S., 1986).

(c) Most of the potential participants are high school graduates who have not been able to apply their military training and life skill experiences toward higher academic achievement or degrees.

Little evidence has been documented or presented that clearly indicates the impact of the SOCAD program on the academic needs of those soldiers or to determine if there has been any significant improvement in the skill levels of these soldiers. The target group, now participating in the SOCAD program, has previously been generally overlooked.

It is considered prudent to assume that any adult education activity which enrolls this group would want to learn more about them; specifically, group and individual satisfaction, motives,

goals, ideas, and suggestions on how to improve the program. Possession of this information would be of great value in defining the true composition of soldier participants in the SOCAD program and determining the need if any, to alter the program to better serve the participants. It is toward this end that a study was conducted.

Problem

The problem addressed by this study was to investigate, by survey research, the degree of soldier satisfaction with the SOCAD program, and to determine if the perceived satisfaction, as measured by an attitudinal scale on selected dimensions of satisfaction, varies by pay grade and among other demographic variables such as race, marital status, sex, age, occupational specialty, and term of service.

Purpose

The purpose of this study was to determine perceived satisfaction of SOCAD participants with the program and to explore the relationship between participant responses by pay grade and selected demographic variables. This determined relationship was an extrapolation of a series of specific survey questions designed to investigate the attitudes and perceptions held by SOCAD program participants as related to the selected variables of satisfaction, program quality, program mechanics, motivation for entering the program, benefits of the program, leadership influences, and progress toward earning the associate degree. The results of the data derived from the survey were used to determine the perceived adequacy of the

SOCAD program and to serve as a base for changes, if needed, to better serve the soldier participant.

In essence, the purpose of this study was to answer some of the questions concerning soldier participation in the SOCAD program and to serve as a point of departure for the further study of additional aspects of a very important adult education program.

Research Questions

The purpose of the survey was to gauge the perceptions and attitudes of participating soldiers toward the SOCAD program. Two major research questions guided the inquiry. The first question was designed to determine the perceptions and attitudes of soldier participants toward the SOCAD program. The second question explored the relationships between soldier responses and pay grade and other selected demographic variables such as age, gender, education level, marital status, etc. These questions were investigated by conducting a cross-sectional survey of the views of SOCAD participants based on eight factors: (a) overall levels of satisfaction, (b) program mechanics, (c) program quality, (d) motivation for entering SOCAD, (e) benefits of SOCAD, (f) leadership influences, (g) progress toward associate degree, and (h) demographics. Sub-questions a - g constituted the major topics of the survey. See Appendix D for survey questions that are keyed to the specific areas of interest. The questions and sub-questions developed and used to assist in gathering and analyzing the data, are as follows:

1. What are the perceptions and attitudes of participating soldiers toward SOCAD?

a. What is the perceived degree of satisfaction with the overall operation of the SOCAD program?

b. What is the perceived degree of satisfaction with Army responsibilities such as counselor support and administration of program mechanics?

c. What is the perceived degree of satisfaction with the quality of educational services provided by participating SOCAD colleges?

d. What do soldiers perceive as the most important motivating factors that most influenced them to participate in SOCAD?

e. To what degree do SOCAD participants believe they are benefitting from participation in the program?

f. What is the perceived degree of leadership influence on soldier participation in SOCAD?

g. To what extent does the SOCAD program help soldiers progress toward achieving individual educational goals?

2. What is the relationship between participant responses and selected demographic variables?

a. Is there a relationship between the attitudes and perceptions of SOCAD participants at different pay grades?

b. Is there a relationship between participant response and variables such as age, gender, race, education level, marital status, and time-in-service?

Definition of Terms

Army Continuing Education System (ACES). An integrated system of volunteer career and self-development soldier educational opportunities conducted through over 350 Army education centers and subcenters operated on worldwide U.S. military installations. The system proponent at the Headquarters, Department of the Army level, is the Deputy Chief of Staff for Personnel. Each of the 13 Army Major Commands has an ACES staff element which oversees ACES policy and program implementation throughout the command. Approximately 1,350 Department of the Army civilians and 25 military personnel operate the system. ACES is governed by Army Regulation 621-5 (Army, 1985).

Army Education Center. Location installation/community facility for administering/managing the Army Continuing Education System programs and services (Army, 1985).

Career Management Field (CMF). A grouping of related military occupational specialities.

Career Soldier. An enlisted member of the Army who has completed more than 3 years of active Federal military service.

Education Services Officer. Manager of an Army Education Center (Army, 1985).

First Term Soldier. Enlisted soldiers in their first term of enlistment.

General Educational Development (GED) Program. Refers to the immediate predecessor to ACES. The GED program became recognized as

such in 1956 when voluntary adult education responsibilities transferred from the Chief of Information Office to the Deputy Chief of Staff for Personnel. The name changed to ACES in 1977 (Army, 1985).

Military Occupational Specialty (MOS). A term used to identify a group of Army duty positions that require closely related skills. The MOS structure is an integral part of the Army enlisted personnel management system.

Network. Group of regionally accredited postsecondary institutions that have agreed upon common objectives, i.e., abiding by SOCAD criteria, to include automatic back transfer of credits within the network (Army, 1985). See list of SOCAD colleges at Appendix C.

Servicemembers Opportunity Colleges. Network of postsecondary institutions recognizing and responding to soldier expectation for postsecondary adult continuing education. This organization is sponsored by national higher educational associations (Army, 1985).

Servicemembers Opportunity Colleges Associate Degree. Worldwide system of regionally accredited postsecondary institutions offering job-related vocational technical associate degree programs. Several curriculum networks are available (SOCAD Handbook, 1984).

Servicemembers Opportunity Colleges Associate Degree Criteria. Specific responsibilities accepted by member institutions, i.e. use of student agreement forms, back transfer of credits, acceptance of common curricula within networks (SOCAD Handbook, 1984).

Student Agreement Form. Five-part standardized form used by all students in the SOCAD program. Copies are provided to the home institution (two each), the student, the servicing Army Education Center, and the SOC organization (SOCAD Handbook, 1984).

Tuition Assistance. The 75 percent funding support (or 90 percent for enlisted personnel in grade E-5 and above with less than 14 years active service) provided to soldiers who take part in voluntary off-duty educational programs except, in the case of courses leading to a high school diploma or equivalency for which 100 percent is paid (Army, 1985).

Significance

Historically, volunteer postsecondary education for soldiers is a ripe area for budget reduction due primarily to keen competition within the Army for reduced funds, low priorities in comparison with newer weapons systems, and several infantry combat divisions now being formed. To survive these and other cost reduction initiatives, such as the recently enacted Gramm-Rudman Bill wherein Government agencies must compete for fewer dollars, Army decision makers are forced to assess all of the ACES programs. Efforts to defend and justify continuing these programs will be hampered by a lack of feedback to demonstrate the value of these programs to the Army and to the SOCAD participants.

There are several reasons why it is important to gauge the perceptions of SOCAD participants. First of all, the program was established to help further the education of soldiers who in this

case are the consumers. Consumers can and do provide very important information about programs that is often not sought in education decision making. Thus, an open line of communication that provides information for Army decision makers is established. By drawing on these perceptions, the Army will be in a better position to be more responsive to the needs of the participants.

This study went beyond the surface of the program. It will determine what happens to individuals or groups of individuals after they have been accepted into a program; thus, establishing a real test of the Army commitment to the SOCAD program. It will also provide the participants with an opportunity to tell Army management how well the program is supporting attainment of their educational goals.

Secondly, as a result of this study, Army decision makers will get feedback from program participants on a postsecondary academic program that is very important to the Army. This study will assist the Army with identifying perceived problem areas and, where possible, suggest solutions, pinpoint ways to motivate soldiers to take advantage of SOCAD, and more importantly, send a clear message to soldiers that college credit can be granted to individuals qualified in certain combat and technical skills. Some additional benefits include demonstration of command support of SOCAD, enhanced certainty and direction to program participants, and positive publicity for a program still considered to be in a formulative stage. It will also help soldiers that participate in the process to

see for themselves that strategies are being designed by the Army to assure opportunities for the attainment of their educational goals.

Next, the information resulting from the study may also be used to help define the population characteristics of SOCAD participants, assist SOCAD program managers in determining if the program is reaching the target population, and what policy changes are needed. The existing SOCAD data base maintained by SOC consists solely of descriptive data on SOCAD participants. The information desired for this study was best gathered through a survey of SOCAD participants.

Given the geographical dispersion and the large number of soldiers participating in the SOCAD program, demonstrating the value of SOCAD to the Army would, ideally, require several comprehensive studies which were beyond the scope of this study. Therefore, it is recognized that this study takes the initial step in determining the value of SOCAD to the Army from the perspective of the program participants and will serve as a benchmark against which future studies can be measured and/or established.

Finally, this study will also add to the growing body of knowledge about learner motivation and participation in adult education programs, delivery of non-traditional adult education programs to a military population, and how the military and civilian communities are working together in the widest range of cooperative effort existing in postsecondary education today.

Abbreviations

AACJC: American Association of Community and Junior Colleges.

AASCU: American Association of State Colleges and Universities.

ACE: American Council on Education.

ACES: Army Continuing Education System.

ACT-PEP: American College Testing - Proficiency Examination Program.

AEC: Army Education Center.

AMC: Army Material Command.

AR: Army Regulation.

CLEP: College Level Examination Program.

CSSQ: College Student Satisfaction Questionnaire.

DANTES: Defense Activity for Non-Traditional/Education Support.

DOD: Department of Defense.

EM: Enlisted Member.

ESO: Education Services Officer.

FORSCOM: Forces Command (Georgia).

HQDA: Headquarters, Department of the Army.

HSC: Health Services Command (Texas).

MACOM: Major Army Command.

MDW: Military District of Washington (DC).

MOS: Military Occupational Specialty.

MTMC: Military Traffic Management Command (Virginia).

NCO: Noncommissioned Officer.

OMB: Office of Management and Budget.

SOC: Servicemembers Opportunity College.

SOCAD: Servicemembers Opportunity College Associate Degree.

TA: Tuition Assistance.

TRADOC: Training and Doctrine Command (Virginia).

USACE: U.S. Army Corps of Engineers (DC).

USAISC: U.S. Army Information Systems Command (DC).

USAREUR: U.S. Army Europe.

WESCOM: Western Command (Hawaii).

Limitations/Delimitations

Only SOCAD was studied, thus generalizations of the findings to other Army programs may not be appropriate.

Telephone and personal interview follow-ups to soldiers overseas were not feasible due to high cost. However, telephone follow-ups were made with a large number of soldiers stationed in the United States. Postal card and letter follow-up were also accomplished, where necessary.

The voluntary nature of the sample may limit the results of the study. Although randomly selected by name, participation in the study was entirely up to the respondent.

Due to the nature of the SOCAD program, only noncommissioned officers and enlisted men and women participated in the study. Officer and warrant officer information were not gathered as they are not part of the SOCAD target group.

This study was not an evaluation of the SOCAD program.

Summary

This chapter covered an introduction, statement of need, statement of the problem, purpose of the study, research questions to be answered, definitions of terms that were unique to the study, significance of the problem, abbreviations, limitations/delimitations and organization of the study.

Organization of Study

Following this introduction, Chapter two discusses a selected literature search conducted in an attempt to find support for the variables used in the study, and empirical evidence of the justification for and the value of the SOCAD program to the Army. Chapter three documents methodology and Chapter four outlines the results of data analysis and findings related to the research questions. Chapter five includes the summary, conclusions, and recommendations as a result of the study.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the background of adult education including some important definitions and a brief development of the field. The overall purpose of the chapter is to show how the Army has used adult education programs to further the education of soldiers. This chapter also highlights the role of ACES in adult education literature, citing several examples of how ACES has kept pace with the private sector and increased the effectiveness of the Army by raising the educational level of the soldier. Other topics are adult learner motivation, participation, student satisfaction, awarding of non-traditional credits, lifelong learning, and an overview of how SOCAD fits into the overall Army education picture including a discussion on the limited research conducted on SOCAD. Much of the literature reviewed dealt primarily with traditional higher education or adult education, in a general sense, with no specific focus on military or Army education. Thus, the military, adult education in the military services, and the importance of Army education appear to have been major topics in the literature only in fairly recent years.

To appreciate how ACES fits into the overall adult education movement, it is helpful to begin with a definition of adult education and a brief background overview of the field, which will set the stage and support the basis for investigating the SOCAD program.

Many of the topics discussed are directly related to the problem and to the variables on which the study is based.

Definitions

A review of the literature indicates that several definitions exist for adult education, and that the concept of what constitutes adult education has always been difficult to define. This is probably due to the wide variety of approaches to adult education and because, historically, the definitions offered have been slanted towards the individual or agency providing the services. Still, a close review of some of the definitions offered over the years does reveal consistent themes which can be used to identify adult education activities such as those in the armed forces. All of these definitions include some provision for education of an adult learner arranged for or provided by an educational agent in response to some perceived problem by the learner in either traditional or non-traditional settings.

Lindeman (1926), one of the early leaders in the adult education movement, linked adult education to an overall social purpose and defined it as a process through which learners become aware of significant life experiences. He held that adult education focuses on the here and now, and does not prepare one for future life experiences. Grattan (1955) adopted his definition from Lyman Bryson

(1936) and defined adult education as "all activities with an educational purpose that are carried on by people engaged in the ordinary business of life" (p. 4). His definition appears to be flexible, broad, and designed to cover all situations. Grattan stated that all definitions of adult education suggested before and since his version would be a variation of his definition. Hence, the early definitions focused more on the social aspects of adult education which would also include adult education provided to soldiers in the armed forces.

Liveright (1968) focused on self knowledge, problem solving and the process, while Verner (1964) emphasized the learning situation and focused on the providers of adult education. Verner later simplified his original definition and referred to adult education as "all those educational activities designed specifically for adults" (Verner and Booth, 1964, p. 1). Both process and situational viewpoints would appear to fit adult education provided to soldiers, which by nature must be both process-oriented and situation-based. Peters (1980, p. 1), recognized the difficulty of formulating a standardized definition for adult education and added an international flavor to the concept. He characterized it as:

> an amorphous, hybrid field, comprised of a variety of domestic and international components. Its clientele are as varied as the entire adult population, and its methods include all the arrangements between learner and mentor ever contrived by pedagogists and andragogists alike.

Knowles (1980), however, is more specific and operational with his definition and views it from several perspectives, all of which relate directly to the goals of ACES which support the Army's organizational goal as well as the personal and professional educational goals of soldiers: (a) The process of adults participating in learning experiences and applying those experiences to the learning process, (b) A set of organized activities (includes learning institutions) designed to accomplish specific educational objectives, and (c) combining both the individual and the organization for the purpose of working together to provide opportunities for adults to learn. The ultimate aim of adult education, according to Knowles, is to "help other adults become competent" (Knowles, 1980, p. 26).

The above definitions range from an emphasis on social concerns to the individual and the benefits to be gained from adult education. Some are broad enough to cover any adult education program, while others tend to be more specific and directly related to a process or a structure. In support of the former, Kreitlow (Axford, 1980) argues for a more specific definition, while Peters (1980) prefers to be more general so as not to exclude any adult educational components. Knowles' (1980) operational definition, however, is more related to the goals of Army education because of his emphasis on individual and organizational goals.

In any event, based on the above definitions, it would appear that adult education requires an adult learner, an education or

educative agent, a sequence of events designed to bring about change in the learner, a change in response to some perceived social problem, transmission of knowledge, and a sharing of experience. All are designed for adults and may happen in traditional or non-traditional settings. (Lindemann, 1926; Grattan, 1955; Liveright, 1968; Verner, 1964; Cross & McCartan, 1984; Peters, 1980; Knowles, 1980; Stubblefield, 1982). In view of the above explanation, it seems reasonable to assume that nearly all of the education and training provided by and on behalf of the ACES could be considered adult education; the Army is the organization that stands to benefit from a mission standpoint; the individual soldier is the adult learner who stands to gain from a personal standpoint; ACES is the coordinator of services; civilian institutions provide college instruction, and the soldier is assumed to be a better soldier because of this acquired knowledge.

Historical Perspective

Adult Education

Historically, the Adult Education Movement in the United States can be traced back to colonial times when, according to Knowles (1980), adult education was an unorganized field, vocational in nature, and oriented toward religion. Since then, several milestones and significant events have marked the evolution of the adult education movement. This study does not attempt to provide a comprehensive overview of adult education. The aim here is to provide a historical contextual framework for this study.

Benjamin Franklin's Junto discussion group, established in 1727, is considered one of the earliest known educational institutions. Franklin's Junto established a base that he used to establish other educational institutions (Grattan, 1955, p. 143). Soon thereafter, other forms of adult institutions such as apprenticeships, schools, libraries, and an Army education system began to emerge soon after.

Between the American Revolution and the Civil War, adult education continued to grow on an informal basis (Knowles, 1980). The Lyceum Movement, for example, consisted of local study groups designed to help participants help themselves. According to Grattan (1955, p. 155), "The Lyceums were largely concerned with knowledge that was useful but not necessarily vocational." Several other adult education groups such as speakers bureaus, local service clubs, PTAs, and the Great Books Study Groups were influenced by the Lyceum Movement.

Another well known example of early adult education was the Chautauqua Movement, which initially began in 1874 as a religious adult education summer school for Sunday school teachers. This movement eventually expanded to include adult education issues on a variety of subjects. However, by the turn of the century most of the Chautauqua Movement ended because many of its programs had been overtaken by modern technology (Gratten, 1955). During the same period, the Army was in the process of establishing off-duty education programs for soldiers (White, 1968).

Malcolm Knowles (1980) and others (e.g. Grattan, 1955; Adams,

1944; Brunner et al, 1959) provide extensive overviews of the early historical accounts of adult education and trace the development of other institutions such as the mechanics and mercantile libraries, museums, churches, voluntary associations and agencies, agriculture education, evening schools, and extension and correspondence courses at the university level. These historical accounts also provide limited insight into the military aspect of adult education and how the military services have used adult education to improve the competence and skill levels of soldiers.

Lindeman's (1926) classic, The Meaning of Adult Education, does not mention education in the armed services. However, Adams' (1944) version of adult education referred to education in the armed forces as a mixture of other things which affect adult education. It is interesting to note that even now adult education by definition is considered to be a variety of things connected with education and carried on by adults. However, Adams did confirm the existence of Army education and briefly described the Armed Forces Institute as a mechanism used by the military services to provide correspondence courses to Army and Navy personnel located all over the world.

Cyril Houle and others (1947) provided about the most extensive account of adult education in the armed services during the second world war. This study, initiated by the American Council of Education, provided a comprehensive evaluation of the status of adult education in the Army. Houle concluded that several programs in the military could be exported to adult education outside of the

military. Nearly all of the literature pertaining to education in the armed forces draws on the results of Houle's efforts.

Grattan's (1955) coverage of education in the armed forces was limited to extensive educational experiments which were conducted on a mass basis with military personnel during the second world war. These experiments, according to Grattan, so impressed adult educators that they resolved to make similar programs available to all citizens after the war. Grattan also based his comments on Houle's (1947) survey of adult education in the armed forces. Brunner (1959), conducted a compilation of the research related to adult education, cited several references, and discussed a number of topics related to adult education in the military services. He did not treat any of the topics in detail.

Clark & Sloan (1964) wrote an extensive account of Education in the Armed Forces and provided a comprehensive description of educational programs in the Army, Navy, Air Force, and Marine Corps. They discussed both on-duty and off-duty education for both enlisted and officer personnel. They also covered off-duty education on or near military installations, correspondence courses, residence study, and how the military services prepared soldiers for civilian life. They wrote that armed forces education was part of a much larger universal trend, which was "society's response to the technological age" (p. v).

Other higher education works have been reviewed with similar results. Good's (1962) A History of American Education did not

address education of soldiers in the armed forces per se. He mentioned military training in schools and the National Defense Act of 1916 but did not elaborate on any of these areas. Atkinson and Walesku (1962) attempted to relate the major events and forces that have affected American education since colonial days. Their account of the history of higher education reached back to primitive times and included an overview of the history of adult education. The only mention made of the armed forces was a short discussion of how the World War II GI Bill helped veteran soldiers earn college degrees with federal funds.

Recent works have emphasized the importance of adult education in the armed forces. Brodsky (1970), in the Handbook of Adult Education provided an excellent description of adult education in the Department of Defense (DOD). He wrote that the military services look at education "not merely as an extension of schooling, but as a continuing necessity for service personnel." Further, "the services provide education for better job performance, preparation for higher responsibilities and for a fuller life during service and after return to civilian status" (p. 283). He described DOD programs in great detail and reaffirmed the DOD commitment to adult education. He did not provide an historical perspective of adult education in the armed forces. Heimstra (1976) wrote a brief summary of adult education in the armed forces and touched on the fact that the armed services offer numerous credit and noncredit adult and continuing education activities on military bases for military personnel.

Berry (1977), a former Education Services Officer, wrote from a university perspective and provided an historical overview of higher education in the Army through the Army's GED program. Knowles (1977) in his excellent overview of the history of adult education also discussed education in the armed forces. Much of his information was based on Cyril Houle's (1947) study. He provided a very brief discussion of the study results and types of activities provided by the services, and indicated that in 1956-57 there were 503,787 enrollments in off-duty programs of the armed forces. He noted the lack of systematic data regarding in-service training and off-duty education opportunities provided by local and state Government agencies but pointed out that during 1961-1976 over 300,000 military personnel participated in a variety of training programs provided by the Department of Defense (p. 315).

Darkenwald & Merriam (1982) noted the increasing role of the armed forces in adult education and wrote that "90% of all military occupational specialities are transferable to civilian jobs" (p. 174). A partial list of MOS' participating in this study can be found in Table 4, page 94. They also indicated that were it not for the military services "millions of less advantaged men and women would have faced obstacles to continuing their education" (p. 175).

Cross & McCartan (1984) touched on the issue of evaluation of programs offered on military bases. They referred to a special task force of the Education Commission of the States which recommended, in 1977, the states play a more active role in monitoring college

programs on military bases. They also recommended that the states work with the DOD and postsecondary institutions to plan and coordinate education for military personnel. They pointed out the poor quality of education programs on bases during the late seventies and the steps being taken by the military services in lock-step with various accreditation organizations to remedy the problem. Part of the justification for more involvement by the states was Bailey's (1979) critical review of academic quality control on military bases. He criticized quality of courses, lack of consistent standards, credit granting, uncertain counseling support, inadequate facilities and inconsistent leadership support. He called on states to get more involved in programs on military bases, and stated that the states "have or can create bureaucratic or advisory apparatus needed to monitor on-base educational enterprises" (Bailey 1979, p. 32).

Organizations such as the Education Commission of the States, the Council on Postsecondary Accreditation, the American Association of Community and Junior Colleges and others, have all worked together with the Army to ensure quality of voluntary education on military installations. As a result of these efforts, composite evaluation teams were formed and sent to assess programs and courses offered on military installations. As a result of these visits, recommendations were made and complied with, rules were established that have tightened up the accreditation process and accreditation bodies have been organized to deal with future problems. According to Cross &

McCartan (1984), the present trend is toward "closer monitoring, increased specification of criteria for quality assessment, and greater cooperation and communication among states, institutions..." and the military services (p. 79).

They wrote that in a very short time, "the trend has changed from the 'quick and dirty' evaluation study by outside critics which brought attention to the size, complexity, and the problems of the segment of postsecondary education to the present emphasis on responsible involvement" (p. 79). Largely, as a result of the above efforts, the criteria for institutions submitting proposals to provide on-base instruction now contain a heavy emphasis on approval and accreditation by civilian agencies.

As indicated by the above examples, although not well documented, until recently, Army education has played a significant role in the evolution of the adult education movement. The next section addresses specific examples of how Army education has kept pace with the movement.

Army Education

In spite of the limited literature, Army education has kept pace with the adult education movement and has maintained a theme which is still valid today--that of increasing the effectiveness of the Army by raising the education level of its soldiers (Houle, 1947). These efforts were made primarily because of the need to provide services that would satisfy the needs of soldiers as well as the goals of the Army. In doing so, the Army has provided a variety of nontraditional

adult education programs to soldiers all over the world. Throughout the history of ACES, several examples illustrate how the Army has used adult education to meet the specific needs of the off-campus soldier. In terms of historical context, it is interesting to note that many of these examples took place during the same time-frame as the growth of The Adult Education Movement.

In 1777 General George Washington set the stage for Army Education when he asked Congress for "a small traveling press..." to accompany his headquarters and document the war effort. General Washington wanted to motivate his soldiers by keeping them informed of what was happening in the war (Houle, 1947, p. 13). In 1838, Congress enacted legislation which authorized the establishment of post schools to provide basic academic instruction to illiterate soldiers (Berry, 1977, p. 23). This action was in response to a major illiteracy problem in the Army which had reached unmanageable proportions. The legislation also authorized the administrative council at each Army post to hire a chaplain to act as schoolmaster (White, 1968). This accomplishment marked the beginnings of recognition that education for military personnel was an integral part of the American way of life (Anderson, 1986; Berry, 1977; White, 1968 et. al.).

While the 1838 action marked the beginning of Army education, the real foundation for an organized system came with the passage of the Army's Reorganization Act of 1866. The Act authorized the establishment of post schools and the teaching of academic subjects

to "instill patriotism, cultural opportunities, and reduce idleness among enlisted men" (White, 1968, p. 480). It also helped to establish formal education programs for enlisted soldiers. With this action, the Army began to recognize that education could perform an important role in meeting the needs of the Army. Twenty-three years later, in January 1889, the Army directed use of off-duty time for education activities (Berry, 1977). The War Department Order (General Order 9, January 31, 1889) directed that "Post schools would be held during duty hours, with attendance mandatory" (White, 1968, p. 487)

In 1916 with the enactment of the Mobilization Act of 1916 the Army permitted soldiers "to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civilian life better equipped for industrial, commercial, and general business occupations." (Mann, 1926, p. 8). The Act also provided the basis for establishing large scale soldier education programs, at the college level, in overseas areas (Berry, 1977, p. 51).

In 1921, General Munson, Chief of the Morale Division of the War Department, published a book, entitled The Management of Men, which pointed out that the requirement of education was an essential element for soldier development. His book took advantage of Army experiences in the First World War and set forth the basic concepts that led to the establishment of major education programs for soldiers (Munson, 1921). Largely, as a result of General Munson's

efforts, the next two peacetime decades saw a variety of non-traditional educational programs offered by the U.S. Armed Forces Institute, and organized group study programs developed for the soldiers off-duty time. This period also saw the spread of overseas and stateside courses offered by civilian institutions on Army installations (Berry, 1977). Thus, the idea of teaching traditional courses of study in non-traditional settings became a reality. The Army practice of delivering traditional on-campus educational programs to the soldier, wherever located, is still in use through such programs as SOCAD.

At the close of the Second World War, the Army changed the focus of Army education. It now had the mission of preparing soldiers for advanced courses of study and helping them prepare for return to civilian life. According to Janowitz (1983), the new emphasis met soldiers' desires and at the same time ensured that Army education would continue to play a major role in the Army.

In 1947, Houle conducted an evaluation of Army education that resulted in recommendations which were exported to the society at large. The study was one of many such studies sponsored by the American Council of Education. The purpose of the study was to conduct an analysis of off-duty education in the armed services in order to develop implications for civilian adult education. The thinking was that, while most of the military adult education programs were established by civilian educators, "its very magnitude, its unusual financial resources, the motivation of its students, and

its range of educational activities made it unique in adult educational practice" (p. 4), and thus worthy of research. Houle selected the following implications as significant: (a) Adults are very interested in education and that this interest is widespread; (b) A large number of servicemembers had been introduced to education as part of their adult learning experience and were willing to continue learning if there were opportunities for them to do so; (c) The more education that adults acquire, the more they want, and (d) Adult education programs are more successful when opportunities for recreation are limited and when educational facilities are readily available.

In 1953, the Army issued a new regulation which contained three basic principles: (a) education must support military training, (b) education must include academic and vocational subjects so that soldiers can continue their schooling while in the military service and, (c) educational activities in the Army must conform to standards established by civilian institutions (Department, 1953). Thus, the link between the goals of the Army, the individual, and higher education was firmly established.

By 1970, the Army had established a large variety of educational programs, all of which were designed to address the unique needs of the soldier. One of these programs was the Servicemembers Opportunity Colleges (SOC), which was established in 1972.

SOC is a network of colleges which have agreed upon policies to assist the servicemember, wherever stationed, to take college level

courses and to progress toward a degree. In 1977, the Servicemembers Opportunity Colleges Associate Degree program, the focus of this study, was established by SOC to help soldiers obtain an associate degree in a field related to their military specialities. Both SOC and SOCAD are discussed in later sections.

In 1972 the military draft ended and the Army began to rely on an "all volunteer" force and focused its recruiting efforts on the recruitment and retention of quality soldiers. This effort had a profound effect on the composition of the Army. The Army now had more minorities, more women, more married soldiers, and better educated soldiers (New York Times p. 1, 14). Between 1972 and 1986 the change has been significant. In 1972 women constituted 1.5%, and blacks constituted 13.5% of the Armed Forces (Statistical, 1973, p. 268). Presently, 10.2% of Army enlisted soldiers are women, and 37.6% are minorities (29.8% blacks, 3.9% Hispanics, 3.9% others). In addition, approximately one half of all enlisted soldiers are married, and 91% or nine out of ten soldiers now have a high school diploma (U.S. Department of Defense, 1986, pp. 27-31). It is this new breed of soldiers that characterize the SOCAD program. Demographics for the SOCAD participants in this study can be found in Chapter four.

In recognition of these trends, the Army has already started looking toward the future. The strategy is outlined in an Army Staff, Mission, Goals and Strategies Booklet, which acknowledges that in the future the population in the United States will include a

larger share of minorities, which should be reflected in the makeup of the Army. The booklet also indicates that the number of women in the Army will be even greater and recruiting will be more difficult because of competition among the military services and private industry for the projected smaller population of capable young people.

Studies show that the pool of eligible recruits in the 18 to 24-year-old range will be 2.5 million lower by 1987 and 4 million lower by 1995, thus making it even more difficult to maintain the desired quantitative and qualitative levels by recruiting. According to General Wickham, then Army Chief of Staff, there has been a significant reduction in the 18 and 19-year-old group. This shortfall of potential recruits is expected to affect all services. It has also forced the Army to focus more on the 20 and 21-year-old groups, which have not traditionally been targeted (Army, 1986). Relaxed age limits, changes in retirement eligibility, increased recruitment of females, and greater use of civilians and robotics are also being considered as possible responses (Lord & Barnes, 1983). Other possible initiatives would include the availability of educational incentives such as the SOCAD program.

Other changes which are being addressed by the Army are technological advances in day-to-day operations, military equipment which will be more complex and will require high tech skills to operate and maintain, and human factors which will become increasingly more important in the future. The Army expects to see a

future of continuing change and challenges, which will have to be carried out by the NCO Corps who are the primary participants in the SOCAD program. Thus, education is expected to play a pivotal role in carrying out these challenges.

The Army has already realized some benefit in this area with its recent "Reaching for Excellence" initiative which aims to make soldiers more aware of the value of education and of their need to meet and to achieve educational goals. The purpose of this timely initiative is to promote the value of education to the Army, to the soldier, to the nation, and to stress the importance of lifelong learning in keeping pace with an ever changing and highly technical workplace. The initiative reaffirms Army's commitment of support for in-service education programs.

Given this brief overview of Army education, it would appear that ACES programs would be considered as a special segment of adult education programs. Schroeder (1980) in an attempt to put some order in the activities that make up the field, provided an overview of the kinds of agencies that make up the field of adult education. He included agencies whose primary function is adult education, agencies that attend to the learning needs of youth, and special interest agencies whose primary purpose is to serve special interests. Under Schroeder's approach, adult education would be a subordinate component of the organizational structure of most of the above agencies.

Army education programs, however, are listed under the category of special interest agencies with the primary purpose of serving special interests. Under this definition, Army education is a component of the overall Army mission. An important objective of the Army is to produce a combat ready force through the development of personal skills and on-the-job proficiency. Army education supports this objective by providing educational opportunities to soldiers and enabling them to develop career goals that include both military service and post-service education and training, thus, attending to the needs of the Army as well as the individual soldier.

Topical Review of Selected Adult Education Components

This section addresses several areas of importance. Although the study focuses on SOCAD, it would not be complete without a review of selected literature pertaining to the study variables. These areas deserve attention because of their relationship to the problem under study, and because they were used as a basis for developing the questionnaire. No attempt is made to provide an in-depth analysis in these areas. They are mentioned here only to show what has been done in these areas, and the relationship of what has been done previously to the study at hand.

Motivations of Adult Learners

An important area of adult education, also important in programs and services offered by the armed forces, is the motivations of the adult learner. Within the context of this study, gathering information on motivational factors that influence soldiers to

participate in SOCAD is directly related to the topic of the survey. The information is needed to assist SOCAD program managers in confirming current influences and in determining additional factors which could possibly motivate an even greater number of soldiers to participate in the program.

Several studies exist on adult motivations for participating in educational programs. To the author's knowledge, none have covered the factors that motivate soldiers to participate in adult education programs. Thus, the information used to formulate the questionnaire had to be gleaned from a variety of sources, which are briefly summarized in this section. Houle (1963) proposed a systematic attempt to classify adult learners according to a motivational model that he developed. Based on interviews with 22 adult learners, he classified motivation into three categories: goal orientation in which the learner has specific goals; activity orientation in which participation may or may not depend on what is learned; learning orientation in which the student pursues knowledge for its sake.

Verner (1964) stressed that the function of adult education was to help the students realize their goals whether motivation was expansional--to meet the responsibility of their various roles; participational--to take part in a democratic society; integrational--to add new knowledge to the old and apply it to problem solving; or personal--to continue growth and maturity. Johnstone and Rivera (1965), however, found a direct relationship of adult education participation to education, income, and

socio-economic level. They found that young people and those in lower socio-economic classes are more vocationally or professionally oriented. However, older people and those in higher socio-economic classes are less utilization-oriented in learning choices. Tough (1971) in his studies of the motivations of the adult learner found that at least 90% of the adult population involved themselves in at least one major learning effort per year and over 70% of the projects were self planned. Tough equated these high learners to Rogers' fully functioning individuals and Maslow's self actualizing adults.

Morstain and Smart (1974) highlighted six motives for adult participation in educational activities which included social relationships, external expectations, social welfare, professional advancement, escape stimulation, and cognitive interests. The study suggested that two of the motives were similar to those identified by Boshier (1971) in a follow-up of Houle's (1963) typology.

Cross and Jones (1972) suggested that motivation would vary with age, sex, job, and other factors. They concluded that research concerning the needs and interests of adult learners should be accomplished on a continuous basis to monitor a changing society (p. 52). Gould and Cross (1972) noted the findings of a study conducted by the Commission on Non-Traditional study which suggested that adults face several barriers when trying to further their education. They noted geographic barriers such as remoteness from the learning facility; scheduling barriers such as workers and mothers of small children face; financial barriers such as not having

the economic means to attend class. All hinder participation of adults in programs.

The National Advisory Council (1975) found that 42.7% of the adult learners gave advancement in a job as their reason for participation, 11.3% stated that they were getting a new job, and 23.5% gave personal and family reasons for participating in adult education programs. Roger Boshier (1971, 1977, 1978) followed up on Houles study and developed an Education Participation Scale which he used to determine motivation of adult learners. The 1978 study analyzed motivating factors for participating in adult education with the short form of the scale. The factors used were: Escape/Stimulation, Social Welfare, Social Contact, and Cognitive Interest. Boshier used data from an elderly population in Canada who were enrolled in adult education programs, and concluded that the scale may be helpful in planning programs for older adults.

Boshier and Collins (1985) later tested Houle's typology with a larger data base and concluded that goal and learning orientations were essentially as described by Houle, but that activity orientation was far more complex than Houle envisioned in his (1963) study. They concluded that reasons that motivate adults to participate in adult education programs should include an aggregate of social stimulation, social contact, external expectations, and community service factors.

These studies, although not conducted on military personnel, nonetheless do add insight and understanding of what motivates or causes students to participate in adult education programs. They

also provided information that was used as a basis for developing the questionnaire. One of the aims of this study was to confirm which factors motivate soldiers to participate in SOCAD, and to identify additional factors that could possibly motivate an even greater number of soldiers to participate in the program. Detailed analysis of the findings of this study can be found in Chapter four.

Participation

According to Knowles (p. 48, 1980)..."human beings tend to feel committed to a decision (or a activity) to the extent that they have participated in making it (or planning it)." Asking SOCAD participants, who in this case are the consumers, to participate in the study by providing information about a program that affects them is consistent with Knowles' philosophy. Although the evidence is sporadic in this area, several sources exist which support involvement of the learner in the planning process. Dewey (1938), Brunner et al. (1959), Houle (1963), Rogers (1969), Knowles (1980), Knox (1981), Darkenwald & Merriam (1982), Chalofsky and Lincoln (1983), Long (1983), Rosenblum (1985), and several others have all stressed the importance of learner participation in the planning of the learning experience.

Dewey (1938, p. 67) stressed the importance of having the learner participate, "in the formation of the purposes which direct his or her activities in the learning process." He also noted that, "there is no defect greater than its failure to secure the active cooperation of the student in construction of the purposes involved in his studies."

Long (1983) noted several studies by others who have supported the practice of learner involvement in the planning of learning activities. He indicated that progress in developing a firm research foundation in this area has been slow, and noted that research into the topic of participation of learners is severely limited. He also indicated that because of the scarcity of the literature in this area the topic is "perceived to be among the important ones that require additional research" (p. 177). Long also noted that Brunner and associates (1959) cited several studies related to learner participation in the Cooperative Extension Service in relation to attendance and participant involvement. The studies suggested that attendance is greater in programs that are developed through involvement of learners or their representatives. Thus, according to Long, it appears that while researchers philosophically agree that participation of the learner in the planning of programs is a good idea, not much research had been done to support this philosophy.

Rosenblum (1985), a strong supporter of learner participation in planning of learning activities, wrote that if the adult learner is to be a part of the planning and learning process, then educators must begin to relinquish the control they presently exercise over the learning situation and encourage learner autonomy in the learning process. She identified three benefits that can be gained by participatory planning. They are that: (a) the decisions and actions of the trainees are enriched by knowledge, insight, and imagination of many different people, (b) many varied needs are met and unique

situations may be addressed, and (c) more concern and interest is expressed by trainees (Rosenblum, 1985). She supports the idea that the learning experience should be based on the needs and interests that the learners feel. Rogers (1969), adds additional justification for inclusion of the learner in the learning process. His position is summed up in his concept of self-initiated learning. According to Elias & Merriam (1980), "his (Rogers) emphasis upon self-initiated learning ...has served as a model for adult educators" (Elias, 1980, p. 131).

Knowles (1980), is a strong advocate of participatory learning and offers additional justification for including the learner in the planning of learning activities such as SOCAD. He writes that individuals are self-directing learners who bring with them a unique set of life experiences which should be used as a resource. As indicated earlier, he uses the term "Andragogy" to characterize the education of adults. Andragogy is based on four unique assumptions about adult learning which can also be useful to the soldier. They are: Self Concept, Experience, Readiness to learn, and Orientation to learning.

Self-concept incorporates the concept of self into the learning process and is based upon the premise that adults generally desire to move from being dependent on others towards increasing self-directedness. Adults also want to be perceived as independent by others. Unlike children, the self concept that adults have are independent. Experience includes using the real-life experiences of

the adult as part of the learning process and relating the subject to the actual experiences of the person. Knowles believes that this makes the learning more relevant. Thus, adults enter the learning situation with a wealth of experiences to use in the learning process. Readiness is that "teachable" moment and is the time when a person is ready to learn a given subject. Unlike the physiological and mental maturation associated with the developmental tasks of youth, readiness in this instance refers to the social roles of adulthood such as finding a job, developing leisure time activities, and adjusting to retirement. Orientation tends to be a process of problem solving and relates learning to the specific problems of the learner. It is a case of immediate application for adults on real world problems, as compared to deferred application, in the case of children, for problems later in life. Consequently, the learner should be an integral part of the learning process (Knowles, 1980).

Paulo Freire, recently reiterated his educational philosophy which tends to support participation of the learner in the planning of educational programs: "It's worth the effort to see if it is possible that the person being educated, instead of being a constant or a mere listener, can also be an active participant in the process of his own education" (Rohter, 1986, p. C-7).

This study implies that learner participation will improve the quality of the study and that by giving soldiers an opportunity to express their opinions, will in the long run, greatly enhance the overall quality of the SOCAD program. This philosophy has been more

than supported with 1,068 "Other" open-ended comments provided by SOCAD participants indicating suggestions on how to improve the SOCAD program. Thus, participation of the learner in this study was of value to both the individual and to the Army.

Satisfaction

As stated, one of the primary aims of this study was to measure SOCAD participant satisfaction with the SOCAD program. This was accomplished by gauging the perceptions and attitudes of participating soldiers toward the program. The survey determined perceived degree of satisfaction with overall operation of SOCAD, perceived degree of satisfaction with Army responsibilities such as counseling support and administration of program mechanics, and perceived degree of satisfaction with the quality of educational services provided by participating SOCAD colleges. Hence, satisfaction is considered to be directly related to the topic of the study. The aim of the literature review on satisfaction was to determine if any research had been done on satisfaction levels which is relevant to the study at hand.

Although survey research constitutes a major portion of research (Dickinson & Blount, 1980), not much of the literature has been devoted to student satisfaction in terms of how the student feels about the various aspects of their environment. Much of the literature on student satisfaction draws on personality and characteristics, persisters or tenure in colleges and programs, or more recently, the degree to which students feel they are getting

what they expect from their educational experiences. This study focuses on the latter approach which defines student satisfaction in terms of the student's appraisal of the various aspects of college services or programs. The idea is to determine student satisfaction with certain stimuli in terms of individual needs and desires.

Part of the problem with measuring satisfaction is that no ready made models exist which can be used with consistency from program to program. This is not without good reason, as not all college environments and programs are that similar, especially those in adult education, which by definition tend to vary substantially. Ideally, instruments used to measure student satisfaction should be broad enough to provide adequate coverage of student satisfaction, but flexible enough to accurately measure student satisfaction regardless of the situation. This is not always possible.

Pervin (1967), and Pervin and Rubin (1967), conducted studies of student satisfaction and drew on personality theory to determine the relationship between congruence and the environment. They postulated that human behavior is best understood in terms of transactions between the student and his environment. Their findings suggest that student dissatisfaction with college is related to discrepancies between student self-perceptions and their perceptions of the college environment.

Several studies have been conducted on satisfaction in terms of its relationship to persistors or tenure in colleges and programs. Ulmer and Verner (1963) in a study involving 1,200 students analyzed

the differences between adult students who dropped out of a junior college program and those who persisted in attendance. The study sought to determine if there were any significant differences between students who persist in attendance and those who discontinue in terms of certain measurement factors such as age, sex, marital status, course load, veteran status, number of classes per week, admission prerequisites, completion of prior semester, and distance traveled to the institution. Their findings suggest that, while attendance appeared to be related to achievement, other factors such as organizational pattern for a course, and the need for pre-enrollment counseling during the first week of class may facilitate or inhibit pursuit of educational objectives. The study also found that the variable of sex was significant in that females were more apt to drop out than males.

Dole (1969) and Summerskill (1962) suggested that student attrition and satisfaction with college are related. Hecklinger (1972) using the College Student Questionnaire measured nonacademic factors such as satisfaction with faculty, satisfaction with administration, satisfaction with academic major, and satisfaction with students. The data from the 356 students suggested significant differences in the satisfaction levels of undecided students when nonintellective factors were related to attrition rates. In the above studies students reporting highest levels of satisfaction persisted to graduation.

Several authors have postulated that demographic variables such as age, sex, academic classification, and place of residence are significant factors in the reported levels of student's satisfaction with college.

Johnstone and Rivera (1965) and Ferguson (1966) suggested that adult students at different age levels have distinct special needs and expectations which are reflected in their perceptions of levels of satisfaction with their educational environments. In a study of adult students who dropped out of classes from Meridian Junior College, Mississippi, Ulmer and Verner (1963) reported that gender of the student was significant. They found that females were more likely than males to drop out and that the age of adults had no significant influence on continuity of attendance. Martin (1968) suggested that both satisfied and dissatisfied students achieve at various academic levels.

Betz, et al. (1970, 1971) provides more of a holistic approach to measuring student satisfaction and conducted several studies drawing on the perceptions of student educational experiences. Betz and others (1970) in a study of 463 Iowa State University students found a relationship between student satisfaction and sex, type of residence and year of school. The results of the study determined that sex differences had little effect on satisfaction, as measured by dimensions of college student satisfaction with the College Student Satisfaction Questionnaire (CSSQ), after the effects of a year in college and residence were removed. Overall, however, the

results supported the use of the CSSQ as a useful measure of student satisfaction.

In a follow-on study, Betz, et al. (1971) as part of a project designed to systematically investigate college student satisfaction conducted a study to obtain additional information on the components of college satisfaction. The study measured student satisfaction on six dimensions: Policies and Procedures, Social Life, Compensation, Working Conditions, Recognition, and Quality of Education. The study was based on a factor analytic study of the dimensions of satisfaction for two samples of college undergraduates at Iowa State University. They hypothesized that students who stay in college will be more satisfied than students who drop out and those who leave for nonacademic reasons will be more satisfied than academic dropouts. The findings generally supported the original CSSQ scales and also demonstrated that satisfaction differences could be measured in terms of academic requirements and services, and in terms of individual feelings of worth among faculty and students.

Betz, et al. (1972) used a sample of 3,123 undergraduates in 10 selected colleges and universities to find answers to the question of how satisfied students are with their colleges and universities. The CSSQ consisting of five dimensions: Compensation, Social Life, Working Conditions, Recognition, and Quality of Education was used to measure student satisfaction. Their findings suggest consistent differences in attitudes and conditions in private and public colleges and universities. Students in public universities were more

satisfied with the working conditions and social life, while private colleges seemed more positive in terms of recognition of student worth. The findings of the study also suggest that a measure of student satisfaction can be useful in assessing student attitudes when localized to students in specific college communities and gives administrators an idea as to how students feel. Further suggested are types of changes needed to improve campus conditions and student perceptions and experiences.

Sturtz (1971), using the CSSQ, focusing on age as a variable in measuring student satisfaction. He studied 233 Iowa State University women and found that adult women students were more satisfied than younger students. She compared women over 25 years of age with women in the 18 - 21 year age range and found that women over 25 were more satisfied about college than younger students. She suggested that the two groups may have different needs or expectations.

Hallenbeck (1974) used the CSSQ, Form C to gauge student reported levels of satisfaction when compared to the perception of student satisfaction by academic advisors and student affairs staff members. He found differences in student reported levels of satisfaction when groupings were by sex and place of residence. Female students reported higher satisfaction with social life. Students residing in fraternity/sorority houses reported a higher level of satisfaction with working conditions than did students residing off-campus or in residence halls. The latter finding supports Betz, et al. (1970). Differences were not found between

students when they were grouped by age, academic class, or academic major.

It is clear by the review of the above studies, that it is very difficult to determine which type of instrument to use for the various studies of student satisfaction. In most cases, satisfaction has been defined by the instrument used to measured it. A host of approaches have been used in attempts to measure satisfaction. Some researchers have developed specific satisfaction scales, for their own research purposes, in which they defined satisfaction to meet the particular thrust of their study. Others have modified existing instruments for specific purposes.

Although these approaches relate directly to typical college and university students, they do provide a conceptual framework for considering the question of participant satisfaction with certain aspects of adult education programs such as SOCAD. Much of the information related to typical college students was used as a basis for developing the SOCAD questionnaire. Since soldiers such as SOCAD participants bring different backgrounds, experiences and needs into college programs that may differ from those of typical college students, they may have different feelings of satisfaction about adult education programs. Even within this group of student soldiers there may be significantly different expectations and perceptions of satisfaction in terms of age, sex, marital status, educational level, etc. Detailed analysis of the findings related to SOCAD participant satisfaction are in Chapter four.

Non-traditional Programs

The purpose of including this section is to illustrate that the SOCAD program is considered a non-traditional program, and that participating colleges in the program award college credit for non-traditional educational experiences. According to Cross & McCartan (1984), the increase in awarding non-traditional credit started in the 1970s. Such credit includes credit by examination, assessment of experiential learning, credit through courses taken from providers other than the traditional college campuses, independent studies, etc. According to Knowles,

> non-traditional programs tend to exhibit the following characteristics: open admissions, credit for experiences outside of academia, qualification for degree based on examinations, use of part-time outside instructors, learner participation in development of individualized learning contracts, learning objectives by contracts, and use of a variety of unconventional methods of teaching and learning. (Peters, 1980, p. 30)

Numerous studies support the awarding of credit for non-traditional programs. Meyer (1975), discusses how to award such credit. Cross, Valley, and Associates (1974) wrote extensively about planning and implementing non-traditional programs. Gould and Cross (1972), Houle (1973, 1980), and Snider (1981) have all endorsed the idea of awarding non-traditional college credit. Others, however, have expressed concern over how best to make the right decisions in

determining which experiences deserve such credit (Kreitlow, 1981). In 1971, a Commission on Non-traditional Study was formed to study the phenomenon of non-traditional programs. The results of the study documented the need for, rationale, and wide-spread diffusion of non-traditional alternatives available for higher education. Gould & Cross (1972) wrote extensively about the usefulness of and the widespread nature of non-traditional programs. According to Knowles (1980), a survey conducted for the Commission in 1972 identified 351 non-traditional programs already in existence with many more in various stages of development.

Valley (1972) described 28 of the external degree programs existing by 1972 and thirty proposals for additional programs and revealed the wide divergence in approaches to this concept. The external degree has many versions and options from which the learner may choose. Houle (1973, pp. 14-15) described an external degree as "...one awarded to an individual on the basis of some program of preparation which is not centered on traditional patterns of residential college or university study." According to Cross (1974), "For many working adults, the choice is not between an external degree and a campus program but between an external degree and no degree" (p. 82).

The Carnegie Commission on Higher Education Report (1973), recognized a need for nontraditional college but cautioned against lowering standards. The report advocated that higher education should support non-traditional students, but not at the expense of

traditional students. They did not want to overload higher education or lower the quality of college or university programs.

Knowles (1980, p. 297), writes that "growing pressures from a variety of sources to make higher education more accessible to more people--especially part-time working adult students--have produced a rash of non-traditional and external degree programs." He indicated that "such programs started in the thirties, accelerated in the fifties, and mushroomed into an epidemic of non-traditional study forms in the seventies." By this time, the movement had spread to higher education establishments and had caused significant changes in the delivery of educational services (Knowles, 1980, p. 297).

Information on non-traditional programs is needed to assist Army management in determining whether the benefits justify the costs associated with the SOCAD program. This is a critical area which was measured to determine whether, in the opinion of the respondents, the SOCAD program is performing as intended. Delivery of non-traditional programs and awarding of non-traditional credit are an essential part of ACES and has been a part of Army education since its early beginnings.

Because of the many unique military organizations assigned to Army installations, frequent TDY (repeated temporary duty at locations other than home base), long working hours, and the difficulty of transferring credit from institution to institution, different educational programs and delivery systems have been established. These systems appear to be working quite well as

evidenced by the large number of soldiers participating in ACES programs. Although the literature does not identify Army education programs as non-traditional per se, the nature of ACES is such that its survival depends on non-traditional programs. Thus, the Army appears to be following the lead of the adult education community-at-large.

One well known example of non-traditional programs in the armed services is the Defense Activity for Non-Traditional Educational Support (DANTES), which serves as an education broker for the DoD, helps soldiers earn degrees through accredited colleges that grant external degrees for off-campus study such as correspondence courses, credit by examination, military learning experiences, and other forms of experiential learning for which college credit is awarded. DANTES was established at Congressional direction in 1974 to perform some of the carryover functions that were previously assigned to the United States Armed Forces Institute (USAFI). DANTES is funded by the military services.

An example of such a college is the New York Regents External Degree Program, which uses a variety of methods of study to earn credit toward a college degree. Also, the Central Michigan University External Degree program offers traditional graduate level courses to non-traditional students in traditional settings. CMU has had an external degree program in operation since the early 1970s. These are in addition to a host of other available non-traditional

educational programs, such as SOCAD, that are offered by or on behalf of ACES for soldiers.

SOCAD criteria stipulate that SOCAD institutions award credit for service schools MOS experience where appropriate, and for non-traditional learning appropriate to the curriculum based on the results of standardized tests such as CLEP, DANTES, ACT/PEP, and other means of evaluating this learning (SOCAD, 1984).

Lifelong Learning

Finally, the theme that pulls together adult learner motivations and participation, satisfaction, and delivery of non-traditional programs is the concept of lifelong learning. Lifelong learning is an interwoven theme that permeates the adult education movement. Its basic premise is that learning does not stop upon the completion of formal schooling and is a lifelong process which covers the entire lifespan of the learner. Grattan (1955) noted that education as a lifelong process must be widely accepted by society if adult education is to function in full measure. According to Boucouvalas (1981), lifelong learning "May be viewed as a philosophy which espouses the belief that continuous inquiry is an essential condition of living for both individual and societal self-renewal and growth" (p. 1). Knowles (1977, p. 349) calls it "The organization of the total educational enterprise as one continual process from birth to death."

Lifelong learning can be any learning that an individual engages in throughout his or her lifespan. Learning is encouraged as a way

of life in order to meet the demands of society. As relates to the armed services, Brodsky (1970) wrote that "Education as a lifelong process is an accepted objective of the armed forces of the United States" (p. 283). In addition, both the Secretary of the Army, and the Chief of Staff underscored the lifelong learning philosophy in a letter to the troops in the field that asserted the concept of lifelong learning must be instilled in every member of the Army if the Army is to keep pace with a changing and highly technical workplace. "All soldiers must recognize, as we do, that education is a lifelong process" (Marsh & Wickham, 1986). The future direction of ACES is clear. Support for lifelong learning is visible within every level of the Army. A copy of this letter is in Appendix E. More recently, the Army has embarked on a new marketing initiative which is designed to ensure that soldiers are aware of the value of education to themselves as well as to the Army. The "Reaching for Excellence" initiative is designed to publicize the Army educational philosophy which states that:

-Education forms the foundation for the skills and values essential to military learning.

-Learning is now a lifelong process required in today's society.

-Educational opportunities are vital to manning and maintaining a quality force; and

-The Army seeks full partnership in preparing our nations citizens for the challenges for tomorrow--in-service or out. (Department, 1987).

Servicemembers Opportunity Colleges

SOC was established in 1972 to act as a liaison agency between the Department of Defense and the higher education community. SOC is a network of accredited civilian colleges that offer a variety of curricula which helps the servicemember, wherever assigned, to take college courses without loss of credit when transferring from location to location. These colleges are located at nearly all major Army installations and have agreed to recognize each other's programs, so that soldiers can continue undeterred toward degree completion. The SOC concept linked the civilian and military community in a joint effort designed to encourage volunteer education for soldiers by coordinating the administrative requirements more effectively and improving access and availability of academic programs. The basic purpose of SOC is to find ways of removing obstacles that soldiers and veterans encounter when they try to get an education, while at the same time improving military civilian relationships that have traditionally been the basis of military education (Meeting, 1984, p. 4). Criteria developed by SOC include:

> greater flexibility regarding admission requirements; special arrangements to help students whose programs are interrupted by military assignment; liberal recognition of credit for educational experiences obtained in service; permitting service personnel to pursue educational programs through a variety of non-traditional modes appropriate to

> their duty assignments; residence requirements consistent with service mobility; provision of a contract for a degree and the acceptance of work taken in other SOC institutions (Meeting, 1984 p.4).

Under the SOC concept, institutions are responsible for counseling students, evaluating service experience for credit, conducting programs, awarding degrees, and providing transcript services. To the author's knowledge, four studies have been attempted or conducted on various components of SOC since inception (Nolan & Casserly, 1974; Casserly, 1974; Martorana et al., 1977; Williams, 1978).

Nolan & Casserly (1974) conducted a preliminary evaluation of SOC through site visits and a mailed survey. The results of the study indicated college personnel accepted SOC students as a natural part of their constituency; the students were hard working; motivated and honest in responding to the interviewers questions; the colleges had no difficulty in meeting the SOC criteria and, because of the efforts of SOC there have been considerable program improvements including an increase in enrollments. Casserly (1974), in a separate evaluation, studied SOC at nine different military locations and at the local SOC colleges for the purpose of seeing "if the SOC concept had become a reality, to identify problems, and where possible, to suggest solutions for them in order to strengthen the program and to aid other not yet participating colleges" (p. 2).

The soldiers were stratified by sex, age, years in service and rank. They were interviewed on educational background, decision to enter service, reasons for going to school, and problems encountered in returning to school. The results of the study showed that as a result of SOC many colleges had changed policies, many soldiers had decided to reenlist, and that SOC had apparently been successful as evidenced by the perceptions of those soldiers interviewed.

Martorana et al. (1977) started an in-depth evaluation of SOC but was not able to complete the project because of a lack of funds. The project was initiated with the support of the Center for the Study of Higher Education of the Pennsylvania State University and was scheduled to be completed in two phases. Phase one focused on design, structure, procedures and a field test. Phase two was to be concerned with the actual conduct of the evaluation to include findings, conclusions and recommendations to the SOC leadership. Only phase one was completed as funding was not available to complete phase two. However, to salvage some of the work already completed, the study team was permitted to conduct an analysis of the data gleaned from the field test. The analysis was based on data collected from three colleges and four military installations. Some of its findings were:

--Voluntary education needs more of a commitment from high ranking officials and this support needs to be communicated throughout the system.

--The criteria for selection of ESOs need to be strengthened. Greater professionalism is needed.

--Base educational leaders should establish a continuing dialogue with college administrators to address mutual problems.

--Colleges should work with the education leadership at posts from which they draw part-time students.

--Colleges should look out for their own interests.

--Colleges should communicate with each other to avoid duplication of effort.

--Colleges should be more sensitive to the logistical problems of students.

--SOC leadership, campus administrators and ESOs need to communicate with each other more.

--SOC should take more of a leadership role in resolving problems with the program. (Martorana et al., 1977)

The Williams study (1978) dealt with the perceptions of ESOs toward the SOC program. These studies were limited by the lack of student data and the lack of a system to monitor how well students had done in the program.

Servicemembers Opportunity Colleges Associate Degree Program

SOCAD is a component of the broader SOC and is a unique approach to earning the associate degree for Army personnel. The objective of the SOCAD program, according to an Army proposal in 1976, is to provide an Associate Degree for soldiers which will enable them to

receive the degree, commensurate with academic standards, in the shortest time possible. SOCAD is composed of cooperating networks of civilian colleges and Army installations. These networks offer opportunities to the soldier to earn college credits for military experiences and education acquired in the Army including the opportunity to take off-duty courses from participating institutions wherever located. SOCAD now offers college credit in 19 technical areas (Appendix F), which are directly related to the servicemembers MOS (U.S., 1977).

SOCAD is designed to relate noncommissioned officer (NCO) and warrant officer job specialities to college curriculums. The idea is to offer opportunities for soldiers to earn college credits for skills and knowledge acquired in the Army and to earn an associate degree in any one of a variety of selected occupational fields that correspond to military job specialities. Regionally accredited colleges that participate in SOCAD agree to the following criteria:

--Limit residency to one-quarter of the total degree program completed at any time

--Accept ACE Guide recommendations for military training and experience

--Provide educational counseling for the participant

--Provide a flexible curriculum with no more than one-half the credits prescribed

--Accept non-traditional sources of credit, including MOS experience

--Complete a SOCAD student agreement form (official evaluation) showing what credits are required

--Guarantee transferability of credit among colleges in each network

--Offer classes off-duty to accommodate the military mission (Department, 1984)

In the beginning stages of implementation, the program emphasized four points: (a) that member institutions accept non-traditional credits such as MOS, service schools, independent study etc., (b) that only one-half of the courses be prescribed--the remainder would be electives, (c) that transfer of credit between member institutions be encouraged so that servicemembers would not lose credit when changing duty assignments, and (d) that a formal agreement between the student and institution be completed and used as the student moved among institutions participating in SOCAD (U.S., 1977).

As of 31 March 1986, a cumulative total of over 19,000 soldiers had been enrolled in the Army's SOCAD program since its inception (Servicemembers, 1986, p. 1). A quick review of the statistics in the latest Student Data Report is revealing in terms of how the program has grown since inception. Of the 19,000 participants that had participated in the program, approximately 10,700 or 56% were enrolled in flexible curricula, approximately 4,200 or 22% were

enrolled in Management, approximately 1,500 or 8% were enrolled in Law Enforcement, and approximately 1,100 or 6% were enrolled in Data Processing. The remainder were spread among 15 different technical areas (Servicemembers, 1986). A complete listing of all of the technical areas are listed in Appendix F.

The statistics also show that as of 31 March 1986, nearly 90% of the soldiers in the program were enrolled in MOS related areas and nearly 300,000 semester hours have been awarded from non-traditional sources. The largest number of these hours were for MOS (219,619), the next highest number were awarded for service schools (56,719), and the third highest number were awarded for CLEP credit hours (21,353). The figures also show that SOCAD is saving money. The 300,000 hours of non-traditional credit have resulted in substantial tuition assistance savings to the Army and to the soldier. The above statistics show that the SOCAD program has grown significantly over the past few years (Servicemembers, 1986).

SOCAD Process

Participation in SOCAD is a process which involves close coordination between the student, the Army Education Center Counselor and the student's academic advisor at the institution where he or she plans to enroll. The process begins with an initial counseling session between the counselor and the student. During this session, the counselor completes an unofficial evaluation of the soldier's experience and education. The individual then selects a SOCAD network and is referred to one of the participating institutions. If

the soldier meets the academic requirements of the curriculum and shows promise of being able to meet the degree requirements, the soldier can be accepted by the institution as a candidate for the associate degree program (SOCAD, 1984).

The college and student then negotiate a letter of agreement that specifies how the servicemember can earn the degree. This agreement includes an evaluation of all college credit earned and shows the student how that credit meets some of the degree requirements. In essence, it is a contract that outlines all of the credits needed for the degree. This process also includes identification of credits earned plus those recognized for MOS specialities (See Appendix G, for an example of how MOS credits are applied toward an associate degree).

Once the official evaluation on the SOCAD student agreement form is completed, the institution is now the student's "Home" college. The college then enrolls the student and agrees to accept credits earned toward the degree and to award an associate degree to the servicemember who successfully earns sufficient credits--even if he or she is transferred to another installation (or is separated from active military duty) and has to continue the program with course work from another institution. The home college guarantees transfer of credits from other colleges in the same subject area network as long as both institutions are part of the SOCAD program. Throughout this process, the Army counselor provides continuous follow-up on the

student to insure progress and the student's "Home" campus is available to assist the student when needed (SOCAD, 1984).

Servicemembers can obtain college credit towards an associate degree by course work, by getting their MOS evaluated for college credit and by non-traditional methods as follows: (a) taking tests or examinations, such as those administered by DANTES, (b) correspondence, extension or, television courses, and (c) independent study.

Historical Perspective

The need for the SOCAD program was initially cited in an Army proposal which stated:

> As of 30 September 1976, there were 206,118 enlisted personnel at major stateside installations who had completed high school, most of whom would be eligible for this program. Historically, there is very little training received by combat arms personnel which is related to a civilian skill; consequently, such persons have received little academic credit for military training or experience and little encouragement to continue study. Therefore, it is essential that much greater efforts be made to enable combat personnel to enroll in a voluntary education program leading to a college degree. The proposed program (SOCAD) will meet this urgent need" (U.S., 1977, p. 2).

Because of this need, the Army asked SOC to develop an all-service program which would provide associate degree credentials to combat arms soldiers who are high school graduates or have GED equivalency. The initial effort produced a curriculum in management which was much too rigid and excluded too many institutions. A short time later, the Army began to see a need for associate degrees in technical areas related to specific soldier MOS. Part of the reason for this interest was the lack of a vehicle for transferring credits in technical areas as soldiers moved around the world in different assignments (U.S, 1977a).

Following this experience, colleges were contacted and committees were established which consisted of representatives from SOC, educational associations, colleges with on-post programs, and a group of technical experts consisting of senior NCOs and warrant officers. The committees performed a variety of functions including initial curriculum development, participation in workshops, network establishment and policy decision recommendations. At the request of the Army, SOC contacted schools that were already participating in the SOC program and invited them to become a part of the SOCAD network that would support target MOS areas on the installations they service. These schools were also asked to submit their versions of curriculum. Eventually, 19 technical areas were identified and the schools were asked to review certain MOS' and indicate how many credits they were willing to award soldiers who were qualified in those MOS (SOCAD, 1981).

In July 1977, the Commission on Educational Credit of the American Council of Education unanimously approved a resolution commending the Army and SOCAD for making the program available to qualified servicemembers. The commission also recommended "consideration of the program by all SOC member institutions which are authorized to grant the associate degree" (U.S., 1977, p. 1). In a 15 August 1977 news release, the Army formally announced implementation of the SOCAD program. The news release stated, in part, that institutional acceptance into the program required a written commitment to follow the basic SOC criteria which included:

--a letter of agreement with each candidate for a degree, spelling out requirements and ways to meet those requirements.

--Continuous counseling during the candidates' progress.

--Opportunities for continued educational progress regardless of duty station.

--Acceptance of the ACE Guide recommendations for military training and experience.

--A flexible curriculum, with no more than half the credits prescribed.

--Limitations of residency requirements to no more than one-fourth of the total educational program.

--Awarding of the degree by the contracting institution.

--Participation in third-party evaluations of on-base educational programs (Lapinski, 1977, p. 1).

According to the release, the objective of the program was for the Army to be able to say to a recruit:

> with a high school diploma, or equivalent, and with reasonable effort on your part, the service guarantees you the opportunity to make progress toward an associate degree from an accredited college or university regardless of the type or location of your military assignment (Lapinski, 1977, p. 2).

By then SOCAD was well on the way toward becoming a reality. In September 1977, the Department of the Army formally advised all Army major commands of the availability of SOCAD. The letter stated, in part, that SOCAD would be offered throughout the United States in the near term, and would be expanded to overseas bases during 1978. As with all other ACES programs, soldiers were authorized the use of tuition assistance to help pay for their course work. This meant that the Army would pay up to 75 percent of the tuition costs to support enrollments of soldiers willing to take college-level courses under the umbrella of the SOCAD program.

According to Karasik (personal communication, March, 1986), world-wide implementation of SOCAD has been accomplished. Some current problems include finding comparable courses in the common curriculum as promised in the student agreement, the issue of institutions requiring more courses in the technical areas than in the common curriculum and the availability of courses when students transfer to other network schools.

Since inception, SOCAD has been the subject of only one systematic inquiry. The study sought to determine predictor variables that could be used to project SOCAD participation by soldiers (Fowler, 1985). Data in the study showed that SOCAD participants had obtained a higher education level, they scored higher on the Enlisted Evaluation Report Score Skills Qualification Test, they tended to be younger than soldiers not enrolled in SOCAD and they were more likely to be married than non-SOCAD participants. The study recommended future studies be conducted on soldier reasons for participating in SOCAD and include data on soldier attitudes about education, their educational goals, the importance of those goals and their plans for achieving those goals. In addition, according to Fowler (1985), the assessment could also determine whether accurate information concerning availability of educational programs is available and determine if any barriers exist which would prevent soldier participation in educational programs (Fowler, 1985).

Although evaluation was an initial part of the planning for the SOCAD program, to the authors knowledge, no evaluation has been accomplished on the program to date. This study represents a first step in that direction.

Given the geographical dispersion of SOCAD participants, the large numbers of soldiers participating in the SOCAD program and the complexity of providing non-traditional educational services to a job-related associate degree program, which must be tailored to the

educational needs of mobile degree-oriented soldiers, it would be very difficult to demonstrate the value of SOCAD with this initial study. Such an effort would, ideally, require several comprehensive studies which are beyond the scope of this survey. Again, this study took the initial step in determining the value of SOCAD to the Army from the perspective of the participants. It gathered useful information that can be used as a baseline by Army program managers for future studies, established the status of the SOCAD program and identified areas in need of future research. It should be noted that this is a survey research study which can be a useful management tool, but as with most surveys, it does have limitations and should be followed up with other studies.

Summary

This chapter covered a historical perspective of selected portions of the adult education movement, highlighted the absence and the presence of ACES in the literature, noted examples of how ACES has kept pace with the movement, discussed adult education activities, adult learner motivation and participation, student satisfaction, non-traditional credits and lifelong learning as a keystone of the adult education movement as well as Army education. Of note, is the fact that lifelong learning is now part of the Army theme and is supported by the highest levels of command in the Army. The evolution of ACES, SOC and SOCAD has also been discussed. Chapter three covers the methodology used to conduct the study.

CHAPTER 3

METHOD

This chapter covers the approach used to conduct the study. The discussion centers on subjects and basis of selection, sampling and sampling frame, data collection, instrument, study design, and provides an explanation of the statistical procedures used to analyze the survey data. Principal sources of information for the chapter included Babbie (1973), Gay (1976), Dillman (1978), Kerlinger (1973), Glass and Stanley (1970), Issac & Michaels (1981) and G. Belli (personal communication, December 8, 1986). According to Kerlinger, "...survey research focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations, and behavior" (p. 411). The aim is to determine what people think and what they do. The purpose of this study was to gauge the perceptions and attitudes of participating soldiers toward the SOCAD program. This task was accomplished by surveying a worldwide sample of SOCAD participants by means of a mailed questionnaire. A copy of the questionnaire and answer sheet can be found in Appendix D.

Subjects

Subjects were selected from a population of active duty Army enlisted servicemembers who had executed a student agreement in any one of the SOCAD technical areas. Current Army locations were determined by accessing the Army Enlisted Master File. Enrollment information for these soldiers was on a data file maintained by SOC and the Department of the Army. Such information was limited to

name, military rank, years of service, and military specialty at the time the SOCAD student agreement was executed. Total cumulative enrollments in SOCAD technical areas through March 1986 consisted of 19,109 soldiers (Servicemembers, 1986). Sub-groups within the population universe consisted of men and women Enlisted soldiers in pay grades E1 through E4, Junior NCOs in pay grades E5 through E6, and Senior NCOs in pay grades E7 through E9. The sample population for the study was considered representative of the SOCAD universe.

Questionnaires were mailed to 1,959 SOCAD participants randomly selected by computer. A total of 1,679 questionnaires were received, with 280 discarded because the soldier had left the Army. In total, there were 1,087 usable questionnaires resulting in a 65% return rate. Responses to mail questionnaires are usually poor. According to Kerlinger (1973), it is not unusual to receive returns of less than 40 or 50 percent. The return rate of 65% for this study exceeds the Army Survey Division validated standard of 25%. Low response rates for Army surveys are largely due to the transient nature of soldiers (e.g. temporary duty, student status, change of station, leave, absent without leave, discharge, etc.).

Sampling

The population was stratified into three groups (pay grades) and randomly selected by computer. Babbie (1973, p. 94) wrote that

stratification helps to ensure representativeness by ensuring that "appropriate numbers of elements are drawn from homogeneous subsets of that population," thus serving to reduce sampling error and insuring representation of all categories of respondents for this study.

The sampling frame for this study was a magnetic tape maintained by SOC and the Department of the Army. According to Stopher & Meyburg (1979, p. 12) a sampling frame is: "A basic list or reference which unambiguously defines every element or unit in the population from which the sample is to be taken." They also wrote that the existence of a sampling frame was essential to the sampling process.

Sample selection was accomplished in two stages. The first stage consisted of verifying the SOCAD data base and obtaining an accurate count of active duty personnel enrolled in the SOCAD program. This step was accomplished by obtaining from MILPERCEN (Army Personnel Center) a current computerized verified count of active duty enlisted personnel in grades E-1 through E-9 that have participated in the SOCAD program. Once this information was acquired, the Army was asked to match the Enlisted and Officer Master File with the SOCAD data tape to obtain a current listing of SOCAD participants. The computer was programmed to sort by social security number (SSN), group by pay grade, and provide the information on a listing by SSN, name, pay grade, and current assignment address. A copy of the letter requesting the verification can be found in Appendix H.

Verification of the SOCAD data base resulted in a revised universe of 9,799 Servicemembers instead of the 19,109 cited in the original study proposal. The reason for this adjustment was that many of the participants were no longer listed on the active duty SOCAD file. Some had moved on to pursue bachelor degrees while others had left the service. Thus, for this study the total SOCAD population consisted of 9,799 active duty soldiers who had executed an agreement in any of the SOCAD technical areas. The specific numbers in each stratum can be found in Table 1. Soldiers that had been discharged from the service or, had dropped out of the program were not included in this study. Once the total SOCAD count was completed a listing was obtained of all the verified participants in the program. This information permitted establishment of an accurate active duty data base that provided the necessary information to conduct the study.

The second stage consisted of the actual selection of the sample. This was accomplished by asking the MILPERCEN to revalidate the original data, identify the participants, select samples from the verified listing of names in the SOCAD data base, determine locations by accessing the Enlisted Master File, and prepare mailing labels to mail the questionnaires and answer sheets to the soldiers. To accomplish this task, the computer was programmed to provide a population count from the verified 9,799 SOCAD participants, to sort by grades E1 through E9 and to stratify the pay grades into three groups. The computer was then instructed that once the sample was

Table 1

Verified SOCAD Universe and Sample Size

Pay Grades	Verified Population Universe	Minimum Needed For Sample	Number Mailed	Usable Responses
E1 - E4 (Enlisted)	913	271	635	241
E5 - E6 (Junior NCOs)	5667	360	680	412
E7 - E9 (Senior NCOs)	3219	343	644	433 *1
Totals	9799	974	1959	1087

* Pay Grade not filled in

arranged by group, it was to conduct a systematic sample across the entire rearranged list. The sample size was set at 1,959. To achieve a 5% or less error rate with 95% confidence required a return rate of approximately 271 Enlisted, 360 Junior NCOs and 343 Senior NCOs (McCall, 1980, pp. 212-213; G. Belli, personal communication, December 8, 1986). To ensure a sufficient return rate a certain degree of oversampling was needed. Therefore, 635 Enlisted, 680 Junior NCOs, and 644 Senior NCOs were randomly selected to participate in the study. Because of the high turnover rate and the small number of enlisted soldiers in the program, a larger number of the enlisted sample was selected to participate in the survey. A complete listing of the SOCAD universe, the required sample size, and

the number of questionnaires mailed to SOCAD participants are also in Table 1.

To attain the required sample, the computer sampling program was set to employ a 1/5 sampling fraction and programmed to generate a random number between 1 and 5; the first SOCAD participant having that generated number, plus every fifth participant thereafter was selected for the sample (Babbie, 1973). The computer was next programmed to prepare each selected soldiers's grade, name, SSN, and mailing address including organization name and number on three sets of standard self adhesive mailing labels. An additional 2500 labels were ordered for the following return address:

Headquarters, Department of the Army
DAPE-MPE (SOCAD Survey)
Room 1434 Hoffman 1
2461 Eisenhower Avenue
Alexandria, Virginia 22331-0316

The additional labels were needed to facilitate return of the questionnaires and answer sheets. The Letter of Instruction used to program the computer to randomly select the sample can be found in Appendix I.

Data Collection

The first mailing was completed on 7 December 1986. Questionnaires were mailed directly to each SOCAD participant along with instructions and an explanation of the purpose and scope of the study. Questionnaires were accompanied by a cover letter, answer sheet, a self-addressed postage-paid return envelope, a personal note of encouragement from the researcher and a pencil imprinted with

"SOCAD--Reaching for Excellence." Questionnaires were numbered and recorded on a check sheet as they were returned. Follow-up inquiries were made to ensure that the maximum number of surveys were returned. This was accomplished by one major mail follow-up, and several stateside telephone inquiries. On 7 January 1987, a follow-up letter was sent to participants who did not respond to the first request. A copy of the letter is in Appendix J. To increase the response rate, a telephone follow-up was conducted with several of the respondents located in the states who had not answered the first request.

Instruments

Questionnaire Development

A fixed-response form questionnaire was designed to gather information related to the attitudes and perceptions of soldier satisfaction with the SOCAD program. The instrument was divided into several sections consisting of information about general levels of satisfaction, program levels, program quality, motivations for entering SOCAD, benefits of SOCAD, leadership influences, progress toward the associate degree, and the demographic characteristics of the respondents (note: information already available at SOC or in the Army Enlisted Master File was not collected). In order to analyze the responses across the broad factors of satisfaction, the issues were grouped into eight factors. A description of factors used in the study is found in Table 2. A section of the questionnaire was reserved for any written comments SOCAD participants had regarding

Table 2

Description of Factors

Factor (Information sought)	Questionnaire/Items
General Levels of Satisfaction	Questions 4 - 5
Program Mechanics	Questions 6 - 9
Program Quality	Questions 10 - 19
Motivation for entering SOCAD	Questions 20 - 28
Benefits of SOCAD	Questions 29 - 33
Leadership Influences	Questions 34 - 35
Progress Toward Degree	Questions 36 - 37
Demographics	Questions A - L (1 - 3)

their opinions about any aspect of the SOCAD program. Standard Army optical scan type answer sheets (Appendix D) were provided for each questionnaire. The answer sheets were read by an optical scanner. Respondents required approximately 20-25 minutes to complete the survey.

Sampling and Non-sampling Error

One of the goals of this study was to determine as accurately as possible the SOCAD population characteristics on the factors being measured. In any survey, there are many sources of error which should be considered when generalizing the survey results to the population being measured. No survey would be complete without some discussion of measurement error, non-response bïas, and sampling error.

Measurement error. This type of error is usually the result of ambiguously worded questions, non-response to specific questions, or answering the questions in a way the respondents believe the organization wishes them to be answered. To help minimize measurement error, the survey instrument was pretested and the comments of the reviewers were considered and incorporated into the final version, where appropriate (Kerlinger, 1964). Additional measures taken are included in the next section which discusses pretesting of the survey instrument. To safeguard against misinformation, SOCAD participants were informed in the cover letter that their answers would be confidential. The letter was signed by the Department of the Army Chief of Education Division. Throughout the research, the rights and welfare of all of the study participants were respected.

Non-response bias. This kind of error refers to participants who were selected for the survey but decided not to participate. It is the degree to which the attitudes of the respondents who were included in the sample and responded to the survey, differ from the attitudes of the soldiers who were included in the sample, but chose not to respond. Since the attitudes of the non-respondents were not available, it was very difficult to determine the extent of non-response bias. Return rate is usually a good indicator of response bias. If the return rate is high among those selected, one can infer that the non-response bias is low. If the return rate is low, however, one cannot say whether non-response bias is high or

low. Other factors which may be at work could result in attitudes that are not consistent with the characteristics of the target population.

To check for potential non-response bias, two subsets of the responses were compared: (1) those immediately returned in response to the initial mailing of 7 December 1986, and (2) the late arrivals who mailed their questionnaire back in response to the follow-up letter mailed on 7 January 1987. The assumption was that SOCAD participants "who failed to answer the questionnaire will be more like those who delayed answering than those participants who answered right away" (Babbie, 1973, p. 163). A comparison of selected demographics and other responses for both samples can be found in Appendix K. A review of this information in addition to chi-square results indicate that there was no significant difference between the SOCAD participants who immediately returned their questionnaire and the late arrivals who decided to return their questionnaire in response to the follow-up letter.

Sampling error. Most surveys can be expected to have some degree of sampling error. Several reasons can cause this to happen. As an example, selecting a sample that is too small could lead to sample error. According to Gay (1976), the minimum number of respondents needed for a study would depend on the type of study. She indicated that, for descriptive research, at least 10% of the universe is considered the minimum needed. According to Babbie (1973), sampling error can be reduced by two factors: increasing the

sample size, and increasing the homogeneity of the elements being sampled--both of which were accomplished in this study. The sample size consisted of approximately 20% percent of the SOCAD universe, and stratification by pay grade was accomplished, thus increasing the representativeness of the sample size.

The confidence level and expected error range for this study was 95% and plus or minus 5%, respectively. The SOCAD survey was designed to minimize sampling error as much as possible (Isaac & Micheal, 1981).

Reliability and Validity

The instrument was submitted to several Army panels including representatives from the Attitude and Opinion Survey Division of the Army Soldier Support Center, who have responsibility for all Army surveys and the Department of the Army Education Directorate who have responsibility for Army Education. In addition, several Ad Hoc panels were established at the Department of the Army level to review and critique the instrument. Members of the group included the author, the Army SOCAD program manager, and representatives from the Management Support Branch of the Education Directorate who offered invaluable expertise from both the civilian educational perspective as well as the military viewpoint. The instrument was also reviewed by a graduate level survey research class, six professors of education, and several professional experts for review and comment prior to use. Revisions were made based on their recommendations.

The revised instrument was pilot tested with a group of randomly selected SOCAD participants prior to use in the survey. This was done to assist in determining validity of the instrument (Gay, 1976). The soldiers participating in the pilot test were selected from the SOCAD universe and were considered to be representative of the group to be surveyed. Based on their responses, the shortcomings, misunderstandings, ambiguities and nonessential data were deleted and a revised relevant follow-up questionnaire consisting of 37 questions was developed. The comments of the soldiers participating in the pilot study were incorporated into the final survey instrument.

An internal consistency alpha level was computed based on the 37 questions in the final survey design. Cronbach's formula was employed for this computation (Carmines & Zeller, 1983). Reliability was established at .83+ using this method.

Design

The basic survey design that was used for this study is described by Babbie (1973, p. 62) as a cross-sectional survey. In such a survey, "data are collected at one point in time from a sample selected to describe some larger population at that time." Survey research collects information in a systematic manner which allows for the description, explanation, and exploration of the beliefs, values, and behaviors of people. One of its greatest strengths is the adaptability to a particular situation (Babbie, 1973). This survey consisted of collecting data from SOCAD participants in order to

determine their attitudes and perceptions of the program with respect to several variables. Since the research questions pertain to a large predetermined population, survey research and use of the questionnaire were used as the principal data collection method. Hence, the three means of data collection were questionnaire, supplemented by follow-up telephone and interviews, where necessary.

All data gathered were coded and placed in a data file. All returned questionnaires were screened for completeness and correctness. Those that were undeliverable because the person had left the Army were discarded. Incomplete questionnaires were not discarded. If the respondent failed to fill out an item or answer a question, the item was treated as missing data and accounted for in the processing of the data.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSSX) software package. Analyses encompassed frequency distributions, crosstabulations, and the chi-square test of association. Responses related to each research question were summarized by computer to determine significant findings related to the major research questions. Additionally, summary scales were designed and developed to address each research question, using the mean level of satisfaction across scale items. The results were used to form the basis for determining degree of soldier satisfaction with the SOCAD program.

The chi-square test of association is based upon the concept of independence--the idea that one variable is not affected by or related to another. Based on the Likert scale, contingency scales were used for research questions, as appropriate.

Although not part of the research design, open-ended comments were added to the questionnaire to give SOCAD participants an opportunity to discuss areas not addressed in the questionnaire or to elaborate on their responses. An analysis of these comments is provided in Chapter four.

Summary

The purpose of this chapter was to describe the methodology of this study which included subjects and basis of selection, sampling and sampling frame, data collection procedures, development of the instrument, study design and the statistical methods used in analyzing the data. Chapter four presents a description of the results of the study and an analysis of the findings generated from the survey.

CHAPTER 4

RESULTS

The purposes of this chapter are to outline the results of the data analysis and findings related to the research questions. Results were based on the returns of 1,087 SOCAD participants representing 65% of the sample. The chapter is divided into three sections. The first provides demographic characteristics of SOCAD participants involved in the survey, the second presents findings and preliminary conclusions by research question, and the third discusses findings and preliminary conclusions of the survey from an individual, organizational, and program perspective. An additional section presents supporting evidence from open-ended responses provided on the questionnaire.

Demographic Characteristics

Demographic information presented in this section describes SOCAD participants in terms of several variables, including: pay grade, race, marital status, number of years enrolled in SOCAD, age, whether presently working in primary MOS, number of responses by installation where initial SOCAD agreement was signed, number of responses by current installation, home college, and education level. Tables containing demographic information related to specific research questions can be found in Appendix L. Table 3 provides a break out of all demographic variables associated with this study. For comparison purposes, selected data from the Army-wide enlisted population are provided.

Table 3

Distribution of Responses by Demographics

Variable	SOCAD Participants N	%	Army-wide %
Pay Grades			
E1 - E4 Enlisted	241	(22)	58
E5 - E6 Junior NCOs	412	(38)	31
E7 - E9 Senior NCOs	433	(40)	11
Race			
White	601	(56)	62
Black	357	(33)	30
Hispanic	76	(7)	4
Other	47	(4)	4
Marital Status			
Single	247	(23)	50
Married	831	(77)	50
Number Years Enrolled			
1 year	166	(17)	N/A
2 years	307	(31)	N/A
3 years	212	(21)	N/A
4 years	149	(15)	N/A
5 years or more	164	(16)	N/A
Age			
17 to 25	241	(22)	60
26 to 35	527	(49)	30
36 and over	312	(29)	10
Working in Military Occupational Specialty			
Yes	893	(82)	N/A
No	191	(18)	N/A
Sex			
Men	945	(87)	90
Women	138	(13)	10
Term of Enlistment			
First Term	153	(14)	N/A
Career	919	(86)	N/A

Note: All percentages are rounded to the nearest whole percent.

For the purpose of this study, SOCAD participants were stratified into three groups consisting of Enlisted (El - E4), Junior NCO (E5 - E6), and Senior NCO (E7 - E9). As seen in Table 3, there is an inverse relationship between percent participating in SOCAD and percent of spread among enlisted pay grade Army-wide. This is to be expected. While today's Army is a young Army in terms of its overall population, the SOCAD program focuses on the NCO, usually a career oriented soldier in pay grades E5 - E9. A small percent (22%) of study participants are in the lower pay grades El - E4.

With respect to ethnic backgrounds of SOCAD participants, the largest proportion of respondents (56%) were white, and one-third were black. The remaining minority were predominantly Hispanic (7%), with only 4% consisting of other racial categories, including Asian or Pacific Islander, American Indian, Aleut, or Eskimo and others. The racial spread among SOCAD participants reflects that of the general population of the Army (U.S. Department of Defense, 1986, pp. 27-31). These statistics also support one of Fowler's (1985) findings which suggested that the SOCAD program is meeting the Army policy of providing equal opportunity for all Servicemembers (p. 83). In terms of percentages, slightly more blacks and Hispanics participate in the SOCAD program than other ethnic groups.

More respondents were married (77%) than were single (23%),

unlike the overall general population of the Army where the statistics show an even split (U.S. Department of Defense, 1986, pp. 27-31). This finding was also expected and is consistent with Fowler's (1985) study, which indicated that 79% of those participants were married and 21% were single (p. 68). SOCAD is geared toward older soldiers such as career NCOs who are more likely to be married.

The number of years enrolled in the program is a possible indication that SOCAD participants are able to complete their degree requirements within a reasonable period. Over two thirds (69%) of SOCAD participants have been enrolled in the program 3 years or less, and only 31% being enrolled over 3 years. This finding may suggest that soldiers are enrolling in the program, earning associate degrees and possibly moving on to baccalaureate degree programs in a timely fashion. It was also supported by the open-ended comments (see Appendix O) and by 82% of the respondents who said that they would probably or definitely continue to work towards a bachelors degree.

Age of the respondents is a very significant variable. The literature shows that the pool of eligible young recruits will be much lower in future years making it very difficult to maintain high standards in the Army (Army, 1986). Fowler (1985) found that age was a significant discriminator in predicting SOCAD participation. He found that SOCAD participants tended to be younger than soldiers not participating in the program. The results of this study show that the respondents tended to be older. The age distribution of SOCAD

participants in this study ranged from 17 to 49 years. Half were in the middle of this range (49% between 26 to 35 years old), with an almost equal distribution between the younger group (22%) and the older group (29%). There is a significant difference between age groups of SOCAD participants and the age of soldiers Army-wide. The majority of the participants are Junior NCO's and would be in the mid-age range of 26 to 35.

With respect to their military occupational specialty, 82% indicated that they were working in their primary MOS, with the remainder not presently doing so. Although there is no hard data to support this finding, it is generally believed that it is consistent throughout the Army and that most soldiers are working in their MOS.

The frequency of response by sex shows that males constitute a majority of the participants. This is also a very important variable. The rapid buildup of the Army since 1972 and the large influx of females joining the Army since then presents a big challenge for the SOCAD program. This study found that the male and female ratio in the SOCAD program is consistent with the rest of the Army with a slight edge favoring SOCAD, thus showing that the program is doing quite well in this area. The total population for the Army is comprised of 90% male and 10% female. Fowler (1985, p. 83) found a 92% male and 8% female ratio in his SOCAD study. He also found no significant difference between the variable of sex and entering into a SOCAD agreement.

Finally, first term and career percentages are consistent with

the findings for pay grade and age. SOCAD is designed to address the needs of NCOs who are most likely career soldiers. Fourteen percent of the respondents reported that they were in their first term of enlistment and 86% reported that they were career soldiers.

The frequency and distribution of responses by Military Occupational Specialty (MOS) is shown in Table 4. Only the top 20 highest density MOS categories out of the total of 192 MOS represented in the survey are shown, with the remaining categories each representing less than 1% of the sample. The range of MOS reported includes a representative mix of all Army Career Management Fields (CMF). A complete list of the CMF can be found in Appendix M. It is interesting to note that the MOS with the largest group of respondents (8%) was that of the Infantryman (11B), one of the primary targets of SOCAD. Seven percent were Administrative Specialists, 6% Military Police, 4% Command Sergeant Major, 3% Wheel Vehicle Mechanics, and 3% stated that they were Food Service Specialists. All other categories include less than 3% of the respondents.

Table 5, indicates the distribution of returns where the initial SOCAD agreement was signed and distribution of returns from the respondent's currently assigned installation. Only the installations receiving the highest number of returns are reported. The high rate of returns from Europe correlates with the large number of soldiers assigned to Europe. Nearly 220,000 officer and enlisted soldiers are assigned in Western and Southern Europe with

Table 4

Distribution of Responses by MOS

MOS	Title	N	%
11B	- Infantryman	83	8
71L	- Administrative Specialist	73	7
95B	- Military Police	62	6
OOZ	- Command Sergeant Major	40	4
63B	- Light Wheeled Vehicle Mechanic	30	3
94B	- Food Service Specialist	29	3
75D	- Personnel Records Specialist	20	2
91B	- Medical NCO	19	2
76Y	- Unit Supply Specialist	18	2
75Z	- Personnel Sergeant	18	2
54E	- NBC Specialist	18	2
12B	- Combat Engineer	15	1
91E	- Dental Specialist	14	1
91A	- Medical Specialist	14	1
74D	- Computer/Machine Operator	14	1
73C	- Finance Specialist	14	1
76P	- Material Control & Accounting Specialist	13	1
74F	- Programmer Analyst	13	1
72E	- Combat Telecommo Center Operator	13	1
95D	- Special Agent	13	1
Sub-Totals (Above Top 20 Categories)		533	50
Others (Less than 1 percent per MOS)		554	50
Totals		1087	100

Note: All percentages rounded to the nearest whole percent.

Table 5

Distribution of Responses by Army Installation

Army Installation	Initial Agreement N	Initial Agreement %	Current Installation N	Current Installation %
Europe	270	25	291	27
Fort Benning	91	8	55	5
Fort Bliss	90	8	37	3
Fort Hood	67	6	46	4
Korea	64	6	55	5
Fort Carson	47	4	24	2
Fort Bragg	44	4	39	4
Fort Leonard Wood	30	3	6	1
Hawaii	24	2	28	3
Fort Campbell	22	2	26	2
Fort Lewis	22	2	22	2
Mil. Dist. of Washington	15	1	22	2
Others **	346	32	433	40
Missing Values	14	1	9	1
Total	1087	99	1087	100
Installations Represented	45	-	60	-

Notes: 1. All percentages rounded to the nearest whole percent.
2. Initial agreement is where the soldier signed initial SOCAD agreement. Current installation is where the soldier is presently assigned.
3. ** Represents other installations that individually provided less than 2% of the returned responses.

Table 6

Distribution of Returned Responses by SOCAD "Home College"

Home College	N	%
Central Texas College	318	29
El Paso Community College	103	10
City Colleges of Chicago	88	8
University of Maryland	88	8
Troy State University	83	8
Pikes Peak Community College	45	4
Park College	34	3
Fayetteville Technical Institute	34	3
Saint Leo College	31	3
Big Bend Community College	7	1
Others **	227	21
Missing Values	29	1
Total	1087	99

Notes: 1. All percentages rounded to the nearest whole percent.
2. ** Represents 40 other colleges that individually provided less than 1% of the returned responses.

approximately 210,000 assigned to Germany (U.S. Department of Defense, 1986, p. 26). By comparison, nearly 520,000 officer and Enlisted soldiers are assigned in the United States, United States Territories, and Special Locations, and nearly 35,000 are assigned to East Asia and the Pacific (U.S. Department of Defense, 1986, p. 26). A review of the Table also reveals interesting information about the mobility of the SOCAD participant. Although 45 installations are named as the place where the initial agreement was signed, a total of 60 installations are named as the current installation. This finding shows a 25% increase in the number of installations represented in the study, suggesting the transient nature of the SOCAD soldier. A complete list of the locations of SOCAD participants used in this study can be found in Appendix N.

The distribution of returned responses by SOCAD home colleges are reported in Table 6. Only the colleges having the highest number of returns are reported. It is interesting to note that nine of 10 home colleges providing the highest rate of returns are also listed in the March 1986 SOCAD Report as having the highest number of SOCAD enrollments through March 1986 (SOCAD, 1986). A total of 50 SOCAD colleges represented in this study reinforces the credibility of the sampling process. The complete list of SOCAD colleges used in this study can be found in Appendix C.

The distribution of responses by civilian education level upon entering active duty and current education level is reported in Table 7. Tangible progress in the SOCAD program can be gauged by comparing

Table 7

Distribution of Responses by Civilian Education Level

Civilian Education Level	SOCAD Participants Initial %	SOCAD Participants Current %	Army-wide %
Some HS, but no Diploma or GED	16	*	4
HS Completed with Diploma or GED	68	10	68
1 to 2 Years of College but no Degree	15	57	18
Associate Degree	*	25	4
3 to 4 Years of College, but no Degree	1	7	3
Bachelor's Degree	*	1	3
Total	N = 1082	N = 1080	

Notes:
1. All percentages rounded to the nearest whole percent.
2. * Less than one half of 1 percent

the education level of SOCAD participants upon entering the service to their current educational level. Over two thirds (68%) reported high school completion as their education level upon entering active duty. Survey respondents now report high school completion in only one out of 10 cases (10%), thus representing a 58% increase in the number of soldiers who have significantly increased their education levels by participating in the SOCAD program. Fifteen percent reported that they started with 1 to 2 years of college but no degree, while over half (57%) have now moved upward into this category.

By way of comparison with the general Army population, the August 1985 sample survey of military personnel has been added to the table. It can be seen that the SOCAD soldier is fairly similar to the general Army population in educational background upon entering the program and the program produces a core of soldiers with higher education. These results lend support to Fowler's (1985) findings that SOCAD participants tend to be more highly educated than soldiers that are not enrolled in SOCAD.

Findings for Research Questions

This section presents the findings related to each research question. Two major research questions guided this inquiry. The first question was designed to determine the perceptions and attitudes of soldier participants concerning the SOCAD program. These are discussed in seven sections relating to program satisfaction factors (see Table 2, Chapter three). The second

question establishes the relationships between soldiers' responses and selected demographic variables, of which pay grade was of primary consideration. Other comparisons were made with race, age, gender, education level, marital status, time-in-service, and term of enlistment.

Throughout the remainder of the chapter, both major research questions will be answered together for each sub-question of interest. For each area, percentages in each response category of the relevant questionnaire item will be given for the total sample and by pay grade, along with the corresponding chi-square results. Appendix L contains similar results, broken down by categories of the remaining demographic variables, which will also be discussed in this section. In addition, preliminary conclusions will be presented along with the results, where appropriate. This method of presentation was chosen to ensure that the findings and the preliminary conclusions are presented in the context of the research area being addressed.

General Levels of Satisfaction

Question: Everything considered, how satisfied are you with the SOCAD program?

This question gauged SOCAD participants' overall general impression of the program in terms of what they are deriving from the program. The results, broken down by pay grade, are shown in Table 8. The chi-square results for this question indicate that satisfaction is not significantly related to the pay grade of the

Table 8

Distribution of Responses by General Levels of Satisfaction

Question

Everything considered, how satisfied are you with the SOCAD program?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Very Satisfied	37	28	37	42
Satisfied	48	56	48	44
Borderline	12	12	13	11
Dissatisfied	2	3	2	2
Very Dissatisfied	1	1	1	1

N = 1075
Chi-square: 14.9
df: 8
Significance: .061
Cramer's V: .083

Note: All percentages are rounded to the nearest whole percent.

respondents using the .05 significance level. SOCAD participants are evenly divided on this question. A very high percentage (85%) of soldiers participating in SOCAD report that they are very satisfied or satisfied with the program. The results are nearly even among all pay grades. There is only slightly more support for the program among Senior NCOs (86%) than among Junior NCOs (85%) and Enlisted (84%). Approximately 12% of all soldiers reported borderline satisfaction and only a small minority reported that they are dissatisfied or very dissatisfied with the program.

Except for age, the results of the crosstabulations by demographics (given in Appendix L) generally support the overall response to the question. There appears to be a slight tendency for older participants to be more satisfied than younger participants. Thus, age and level of satisfaction are related in the SOCAD population. None of the other chi-squares were significant at the .05 significance level, indicating no statistical relationship between any of the other demographic variables listed and overall satisfaction with the SOCAD program.

Overall, there appears to be widespread support among all SOCAD participants for the SOCAD program. A very high percentage of the soldiers that participate in the program report that they are very satisfied or satisfied with the overall operation of SOCAD. As an additional show of support approximately 91% of the respondents indicated that if they could start over again they would enroll in

the SOCAD program and 93% said that they would recommend the program to another soldier.

The responses to these questions and the results of the study tend to support the findings of Betz, Starr, and Menne (1972) who suggested that measures of student satisfaction can be useful in assessing student attitudes when localized to students in specific communities and, can give administrators an idea of the perceptions of students and the kinds of changes that will be needed to improve those conditions. Although the SOCAD program was surveyed in this case the same philosophy would appear to apply in this study.

Program Mechanics (Counseling Influences)

Question: Overall, how would you rate the AEC counseling provided to you about the SOCAD program?

This question is concerned with Army Education Center (AEC) responsibility in providing administrative and counseling support for the SOCAD program. Counseling support is very important. Army Regulation 621-5 (Army, 1985) requires AEC counselors follow-up on SOCAD participants to monitor program progress. The results are shown in Table 9. The observed chi-square for this question indicates that satisfaction is related to pay grade of the respondents using the .05 significance level, however the relationship was relatively mild (Cramer's V = .115). Three fourths of the SOCAD participants rated counseling support as good or excellent. Eighty-one percent of the Senior NCOs rated counseling

Table 9

Distribution of Responses by Program Mechanics--AEC Responsibility in Providing Administrative and Counseling Support for the SOCAD Program

Question

Overall, how would you rate the AEC counseling provided to you about the SOCAD program?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Excellent	33	26	29	42
Good	45	50	47	39
Borderline	13	14	16	10
Poor	6	7	5	7
Very Poor	3	3	3	3

N = 1081
Chi-square: 28.81
df: 8
Significance: .0003
Cramer's V: .115

Note: All percentages are rounded to the nearest whole percent.

as excellent or good. While Enlisted and Junior NCOs endorsed counseling, their support is more tempered: about 76% of Enlisted and 76% of the Junior NCOs rated counseling as good or excellent. Fourteen percent Enlisted, 16% Junior NCOs, and 10% Senior NCOs indicated borderline satisfaction which suggests that they may not have entirely committed themselves to the program. About one out of 10 respondents rated counseling support as poor or very poor. This finding indicates that about one out of four participants are not satisfied with the counseling support, which is not a very good rating given the high standards expected of AEC counselors by the Army.

The findings indicate a slight relationship between satisfaction with counseling support and the variables of race, age, and term of enlistment. None of the other chi-squares were significant at the .05 significance level (see Appendix L). Blacks tended to be more satisfied with counseling support than other racial groups, older participants tended to rate counseling support higher than younger participants, and career soldiers tended to be more satisfied than first term soldiers.

The difference in satisfaction levels could possibly be related to lack of knowledge about SOCAD by younger soldiers and the perception among all pay grades that many counselors do not understand the program (see open-ended comments in Appendix O). Overall, AEC counseling support received fair ratings which are tempered somewhat by borderline and low ratings given by some

soldiers. As an additional illustration of satisfaction, 81% of the respondents felt that counselors were always or often available for help, while only 72% of the respondents felt that counselors are concerned about helping them, and 72% indicated that they would follow the advice given by an AEC counselor. Much of this dissatisfaction is expressed in the open-ended comments which indicate that improvement is needed. Thus, while AEC counseling is doing a fair job overall, much more work appears to be needed in this area. However, the findings in this area should be tempered by the reality that counselors, by-and-large, work for ESOs who are responsible for the operation of the education center, and thus, have a major say in the extent to which counseling support is provided to SOCAD participants (SOCAD, 1985).

Program Quality

Question: Everything considered, how satisfied are you with the overall quality of the academic programs provided by the SOCAD colleges?

This question pertains to educational services provided by participating SOCAD colleges. The results, by pay grade, are shown in Table 10. The chi-square for this question indicates that satisfaction with SOCAD college support is related to the pay grades of the respondents using the .05 significance level, however the relationship was also relatively mild (Cramer's V = .108). Nearly 85% of all participants indicated they were satisfied or very satisfied with the services provided by SOCAD colleges. Senior NCOs

Table 10

Distribution of Responses by Program Quality

Question

Everything considered, how satisfied are you with the overall quality of the academic programs provided by the SOCAD colleges?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Very Satisfied	31	22	31	38
Satisfied	54	58	54	52
Borderline	12	16	12	9
Dissatisfied	2	3	3	1
Very Dissatisfied	1	1	1	1

N = 1076
Chi-square: 25.01
df: 8
Significance: .0005
Cramer's V: .108

Note: All percentages are rounded to the nearest whole percent.

(90%) tended to favor SOCAD colleges more than Junior NCOs (85%) or Enlisted (80%) indicating a slight downward trend in satisfaction levels for this question among NCOs. Sixteen percent of Enlisted, 12% of Junior NCOs, and 9% of Senior NCOs answered borderline satisfaction, which may suggest that these groups are not convinced they are receiving quality support from these schools. Only a small minority indicated that they were dissatisfied or very dissatisfied with the program. Overall, A very high percentage of all pay grades expressed satisfaction with the services provided by SOCAD colleges.

The high marks accorded for SOCAD colleges are repeated in the demographic responses. However, the findings do indicate a slight relationship between satisfaction with SOCAD colleges and the variables of race, age and term of enlistment. None of the other chi-squares were significant at the .05 significance level (see Appendix L).

While blacks tended to be more satisfied with SOCAD colleges than other racial groups, Hispanics tended to be less satisfied than all other groups; older participants tended to rate SOCAD colleges higher than younger participants, and career soldiers tended to rate the colleges higher than the first term soldiers. Thus, while SOCAD colleges received good to excellent ratings overall, they were tempered somewhat by high borderline ratings given by the Hispanics, soldiers in the 17 to 25 age group, and first termers. The responses in this area are encouraging. According to Hecklinger

(1972), students reporting highest levels of satisfaction with nonacademic factors persisted to graduation.

Motivating Factors

The next series of questions sought to determine what soldiers perceive as the most important motivating factors that influenced them to participate in SOCAD. The results are shown in Tables 11 and 12. The chi-squares relating the first two questions with pay grade were not significant using the .05 level. The responses to these questions are independent of pay grade. The chi-squares for the other questions are significant but only moderately related.

The results send a clear message. Soldiers primarily view SOCAD as a means to further their education as well as to prepare them for the future. The top motivating factor for all groups was the desire to get a better job when discharged from the Army. Also near the top was having the opportunity to work towards an associate degree regardless of location and having an opportunity to use tuition assistance. Near the bottom of the list were more pay, and something interesting to do. Among all SOCAD participants, 93% indicated that desire to get a better job after leaving the Army, and being able to work on the associate degree regardless of location was of great importance or of some importance. Eighty-five percent responded that opportunity to use tuition assistance was important.

The findings are nearly the same when stratified by pay grade. Ninety-two percent Senior NCO, 94% Junior NCO, and 94% Enlisted answered that the desire to get a better job after leaving the Army

Table 11

Importance of Various Motivators for Entering SOCAD and Relation to Pay Grade)

Question

Please indicate how important each of the following was in influencing your decision to participate in SOCAD:

	Importance						
	Great %	Some %	Little %	None %	CHI SQ	df	PROB
-Desire to get a better job when I leave the Army	78	15	3	3	9.82	6	.132
-Be able to work on degree regardless of location	75	18	5	2	7.59	6	.269
-Opportunity to use tuition assistance	60	24	9	8	38.36	6	.000
-Be able to use military experiences towards a degree	58	28	10	3	24.71	6	.000
-Chance to work toward degree in a technical area	53	27	13	7	33.95	6	.000
-Faster promotions	51	31	11	7	53.15	6	.000
-More pay	36	32	17	15	26.72	6	.000
-Something interesting to do	32	37	17	14	25.38	6	.000

Note: All percentages are rounded to the nearest whole percent.

Table 12

Distribution of Responses by Motivation for Entering SOCAD by Grade

Question

Please indicate how important each of the following was in influencing your decision to participate in SOCAD:

	Importance					
	E1 - E4		E5 - E6		E7 - E9	
	Great %	Some %	Great %	Some %	Great %	Some %
-Desire to get a better job when I leave the Army	82	12	81	13	74	18
-Be able to work on degree regardless of location	75	19	78	16	72	20
-Opportunity to use tuition assistance	68	25	64	20	51	27
-Be able to use military experiences towards a degree	45	37	62	26	62	27
-Chance to work toward degree in a technical area	57	27	58	29	45	27
-Faster promotions	38	35	64	23	47	36
-Something interesting to do	34	40	38	34	26	37
-More pay	31	32	44	31	31	33

Note: All percentages are rounded to the nearest whole percent.

and being able to work on the associate degree regardless of location was of great or some importance. This finding suggests that these motivating factors are valid among all pay grades.

The results are consistent with the National Advisory Council (1975) findings which held that 42.5% of adult learners gave advancement in their job as reason for participation in adult education programs. During that study, an additional 11.3% indicated that they participated in these programs because they were getting a new job. Also, the Martorana study of SOC (1977), which found that the availability of special financial help (80%) was the single strongest influential factor in encouraging participation in voluntary education projects. The open-ended comments also noted several barriers faced by the respondents when participating in SOCAD. Many of the problems expressed by SOCAD participants (e.g., geographic location, scheduling of classes, and financial hardships) were also mentioned by Gould and Cross (1972) as hindering participation of adults in programs.

Benefits

Question: Involvement in the SOCAD program has encouraged me to stay in the Army?

This question pertains to SOCAD participant perceptions of the benefits of the program. The results, by pay grade, are shown in Table 13. The chi-square results for this question indicate that perceptions of the benefits of the SOCAD program are related to the pay grade of the respondents using the .05 significance level,

Table 13

Distribution of Responses by Perceived Benefits of SOCAD

Question

Involvement in the SOCAD program has encouraged me to stay in the Army?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Strongly Agree	9	8	11	6
Agree	16	17	19	12
Neutral	40	39	40	39
Disagree	22	18	18	27
Strongly Disagree	15	18	12	16

N = 1079
Chi-square: 28.17
df: 8
Significance: .0004
Cramer's V: .114

Note: All percentages are rounded to the nearest whole percent.

however the relationship was not strong (Cramer's V = .114). The responses to this question show that 25% of all soldiers feel that the SOCAD program encourages them to stay in the Army. Only 25% of Enlisted, 30% of Junior NCOs, and a low 18% of Senior NCO agreed or strongly agreed that SOCAD provides such encouragement. Among all pay grades, nearly 40% are neutral; 36% Enlisted, 30% Junior NCOs, and 33% Senior NCOs disagreed or strongly disagreed with the statement. Hence, only one fourth of all SOCAD participants felt that involvement in the program has encouraged them to stay in the Army, as compared to nearly 75% who did not agree with the statement. The findings suggest that while SOCAD may be an outstanding program as evidenced by the fairly high ratings in other categories, such as overall satisfaction with the program, it is only one of many items that are considered by soldiers when deciding whether to stay in the Army.

The findings by demographic variables generally support the overall response to the question, except for age and term of enlistment. Older participants tended to disagree with the statement more than younger participants, and career soldiers who are older disagree with the statement more than first term soldiers. Thus, age and term of enlistment are related to the responses provided on the benefits of the SOCAD program. None of the other chi-squares were significant at the .05 significance level (see Appendix L). Given that 93% of the respondents agree or strongly agree that they would recommend SOCAD to another soldier, it would appear that SOCAD is a

major influence but not the only factor which is considered in one's decision to make the Army a career.

Leadership Influences

Question: My Commander encourages me to participate in the SOCAD program.

The purpose of this question was to assess the perceived impact of leadership support on soldier participation in SOCAD. Many of the open-ended comments suggested that the extent to which soldiers participate in programs such as SOCAD can be influenced by the amount of leadership support received from supervisors. The results, by pay grade, are shown in Table 14. The chi-square results for this question indicate that perceptions of the SOCAD program are related to the pay grade of the respondents using the .05 significance level, however the relationship was relatively weak (Cramer's V = .099). Forty percent of Enlisted, 33% of Junior NCOs, and 29% of Senior NCOs agree or strongly agree that they receive such support. Thirty-three percent of Enlisted, 32% of Junior NCOs, and 35% of Senior NCOs were neutral. Twenty-eight percent of Enlisted, 36% of Junior NCOs, and 37% of Senior NCOs disagree or strongly disagree that they receive such encouragement from their commander. Over one third of the respondents do not feel that they receive leadership support. Enlisted more strongly agree with the statement than Senior NCOs.

The findings by demographic variables show that race, age, soldiers working in their MOS, term of enlistment, and the responses provided on leadership support are slightly related. Hispanics and

Table 14

Distribution of Responses by Leadership Influences

Question

My Commander encourages me to participate in the SOCAD program.

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Strongly Agree	12	17	13	9
Agree	20	23	20	20
Neutral	33	33	32	35
Disagree	20	14	21	24
Strongly Disagree	14	14	15	13

N = 1065
Chi-square: 20.68
df: 10
Significance: .023
Cramer's V: .099

Note: All percentages are rounded to the nearest whole percent.

blacks, older soldiers, soldiers not working in their MOS and career soldiers do not feel they receive adequate leadership support. Thus, these demographics and perceptions of leadership support are slightly related in the SOCAD population. None of the other chi-squares were significant using the .05 significance level (see Appendix L). It is encouraging to note that single, first term SOCAD participants in the age group 17 to 25 believe they receive more command support than the other age groups.

By way of comparison, nearly 92% of the open-ended comments in the area of command support were in the negative category. The major concern expressed by the respondents was that Army leadership, both commanders and NCOs, simply does not understand the SOCAD program and the benefits that it offers the enlisted soldier. Further, many leaders refuse to encourage participation in SOCAD as well as other educational programs because of overriding considerations such as field duty and other duties which are thought to be more important than education.

Commanders must set their own priorities, and this study cannot address the relative merits of the priorities. Still, the perception is clear, many soldiers feel that something needs to be done to correct this situation. They believe the effectiveness and success of the SOCAD program are more influenced by leadership encouragement than by any other variable. Without leadership support the SOCAD program is not accessible to the soldiers that it was designed to reach. The Martorana study of SOC (1977, p. 66) also recognized this

problem and reported "If the military chain of command, the commanders, and other high ranking officials regard participation in voluntary education programs as a worthy objective, then this sense of commitment needs to be broadcast more effectively throughout the system" (p. 66).

Progress

Question: All in all, how satisfied do you feel with the progress you've made toward achieving your educational goals?

This question is concerned with perceptions of individual progress toward educational goals. The results, by pay grade, are shown in Table 15. The chi-square results for this question indicate that perceptions of the SOCAD program are not significantly related to the pay grade of the respondents using the .05 significance level. Overall, the perceived rate of progress is relatively low when compared with other areas of satisfaction such as AEC counseling or SOCAD college support. The rate of satisfaction among all pay grades is 66%. The results show that there is slightly more satisfaction with the rate of progress among Senior NCOs than among Junior NCOs and Enlisted; 69% of the Senior NCOs indicated that they were satisfied or very satisfied with their progress compared with 65% for Junior NCOs and 63% for Enlisted suggesting a slight downward trend in rate of satisfaction among all pay grades. Among all groups, 19% indicated borderline satisfaction, and 18% Enlisted, 13% Junior NCOs, and 14% Senior NCOs indicated they were dissatisfied or very dissatisfied with their progress.

Table 15

Distribution of Responses by Progress toward degree

Question

All in all, how satisfied do you feel with the progress you've made toward achieving your educational goals?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Very Satisfied	29	25	32	29
Satisfied	37	38	33	40
Borderline	19	19	21	17
Dissatisfied	10	10	10	10
Very Dissatisfied	5	8	3	4

N = 1069
Chi-square: 18.15
df: 10
Significance: .052
Cramer's V: .092

Note: All percentages are rounded to the nearest whole percent.

The findings by demographic variables generally support the overall response to the question. None of the chi-squares were significant using the .05 significance level (see Appendix L). This finding suggests there is no statistical relationship between any of the demographic variables listed and overall satisfaction with the SOCAD program. Among all pay grades, many SOCAD participants felt they could be doing much better. Based on the responses in the other categories, it would appear that much of the dissatisfaction with progress centers on counseling support and to a lesser degree SOCAD college support, leadership encouragement and several other specific program problems identified in the open-ended comments.

Grade Rating

Question: Students are often given the grades A,B,C,D, and fail (F) to denote the quality of their work. Suppose the SOCAD program at your current assignment were graded in the same way. What grade would you give--A,B,C,D, or F (fail)?

Although not a specific research question, this topic provided SOCAD participants an opportunity to grade the program as was done in the Phi Delta Kappa/Gallup poll of attitudes toward education (Elam, 1984). The results are shown in Table 16. The observed chi-square for this question indicates that grade rating is related to pay grade of the respondents using the .05 significance level. The relationship, however, was not strong (Cramer's V = .129). SOCAD participants gave favorable ratings to the program. Over half

Table 16

Distribution of Responses by Grade Rating

Question

Students are often given the grades A,B,C,D, and fail (F) to denote the quality of their work. Suppose the SOCAD program at your current assignment were graded in the same way. What grade would you give--A,B,C,D, or F (fail)?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
A Rating	20	19	20	19
B Rating	32	38	33	28
C Rating	13	14	15	11
D Rating	3	4	3	1
F Rating	1	1	*	1
DNA	32	23	28	40

N = 1067
Chi-square: 30.70
df: 10
Significance: .0007
Cramer's V: .129

Notes:
1. All percentages are rounded to the nearest whole percent.
2. * Less than one half of 1 percent

(57%) of soldiers who gave SOCAD an A or B rating were Enlisted, 53% were Junior NCOs, and 47% were Senior NCOs. Only 4% gave SOCAD a D, and less than 1% gave the program a failing grade. It is interesting to note that only 41% of the Hispanics gave A or B grades compared to over 50% for other racial groups (see Appendix L).

Organizational, Individual and Program Perspective

This section discusses the findings of the study in the context of the Army, the soldier and the operation of SOCAD in terms of what the program was designed do to. For this purpose, this section is organized in terms of three levels: (a) Organizational Effects (the Army), (b) Individual Effects (the enlisted soldier) and (c) Program Management Effects (operation of selected portions of the program). These levels were selected for the purpose conducting an additional analysis and comprehensive view of how well the program meets the requirements of the Army.

Today's Army is a volunteer force. More than half of this volunteer force is married. The racial composition has changed and the educational level of soldiers has increased significantly (U.S., 1986). These changes represent a profound shift in the composition of the Army over the past 15 years. The Army, because of it's mission, must work hard to recruit and retain high quality soldiers. Because of that commitment the Army has traditionally provided educational services to soldiers in a number of ways and for a variety of reasons depending on the readiness posture of the Army. The aim of the Army is to assure education becomes a part of the

soldier's life, thus enhancing the positive aspects of Army life as well as improving the job performance of the soldier (Department, 1987).

The current philosophy of the Army is to provide for the needs and desires of the individual soldier as well as attend to the needs of the Army. Therefore, it is very important to relate the results of this study to the benefits of the program as perceived by the participants, as well as the extent to which the program implements Army philosophy. The results of this section of the study are linked to the effects of the SOCAD program on the Army, its effect on the individual soldier and its effect on the operation of selected components of the program (Department, 1987).

In the previous section, results reflected responses to specific questions related to the seven areas of interest. In this section, the same seven areas are considered using some composite variables and some of the original items. Average scores were based on sets of individual items related to each construct. To measure benefits to the Army, for example, the construct of "overall satisfaction" is created by building a composite variable consisting of questions in the survey related to overall impressions of SOCAD; "counseling influences" constituted questions related to different aspects of counseling support; "program quality" is composed of questions related to selected aspects of SOCAD college support; "leadership encouragement" is comprised of questions related to leadership support from the perspective of senior NCOs and the commander;

"benefits" consists of questions related to several aspects of the benefits of SOCAD. "Individual effects" are captured in a question indicating perceptions of individual progress toward degree and "program effects" cover several questionnaire items that relate to overall program operation of the SOCAD program.

Tables 17 and 18 present these constructs in terms of overall satisfaction with the program. The tables also include reliability of coefficient scores, means, and standard deviations. These are computed for each composite variable to determine the internal consistency of this group. All coefficient reliability scores are above .50, revealing an acceptable degree of internal consistency within each composite variable. Standard deviations for each group are also listed and are within generally acceptable tolerances.

Organizational Effects

This section measures the extent to which SOCAD participants feel the program is of value to the Army. A review of Table 17 indicates that when all scores are considered as a composite variable, the mean rating of the construct of "overall satisfaction level" is significantly higher than that of the other constructs. Still, the results are consistent with the overall results of the study. Soldiers generally like the SOCAD program. The results show an index score of 4.3, which indicates a very high rate of overall satisfaction with the program. From the above scores, it is reasonable to conclude, at least from the perspective of the participants, that the SOCAD program is of some value to the Army.

Table 17

Satisfaction with SOCAD Program (Organizational Effects)

	Mean	SD	Alpha	Items
Overall Satisfaction Level	4.3	.66	.67	4,5
Organizational Effects				
Level of Satisfaction With:				
--AEC Counseling Support	4.0	.73	.82	6,7,8,9
--Program Quality	4.1	.70	.77	10,11,12,16
--Leadership Encouragement	3.2	.99	.65	33,34
--Benefits to Army	3.7	.66	.59	28,29,30,32

Note: Satisfaction scores range from 1 = low satisfaction to 5 = high satisfaction. Average scores are based on sets of individual items related to each construct.

When "AEC counseling support" is considered, the index score is somewhat lower (4.3 to 4.0) than the overall satisfaction rating. Although not as high as overall satisfaction, the results still show a fairly high rating for AEC counseling support. "Program quality", which measures support provided by SOCAD colleges, received a slightly higher index score than AEC counseling support. This construct received a 4.1 index score as compared to the AEC counseling support which received a score of 4.0. It is interesting to note that each question that made up this construct received a 4.0 or above satisfaction rating. The results,

however, continue to give the SOCAD colleges high marks when all scores are collectively considered.

"Leadership encouragement", which gauges perceptions of the influence of supervisors on soldier participation in the SOCAD program, received a relatively low index score. This construct received a 3.2 index score as compared to the higher ratings in the other categories. It is interesting to note that NCOs received a score of 3.5 as compared to 2.9 for the commanders who were measured on a similar question. It should also be mentioned that NCOs were evaluating themselves on this question. Still, the results suggest that SOCAD participants do not feel they receive adequate leadership encouragement to participate in the SOCAD program.

Several questionnaire items pertain to participant ideas about the perceived benefits of the program. The aim was to assess the value of the program to the Army from the perspective of the participant. Perceived benefits received a 3.7 index score. The high rating in this case is due primarily to a question which asked if the SOCAD participant would recommend the program to another soldier, a sizeable majority said that they would. The results show that SOCAD participants feel that while SOCAD in and of itself had not specifically encouraged them to stay in the Army, the program does provide valuable benefits such as learning a trade which received a 3.3 score and helping solders work toward and complete associate degrees regardless of mobility which received a 4.1 score. Both of these areas, soldiers believe, provide ample motivation for

staying in the Army. Hence, because of these and other benefits provided by the Army most SOCAD participants (4.6 index score) would recommend the program to another soldier.

The organizational perspective results show a very high rate of satisfaction with SOCAD in terms of overall impressions of the program, a fairly high rating of counseling influences, high marks for educational services provided by SOCAD institutions and low marks for leadership encouragement to participate in the program. The results also show that while pockets of dissatisfaction do exist, SOCAD participants generally feel that the SOCAD program is of value to the Army. While the results suggest the benefits provide some motivation for soldiers to participate in the program, the issue of leadership encouragement appears to be a potential problem area that needs to be addressed by the Army leadership.

Individual Effects

This section attempted to measure the extent to which SOCAD participants feel the program is of value to the individual soldier. The results of the Individual effects are illustrated in Table 18. This score is based on the responses for a single specific item. While the results show a fairly high level of satisfaction with program progress, they are tempered somewhat when compared to the scores for overall satisfaction. The results also suggest that although satisfied with what the program is doing as they perceive it in operation, a sizeable number of SOCAD participants do not feel they are making as much progress as they

Table 18

Satisfaction with SOCAD Program (Individual Effects)

	Mean	SD	Alpha	Items
Overall Satisfaction Level	4.3	.66	.67	4,5
Individual Effects				
Level of Satisfaction With: --Progress Toward Educational Goals	3.8	1.11	N/A	35

Note: Satisfaction scores range from 1 = low satisfaction to 5 = high satisfaction. Average scores are based on sets of individual items related to each construct.

should. Many feel they could be doing much better.

Support for the program is also illustrated under the construct of "benefits" which received a respectable 3.7 score. Also under benefits, 4.6 of the respondents indicated that they would recommend the program to another soldier. On the other hand, the construct of leadership encouragement received a low 3.2 index score which suggests that many SOCAD participants felt they were not receiving command support to participate in the program.

Thus, from an Individual effects perspective the SOCAD program is also perceived to be of some value to the individual soldier. The results show a fairly high level of satisfaction with progress toward

educational goals but are tempered somewhat because they feel they could be doing much better.

Program Management Effects

Program management effects are measured by several questions in the questionnaire which relate to overall operation of the SOCAD program, such as transferability of credits under SOCAD, quality of library resources, quality of facilities and whether SOCAD participants intend to work towards a bachelors degree. The specific items on the survey that relate to program management effects were questions 13, 14, 17, 18, 36 of the survey questionnaire.

The distribution of returned surveys by transferability of credits between institutions is reported in Table 19. The chi-square results for these questions indicate opinions on transferability of credits are not significantly related to pay grade when using the .05 significance level. Nearly one half of the respondents said they had never transferred credits before enrolling in SOCAD, and nearly two thirds of the respondents indicate they had not transferred credits after enrolling in the program. Thirty-six percent said it was easy or very easy to transfer credits before SOCAD, while only 27% said it was easy or very easy to transfer credits after enrolling in the program. Thus, even with the few respondents reporting, it appears that it was easier to transfer credits before enrolling in SOCAD suggesting the system may not be working as it should be.

These results, however, must be tempered by the reality that the system has not been thoroughly tested--given the small number of

Table 19

Distribution of Responses by Transferability of Credits between Institutions

Questions

(a) Before enrolling in SOCAD, how easy or difficult was it to transfer your credits between institutions? (b) In your most recent experience, how easy or difficult was it to get your credits transferred back to your home college?

	Before SOCAD %	SOCAD Experience %
Does not apply	49	63
Very easy	19	15
Easy	17	12
Borderline	8	5
Difficult	6	4
Very difficult	2	2

N = 1078	N = 1076
Chi-square: 22.62	Chi-square: 18.10
df: 10	df: 10
Significance: .012	Significance: .053
Cramer's V: .102	Cramer's V: .092

Note: All percentages are rounded to the nearest whole percent.

soldiers who reported experience in transferring credits between institutions. Still, given the importance of transfer credits to the soldier, the large number of open-ended responses which expressed much dissatisfaction with transferring credits, and the fact that one of the primary reasons for establishing the program was to facilitate transfer credit between participating SOCAD colleges (U.S., 1977a), a thorough review of this area should be undertaken. The aim should be to correct the system if needed, but more importantly, to also educate SOCAD participants on how the transfer credit process works. Although many of the open-ended comments expressed concern over not having previous credits honored by participating SOCAD colleges, the problem could very well be one of not understanding the system. Credit transfer is a very important area which can directly influence SOCAD participation. It is the value placed by SOCAD participating institutions on courses taken, courses completed, and credit awarded from nontraditional sources in the case of the SOCAD program. Thus, it can ultimately affect financial support both to the student and to the school.

Question: How useful are the educational library resources that are available to you (on-post only)?

The distribution of returned surveys, by pay grade, is reported in Table 20. The chi-square results for this question indicate that satisfaction is not significantly related to the pay grade of the respondents using the .05 significance level. The results are nearly even across all pay grades. The majority of the respondents

Table 20

Distribution of Responses by Quality of Library Resources

Question

How useful are the educational library resources that are available to you (on-post only)?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Very useful	38	34	38	40
Some use	39	42	37	38
Of little use	9	11	11	7
Not useful at all	2	3	2	1
No opportunity to use	10	10	10	11
No services available	2	1	2	2

N = 1075
Chi-square: 10.38
df: 10
Significance: .407
Cramer's V: .070

Note: All percentages are rounded to the nearest whole percent.

indicated that they found the services very useful or of some use, with Senior NCOs finding the library more useful than Enlisted and Junior NCOs. Seventy-six percent of the Enlisted soldiers, 75% of the Junior NCOs, and 78% of the Senior NCOs responded that they found the library services very useful or of some use. Nearly 25% of the respondents indicated that they found library facilities of little use, not useful, have not had an opportunity to use the facilities or, no services were available suggesting that additional research is needed in this area. Overall, Senior NCOs found the library services slightly more useful than the other pay grades.

Question: Regarding the appearance (that is the overall appearance of the classroom), how would you rate the conditions of the Army on-post classroom facilities?

According to Long (1983), research concerning the use of physical facilities for adult education purposes is limited or unreported, and research needs to be done in this area. The distribution of returned surveys by quality of facilities is reported in Table 21. The chi-square results for this question indicates that satisfaction with the quality of facilities is not significantly related to the pay grade of the respondents using the .05 significance level.

SOCAD participants are evenly divided on this issue. Sixty-six percent of Enlisted, 66% of Junior NCOs, and 64% of the Senior NCOs reported that the condition of the Army on-post class facilities is good or excellent. It is interesting to note that one out of four

Table 21

Distribution of Responses by Quality of Facilities

Question

Regarding the appearance (that is the overall appearance of the classroom), how would you rate the conditions of the Army on-post classroom facilities?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Excellent	15	14	15	16
Good	50	52	51	48
Borderline	23	23	24	23
Poor	8	8	7	10
Very Poor	3	4	4	2

N = 1073
Chi-square: 5.91
df: 8
Significance: .656
Cramer's V: .053

Note: All percentages are rounded to the nearest whole percent.

respondents rated the facilities as borderline, and close to 12% of all groups rated the appearance of the classroom facilities as poor or very poor. Overall, close to one third of the respondents did not feel that classroom facilities were good or excellent suggesting that some improvements are needed in some locations. The low marks are also illustrated by the results of the open-ended comments, which indicated dissatisfaction with the facilities at some locations.

Question: When you complete your associate degree what is the likelihood that you will continue to work towards a bachelors degree?

A meaningful survey of SOCAD should take into account the future educational aspirations of the respondent. This can affect perceptions. For example, Senior NCOs because of longer time in service may feel much differently about the value of continuing education than Enlisted or Junior NCOs. This question sought to determine whether SOCAD participants would be interested in pursuing a bachelors degree after completing work on the associate degree. The question was well received. The results are shown in Table 22. The observed chi-square for this question indicates that the responses are related to pay grade of the respondents using the .05 significance level, however the relationship was not strong (Cramer's V = .154). Eight out of 10 (82%) indicated that they would probably or definitely pursue a bachelors degree. Junior NCOs (89%) and Enlisted soldiers (82%) supported the idea by wide margins, while Senior NCOs were more restrained (75%). Only a small minority (5%) indicated that they would not continue their education. The findings

Table 22

Likelihood of Continuing Work Towards a Bachelors Degree

Question

When you complete your associate degree what is the likelihood that you will continue to work towards a bachelors degree?

	Total Sample %	Enlisted E1 - E4 %	Junior NCO E5 - E6 %	Senior NCO E7 - E9 %
Definitely not	1	3	1	1
Probably not	4	4	2	6
Uncertain	12	11	9	16
Probably yes	29	22	28	35
Definitely yes	53	60	61	42

N = 1066
Chi-square: 50.45
df: 10
Significance: 0.000
Cramer's V: 154

Note: All percentages are rounded to the nearest whole percent.

by pay grade was expected. Senior NCOs are nearing retirement, while Enlisted and Junior NCOs are looking forward to careers both during and after military service. Still, the results suggest that most of the respondents plan to continue their education after completing the requirements for the associate degree. These findings are reinforced by the open-ended comments in Appendix O, which indicated strong support for a bachelors degree program structured along SOCAD lines. Soldiers like the idea and indicated that such a program would be well supported if implemented.

Based on the analysis in this section, there appears to be overall satisfaction with SOCAD from the perspective of the Army, the individual soldier and the operation of selected components of the program. Hence, the SOCAD program is perceived by respondents to be of value to the Army.

Open-ended Question

The final item on the questionnaire gave SOCAD participants an opportunity to write comments regarding their opinions about any aspect of the SOCAD program such as AEC counselor support, SOCAD college support and other areas of concern to them. A total of 584 open-ended comment sheets were received. The information gleaned from these comments were classified into positive, negative and neutral statements, analyzed and categorized. Each statement was then analyzed, coded and placed into an appropriate specific major category. The major categories resulting from the analysis were: (a) AEC counseling support, (b) SOCAD college support, (c) Command

support and (d) Other, which covered a wide variety of topics. Although 584 comment sheets were received, most SOCAD participants wrote several statements which had to be coded separately. These resulted in a total of 1,068 coded statements. The results are in Table 23.

The outcomes are interesting and noticeably more tempered than the results of the specific research questions. There were 429 (40%) statements that related to AEC counseling support, 345 (32%) related to SOCAD college support, 91 (9%) related to command support and 203 (19%) related to the category of Other. Fifty-one percent of all comments were positive, 39% were negative, and 10% were in a neutral category. SOCAD participants were more satisfied with SOCAD college support (64%) than with AEC counselor support (59%) but by more conservative scores. Of major importance are the responses related to command support. Nine out of 10 (92%) of the responses in this area were in the negative category resulting in a lower satisfaction rating than the respondent results to the survey question related to leadership support, where only an average of 35% respondents believe they are receiving command support to participate in the SOCAD program.

The open-ended comments also helped pinpoint specific pockets of dissatisfaction with the program. Specific areas identified in the open-ended comments as being a problem or needing improvement are: transfer of college credits, adequacy of classroom facilities, more

Table 23

Distribution of Responses by Open-ended Comments

	Counseling Support		SOCAD College Support		Command Support		Other		Total	
	N	%	N	%	N	%	N	%	N	%
Positive	251	(59)	222	(64)	7	(8)	66	(33)	546	(51)
Negative	154	(36)	82	(24)	84	(92)	98	(48)	418	(39)
Neutral	24	(5)	41	(12)	0	(0)	39	(19)	104	(10)
Total	429		345		92		203		1068	

Note: All percentages are rounded to the nearest whole percent.

tuition assistance, more publicity about the program, a SOCAD bachelors degree program and the need for consistency among colleges on awarding of college credit. Examples of open-ended statements both positive and negative in all four categories can be found in Appendix O. Comments were randomly selected from each pay grade level. This was done to ensure that the comments were representative of the SOCAD population under study.

Summary

Analysis of the data in this chapter included a discussion of the demographic characteristics of SOCAD participants involved in the survey, an examination of the findings and tentative conclusions related to the specific research questions, open-ended comments and, a discussion of the findings in relation to SOCAD from an organizational, individual and program perspective. The research questions were addressed in relation to a stratified sample of SOCAD participants and in terms of selected demographic variables such as age, gender, educational level, pay grade, marital status, etc. The organizational, individual and program perspectives were discussed in relation to the overall value of the SOCAD program to the Army and to the individual soldier. Tables and narratives were presented to illustrate and emphasize findings. Chapter five closes with a discussion of the results, conclusions and recommendations as a result of the study.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the results of the data analysis, presents conclusions and proposes recommendations for further research. The chapter is divided into three sections: (a) discussion of the results, (b) conclusions and (c) recommendations. It was noted in the literature that only one study concerning the SOCAD program has been accomplished and little or no research has been documented on how well the program has progressed since its inception by the Army. Yet potential SOCAD participants represent over 200,000 soldiers considered to be the backbone of the U.S. fighting force. The purpose of this study was to gauge the perceptions and attitudes of participating soldiers toward the SOCAD program and to determine the relationship between their responses and selected demographic variables. The aim was to examine these perceptions and determine areas of dissatisfaction so the information can be used by Army decision makers to meet the educational needs of soldiers, and to add to the adult education literature information related to programs and services provided by the military services.

Out of the results and preliminary conclusions reached in Chapter four, several findings seem to emerge. Perhaps the most significant is the extent to which soldiers like the SOCAD program. The responses to most of the questions indicated firm support for the program among all pay grades. This support is tempered, however, by

perceived pockets of dissatisfaction in certain areas which are outlined in this chapter.

Discussion of Results

Overall, a sizeable majority of SOCAD participants are satisfied or very satisfied with the program but believe that it can be made even better. Few differences in attitudes and perceptions exist among demographics in the SOCAD universe by which the data was analyzed. Only in the case of race, age, working in MOS, and term of enlistment do slight differences in views emerge. Discussions in this section are organized by research question. Additional discussions as a result of the study are added after the research questions.

Overall Levels of Satisfaction

Among SOCAD participants some eight of 10 respondents (85%) reported that they were satisfied or very satisfied with the overall operation of the program. The results are nearly even among all pay grades. Only a small minority reported dissatisfaction with the program. Findings by demographic variables generally supported the overall response to the question except for age, where older respondents tended to be more satisfied than younger respondents. There appears to be widespread support among all SOCAD participants for the SOCAD program. This widespread support seems to point out

the strength of the program. That strength is the effective administration of the program by SOC, participating SOCAD colleges and the Army. It also underscores the success of the military and civilian educational institutions working together to further the education of soldiers.

Program Mechanics (Counseling Influences)

SOCAD participants tend to expect more support out of AEC counselors. Three-fourths of the respondents rated AEC counseling support as good or excellent. The high borderline rating (13%) suggests that some soldiers may not have entirely committed themselves to the program. This is a significant finding which underscores the importance of counseling in the SOCAD program. The SOCAD charter requires the AEC counselor to provide continuous follow-up on the SOCAD participant to insure program progress and to help resolve problems. The responses to this question indicate that SOCAD participants do not believe this is being done in an effective manner.

This finding also indicates that about one-out-of-four respondents are not satisfied with the counseling support, which may not be considered a very good rating when given the high standards expected of AEC counselors by the Army. Part of the problem could be with those in charge of counselors, such as the Education Services Officer (ESO). In most Army education centers, counselors are part of the staff and work for the ESO who is usually in charge of the center. Thus, any change in this area would have to begin with ESOs

who are ultimately responsible for the operation of local education centers. Some of the dissatisfaction is voiced in the open-ended comments (Appendix O). The slight relationship between satisfaction with counseling support and the variable of term of enlistment indicated that career soldiers tend to be more satisfied with the program than first term soldiers.

Program Quality

A very high percentage of all pay grades expressed satisfaction with the services provided by SOCAD colleges. Nearly 85% of all respondents indicated that they are satisfied or very satisfied with the educational services provided by SOCAD colleges. It is interesting to note that only a small minority (3%) indicated that they were dissatisfied or very dissatisfied with the program. The high marks accorded for SOCAD colleges are repeated in the demographic responses. However, the findings do indicate a slight relationship between satisfaction with SOCAD colleges and the variable of race, age and term of enlistment. Although SOCAD schools received high satisfaction levels, it should be noted that SOCAD participants do not normally interact with participating schools as much as they do with counselors. Counselors are located at every Army installation, whereas the soldiers home campus could be thousands of miles away from the installation providing the services. The open-ended comments suggested that the greatest dissatisfaction with SOCAD college support is the lack of consistent requirements for the associate degree from college to college.

Motivation for Entering SOCAD

The finding for this question would seem to indicate the most important factors that influenced soldiers to participate in the SOCAD program. The results send a clear message. Soldiers view SOCAD as a means not only to further their education but also to prepare for the future. The top motivating factor for all groups was the desire to get a better job when discharged from the Army. Also near the top was having the opportunity to work on the degree regardless of location and having an opportunity to use tuition assistance. Near the bottom of the list were more pay and something interesting to do. These motivating factors appear to be the most valid among all pay grades (93%). The findings also appear to validate the SOCAD charter which stipulates that the program be related to technical MOS (the job), that soldiers be given an opportunity to continue their education regardless of location, and that they be given an opportunity to use tuition assistance to participate in the program.

Benefits

It is difficult to generalize on the perceived benefits because of the mixed study results in this area and the difficulty of determining what a benefit is for any given soldier. Still, the message portrayed by the respondents is clear. Only about one-fourth of all pay grades agreed that involvement in SOCAD has encouraged them to stay in the Army; three fourths disagreed or abstained. The findings suggest that while SOCAD may be an outstanding program as

evidenced by the ratings in other categories, it is only one of many items that are considered by soldiers when deciding whether to stay in the Army. The findings by demographic variables generally support the overall response to the question, except for term of enlistment. Career soldiers, who tend to be older, disagreed with the statement more than first term soldiers. SOCAD appears to be a major influence but not the only factor which is considered in one's decision to make the Army a career.

Leadership Influences

One of the findings considered most significant is the extent to which SOCAD participants receive leadership support to participate in the program. The results of the survey show that a majority of SOCAD participants do not feel they receive such support. Among all pay grades, only one third of the respondents agreed that they receive leadership encouragement to participate in the program. Two thirds of the respondents disagreed with the statement or did not make a choice. Enlisted respondents tended to give leadership encouragement higher ratings than Junior NCOs or Senior NCOs.

The findings by demographic variables indicate that younger soldiers and first term SOCAD participants in the 17 to 25 age group were more optimistic than older respondents and felt that they received more command support than did the other age groups. As additional support for this finding, nearly 92% of the open-ended comments in the area of command support were in the negative

category (Appendix O). The major concern expressed by the respondents was that Army leadership, both commanders and NCOs, simply do not understand the SOCAD program and the benefits that it offers the enlisted soldier. The issue of leadership encouragement in Army education programs is a long-standing problem which has been recognized by other studies. In view of these findings, it seems reasonable to suggest that the Army leadership express a commitment on behalf of the SOCAD program and pass this charge to commanders at all levels.

Progress Toward Degree

Overall, the perceived rate of progress is relatively low when compared with other areas of satisfaction such as AEC counseling or SOCAD college support. Slightly more than two-thirds of the respondents were satisfied with their rate of progress in the program. The results also indicate that nearly one-third of the respondents were either borderline or not satisfied with their progress. Some of the dissatisfaction expressed by the respondents can be found in the open-ended comments (Appendix O). The respondents seemingly like the program but felt that they could be doing much better. Based on the responses in the other categories, it appears that much of the dissatisfaction with progress centers on counseling support and to a lesser degree SOCAD college support, leadership encouragement and several other specific program problems identified in the open-ended comments. The findings by demographic variables generally supported the overall response to the question.

Grade Rating

Given the reaction to the overall satisfaction levels, it is not surprising that SOCAD participants gave favorable grade ratings to the program. Over half (57%) of the respondents who gave SOCAD an A or B rating were Enlisted, 53% were Junior NCOs, and 47% were Senior NCOs. Only 4% gave SOCAD a D, and less than 1% gave the program a failing grade. The results of the crosstabulations by demographics indicated that only 41% of the Hispanics gave A or B grades compared to over 50% for other racial groups.

Value of SOCAD to the Army

The results of this analysis validate the results of the study from a different perspective. The analysis considered nearly all of the questionnaire items on the survey by creating composite variables for each construct. Average scores, based on sets of individual items related to each construct were developed. Thus, all scores for each specific questionnaire item were considered in the analysis resulting in overall higher, but more comprehensive, ratings for each construct.

The results of the Organizational Effects analysis was consistent with the overall findings of the survey. SOCAD participants like the program. The results showed a very high (4.5) rate of satisfaction with SOCAD in terms of general levels of satisfaction, a fairly high (4.0) rate of satisfaction with counseling influences, high marks (4.1) for program quality of SOCAD colleges, and a relatively low score (3.2) for leadership

encouragement which would have been lower had the scores of the NCOs not been factored in. The composite score for perceived benefits was 3.7, which also would have been much lower had the higher scores on other individual questions in the category of benefits not been factored in. The results of the analysis show that SOCAD participants generally believe that the program is of value to the Army.

The results of the Individual Effects analysis also indicate that the respondents believe the SOCAD program is of value to the individual soldier. The results indicated a fairly high composite score of 3.8 as compared to an overall satisfaction rating of 4.3. Thus, while satisfied with the program in a general sense, many of the respondents felt they should be doing much better. Part of the problem appears to be the perceived lack of leadership encouragement.

Program Management Effects

The results of the Program Management Effects analysis show that SOCAD participants gave low marks to transferability of college credits between institutions, fairly high marks to the quality of library resources, fair marks to the quality of facilities and very high support for continuing to work towards the bachelors degree.

Transferability of Credits

Even with the few respondents reporting, it appears to be easier to transfer credits before enrolling in SOCAD. Since one of the primary reasons for establishing the program was to facilitate transfer credit between participating SOCAD colleges, further

exploration is needed in this area (U.S., 1977a). Credit transfer policy affects both student and the school and can ultimately influence SOCAD participation. It is of practical importance to resolve this problem as quickly as possible.

The open-ended comments pertaining to transferability of college credits also indicate that the present system does not appear to be working well. Many of the respondents expressed concern over not having previous credits honored by participating SOCAD colleges. They believe the procedure needs to be standardized and made more responsive to the participants. Some of the respondents are also having difficulty transferring credits and requesting transcripts. Others felt it was too much of a problem to transfer credits that are not always accepted by the gaining institution. Still others complained about some schools that refuse to add awarded MOS-related credits to the transcript.

Library Resources

The results were nearly even across all pay grades. Among all pay grades, three fourths (75%) of the respondents responded that they found the library resources very useful or of some use, with Senior NCOs finding the library more useful than Enlisted and Junior NCOs. Nearly 25% of the respondents either have not had access to the library or are not satisfied with the library resources that are available, suggesting that further exploration is needed in this area. One reason for the dissatisfaction or lack of access by one fourth of the respondents could be the libraries are generally not

co-located with Army Education Centers, thus making it very inconvenient for soldiers to use the library resources.

Quality of Facilities

SOCAD participants were evenly divided on this issue. Nearly two-thirds (65%) of the respondents found quality of facilities excellent or good. Close to one third of the respondents did not feel that classroom facilities were good or excellent, suggesting improvements are needed at some locations. The fair marks were also illustrated by the results of the open-ended comments which indicated dissatisfaction with the facilities at some locations. Although classroom facilities received a fair rating, several of the respondents felt the current facilities for SOCAD classes were inadequate and needed improvement, also suggesting that additional research is needed as suggested by Long (1983).

Continue Work Towards a Bachelors Degree

There was a strong consensus among all pay grades that they would be interested in pursuing a bachelors degree after completing work on the associate degree. The results suggest that most of the respondents plan to continue their education after completing the requirements for the associate degree. These findings are reinforced by the open-ended comments in Appendix O, which indicated strong support for a bachelors degree program structured along SOCAD lines. As an added measure of validity for this finding, only three fourths of the Senior NCOs responded that "desire to get a better job when I

leave the Army" was of "great importance" as compared to 82% for Enlisted and 81% for Junior NCOs.

Demographics

When stratified by demographics most SOCAD participants were satisfied with the program. Very few differences in satisfaction levels were noted among the subgroups used in the study and even then the differences are not significant. The findings indicated only a slight relationship between SOCAD satisfaction and the variables of age, term of enlistment, race, and working in MOS. The other demographic variables were not significant. Findings for married respondents were consistent across all major variables, except in the area of leadership support where single respondents indicated that they received more leadership encouragement than married respondents.

Satisfaction results for male and female soldiers were also consistent across all major variables. This finding supports Fowler (1985), who found no significant difference between the variable of gender and soldiers who had entered into a SOCAD agreement and those who had not completed such agreements. Betz and Others (1970) also found that sex differences had little effect on satisfaction as measured by dimensions of college student satisfaction with the CSSQ. On the other hand, Hallenbeck (1974) and Sturtz (1971) found differences in satisfaction between male and female students with social life at Iowa State University. Thus, differences by sex may very well depend on the particular situation.

When respondents were grouped by age, slight differences in satisfaction levels occurred. Younger respondents and those in lower pay grades gave higher overall scores on benefits and leadership encouragement; while older respondents and those in higher pay grades gave higher scores on AEC counseling support, SOCAD college support, and progress towards degree. Older respondents and the higher pay grades also tended to be more satisfied with the overall operation of the program. However, they graded lower and were less satisfied with their progress than the younger, lower grade soldiers. This finding is consistent with Johnstone & Rivera (1965), and Ferguson (1966) who suggested that different age levels have distinct special needs. The finding may also suggest differences in expectations between different age groups. Older students may be better able to accept the system as it is than the younger students who may have higher expectations.

Open-ended Comments

Open-ended comments generally paralleled the results of the survey questionnaire items but were noticeably more tempered. SOCAD participants were more satisfied with SOCAD college support (64%) than with AEC counseling support (59%). The comments regarding leadership influences were also consistent with the overall study findings. Approximately 92% of the comments received under the category of command support expressed dissatisfaction with leadership encouragement, thus resulting in a lower satisfaction rating in the open-ended comments than the results found on a related question in

the survey. In the survey, 35% of the respondents believed that they were receiving command support to participate in the SOCAD program.

The open-ended comments also helped to pinpoint specific issues of concern to the SOCAD participant. Specific issues cited in the open-ended comments included transferability of college credits, adequacy of classroom facilities, tuition assistance policies, lack of publicity about the program, lack of a SOCAD bachelors degree program and the need for consistency among colleges on awarding of college credit. Transferability of college credits, adequacy of classroom facilities and need to review tuition assistance policies has already been addressed under separate headings. The remaining issues are discussed below.

The need for additional information about SOCAD was expressed as a significant problem with the program. Many of the respondents expressed a need for program information and felt that the program needed more publicity. Counselors need information about how the program operates so that accurate information can be given to potential and existing participants. Respondents need information about how the program operates, current status of the program and who to turn to for assistance.

Suggestions on how to improve publicity ranged from sending periodic announcements or newsletters to all participants to that of publicizing the program in the news media. Others felt the Army should obtain a current list of SOCAD participants and send each participant an information letter about the program. Such

information is routinely sent to Army Education Centers for counseling purposes (SOC Network News) but is not sent to soldiers already enrolled in the program.

Many of the respondents expressed a need for a SOCAD bachelor's degree. Of those who responded, a sizeable majority supported the idea of a bachelor's degree program structured along SOCAD lines. Many of the respondents indicated that they are now beyond the associate degree level and would like to continue working towards the bachelor's degree. The results of this study could be used as part of the justification for establishing a SOCAD Bachelor's Degree program (Note: The SOCAD bachelors degree has been established and is already operating). (J. Raines, personal communication, September 28, 1987).

A significant finding in the open-ended comments was the perceived need for consistency among colleges regarding award of college credit. One of the major complaints in this area was, different criteria are used from college to college when evaluating college credits, which often results in the student losing credits. This often happens when soldiers have to take required courses away from the home college. The perception among the respondents is that each SOCAD college has different requirements for earning the associate degree when it comes to traditional credits. However, they do not understand why the colleges are so different in awarding credit hours when transferring military subjects. Other problems include (a) many of the subjects required by one college are not

accepted by other participating SOCAD colleges in the program, and (b) some colleges will give more credits than other colleges for the same course. A partial response to this problem would be to survey colleges and find out which colleges do, and which colleges do not award credit for completion of CLEP, service schools, etc.

Other open-ended recommendations provided by SOCAD participants indicated a genuine desire to participate in the planning of SOCAD and possibly to influence future direction of the program. Thus, there seems to be a role for soldier participation in the planning of the SOCAD program. Some additional examples of the open-ended comments offered by the respondents are provided below:

--Establish a clearinghouse to solve problems between the school and the counselor.

--Push the program more in combat arms units. Talk to the commanders, and find out how SOCAD colleges could offer special courses that could work around their busy schedules.

--Find a way to encourage the Recruiting Command and other isolated organizations to support the SOCAD program so that their soldiers are also given an opportunity to participate in the program.

--Make education participation part of the commander's report card.

--Establish midday courses for servicemembers with irregular working hours or for those working nights (e.g., military police, cooks, and soldiers doing shift-type duty).

--Convince SOCAD colleges to offer a wider variety of courses, especially overseas where the selection is not as plentiful.

In summary, a number of basic conclusions can be derived on the basis of the information gathered in this study. These conclusions are discussed in the next section.

Conclusions

The overall purpose of this study was to determine the perceptions and attitudes of participating soldiers toward the SOCAD program and the relationship between participant response and selected demographic variables. The data collected and analyzed provide sufficient information to make this determination.

The basic conclusion of this study is that the SOCAD program is perceived as a very effective, highly respected program, which is meeting its goal of offering opportunities for soldiers to earn college credits for skills and knowledge acquired in the Army, and thus giving them the opportunity to earn associate degrees in selected technical occupational skills that correspond to military occupational specialities. However, in spite of its widespread support several operational areas are perceived by the respondents to be in need of improvement and warrant further study. This determination is based on a number of supporting conclusions which are provided below.

1. Among all pay grades, the great majority of SOCAD participants are satisfied with the overall operation of the program, but believe that the program can be even better.
2. Although a sizeable majority are satisfied with AEC counseling support, a great number of respondents do not believe that such support is as effective as it should be. Thus, AEC counselors are perceived as not adequately serving the SOCAD population.
3. Although a great majority of the respondents are satisfied with the educational services provided by SOCAD colleges, the open-ended comments suggest problems of transferability of credits and consistency of degree requirements from college to college.
4. The top three motivating factors that appear to influence soldiers to participate in SOCAD are desire to get a better job when discharged, opportunity to work on degree regardless of location, and having an opportunity to use tuition assistance. Near the bottom of the list were more pay and something interesting to do.
5. SOCAD is one of many items considered by soldiers when deciding whether to stay in the Army. It is likely that a number of variables are associated with perceived benefits, some of which are related to SOCAD.

6. A large majority of respondents do not feel they receive adequate leadership encouragement to participate in the program. This conclusion is also supported by the survey findings, and a substantial number of open-ended comments pertaining to such support.
7. Although a majority of respondents indicated satisfaction with program progress, a large number indicated that they are not satisfied with their progress. Many of the respondents believe they should be doing better.
8. SOCAD participants gave favorable grade ratings to the program, which is an additional indication of how well soldiers like the program.
9. A sizeable majority of respondents support the idea of a bachelors degree program structured along SOCAD lines.
10. There has been a 58% increase in the number of respondents who have significantly increased their education levels by participating in the SOCAD program.
11. Overall, when the survey results are collapsed into composite variables, SOCAD participants felt that the program is of value to the individual soldier and to the Army.
12. Even with the few respondents reporting, it appears that it was easier to transfer credits prior to enrolling in SOCAD, suggesting that more attention is needed in this area. The open-ended comments suggest that the present system of

transferring credits and requesting transcripts is not working well.

13. Although adequate satisfaction ratings were received on quality of library resources and physical facilities, the low scores, as compared to the ratings on the other study variables and the feedback from the open-ended comments suggest that further exploration is needed in both of these areas.
14. SOCAD participants should be considered as a resource when planning program changes.
15. Subgroups within the population are generally satisfied with the program. The results also show a direct relationship between age and satisfaction. Older respondents tend to be more satisfied with the program than younger respondents.
16. When stratified by demographics, most SOCAD participants are satisfied with the program. Very few differences in satisfaction levels were noted among the subgroups used in the study.
17. SOCAD is not reaching enough of its target audience. Only 9,799 (5%) out of a possible 200,000 plus potential participants indicate that much more work needs to be done to inform soldiers of the benefits of SOCAD.

In addition to the above, three other major conclusions can be made. First, there appears to be a need by all SOCAD participants

for additional information. This conclusion is based on many factors: numerous telephone calls from SOCAD participants requesting additional information about the program, the large number of calls from respondents who were enrolled in the program, but were not aware of it and the open-ended comments where a substantial number of respondents identified lack of publicity as a problem with the program.

Second, there is a perception among all respondents that the distribution of tuition assistance provided to soldiers is not fair. Among most pay grades, the opportunity to use tuition assistance was the third highest motivating factor influencing participation in SOCAD. This topic also received several open-ended comments which supported a more equitable method of authorizing use of tuition assistance. Serious consideration should be given by the Army to reevaluating the present tuition assistance system and the amount of funds provided to each pay grade. The study results show much dissatisfaction with the present system.

Third, open-ended comments by-and-large paralleled the results of the survey items, but the results were more restrained. A majority of the SOCAD participants indicated satisfaction with the program. However, several perceived pockets of dissatisfaction were identified and warrant further study.

Recommendations

The results of this study point to nine major recommendations. These are based on the findings of overall soldier satisfaction with

the SOCAD program. However, there are perceived improvements that SOCAD participants believe can be made in certain areas. Although some of the conclusions appear to be negative, the positive aspects of the study which indicate the program is operating in an outstanding manner should not be overlooked. Therefore, several recommendations are provided for further exploration by the Army. Specifically, the nine major recommendations are provided below.

1. The Department of the Army in collaboration with the SOCAD program administrators cooperatively develop a mechanism for continuous evaluation of the SOCAD program. Some progress is already underway in this area. Army has pilot tested an evaluation system in conjunction with the Council on Postsecondary Accreditation, in which an accreditation visit is made to all institutions servicing an installation simultaneously. Evaluators are chosen from regions in which the schools are located and the team chief is from the accrediting region in which the base is located. Efforts are currently underway to expand these efforts Army-wide.

It is understood additional resources may be necessary to conduct evaluation studies; however, if such resources are not available at the Department of the Army level, consideration should be made to use composite teams consisting of representatives from installation and MACOM staffs to assist in the effort. Such studies may, for example, identify common problems such as transferability of credit, which may possibly affect all SOCAD locations. If so, such studies would provide a basis for Army-wide uniform corrective

actions as well as assist in developing methodologies for insuring the problem does not recur. The aim should be to improve quality assurance or control of the SOCAD program by emphasizing evaluation processes at the installation, MACOM and Department of Army levels.

2. Conduct follow-up studies in areas identified as needing improvement during this study. Special attention should be given to the following areas perceived by SOCAD participants as needing improvement or corrective action: (a) AEC counseling support, (b) SOCAD college support, (c) tuition assistance policies, (d) leadership encouragement, (e) SOCAD bachelors degree, (f) transferability of college credits (g) adequacy of library resources, (h) adequacy of classroom facilities, (i) lack of publicity about the program, (j) lack of an outreach program to attract more participants, and (k) need for consistency among colleges on SOCAD program requirements such as awarding college credit. Such special attention should include further study to determine if the reasons for the perceived problems in these areas can be found.

3. Make special efforts to reach out to Hispanics, first term soldiers, and young soldiers between the ages of 17 - 25 and encourage them to participate in the program. Among all pay grades, these two groups consistently expressed the least amount of satisfaction with the SOCAD program.

4. The issue of attracting more SOCAD participants is an important finding. SOCAD administrators, SOCAD colleges and the Army should collectively attempt to find ways to increase the number of soldiers now currently enrolled in the program. An all out effort should be made to increase the number of students now participating in SOCAD. Much more can and should be done to increase soldier participation in the program.

5. Verification of the SOCAD data base resulted in a revised universe of 9,799 Servicemembers instead of the 19,000 cited in the original study proposal. The reason for this adjustment was that many of the participants were no longer on the active duty file. Some had moved on to pursue bachelor degrees while others had left the service. The SOCAD Handbook (1986) indicates that degrees can be completed after leaving the service; however, these servicemembers are no longer carried on the Enlisted Master Data File after leaving the service. Thus, to avoid this situation, it is recommended such verification be accomplished by the Army on a continuous basis, and the results periodically be shared with SOCAD administrators to ensure the SOCAD data base stays accurate and current.

6. Replicate similar studies on other ACES programs to determine if the findings of this study hold true for those other programs. Conduct similar studies in other military services to determine whether their educational programs are meeting their goals based on the perceptions of the participants. A study of SOCAD participant reasons for dropping out of the program would also be

beneficial. Likewise, a follow-up study of SOCAD participants who have graduated from the program would be of benefit to the adult education community as well as the military services.

7. Since one of the features of ACES is to permit soldiers to complete the requirements of the associate degree after leaving the service, it would seem prudent to replicate this study on SOCAD participants who are still participating in the program, but have been discharged from active duty. Such a study might look at the differences between perceptions of those soldiers who are still on active duty and the perceptions of those soldiers who have been discharged from the Army. The perceptions of these two groups would provide invaluable feedback to the program in terms of how well the program is meeting the needs of all participants.

8. AEC counseling support attracted much of the dissatisfaction expressed in this study and deserves special attention here. To exploit the full value of counseling support it is recommended that efforts begin with the local Education Services Officer (ESO). The ESO is responsible for the annual needs assessment, selecting SOCAD colleges to meet those needs, ensuring the counselors understand and promote SOCAD, ensuring the local commander understands and supports SOCAD, and working with the SOCAD colleges to assure that programs offered are accessible to soldiers (SOCAD, 1985). Any effort should begin with those in charge of the local education centers, which in this case is usually the ESO. Another consideration is to change Army Regulation 621-5 to require counselors to follow-up on SOCAD

participants every semester, thus establishing a system whereby program progress can be quantitatively monitored on a periodic basis.

9. The present emphasis of the SOCAD program is to support the holistic view of education and not highlight such programs as SOCAD and others that relate to specific Army target audiences such as Enlisted, Junior NCOs and Senior NCOs. The results of this survey and the analysis of the open-ended comments do not support this philosophy. Not only do soldiers support SOCAD by wide margins, they care about the program and would like to see it improved. Many of the respondents expressed strong feelings about the absence of publicity and the lack of leadership support for their program. Some soldiers indicated that they thought the Army was trying to do away with the program. The Department of the Army should take a serious look at the feasibility of highlighting and publicizing the fact that the program is available and is designed specifically for the enlisted soldier.

Finally, the effectiveness of the SOCAD program in meeting the educational needs of soldiers can be improved. The concern indicated by the respondents in their open-ended comments and the positive perceptions of the program held by most respondents are genuine signs that SOCAD soldiers want to see a high quality educational program which will help them to further their personal and professional goals while in the Army.

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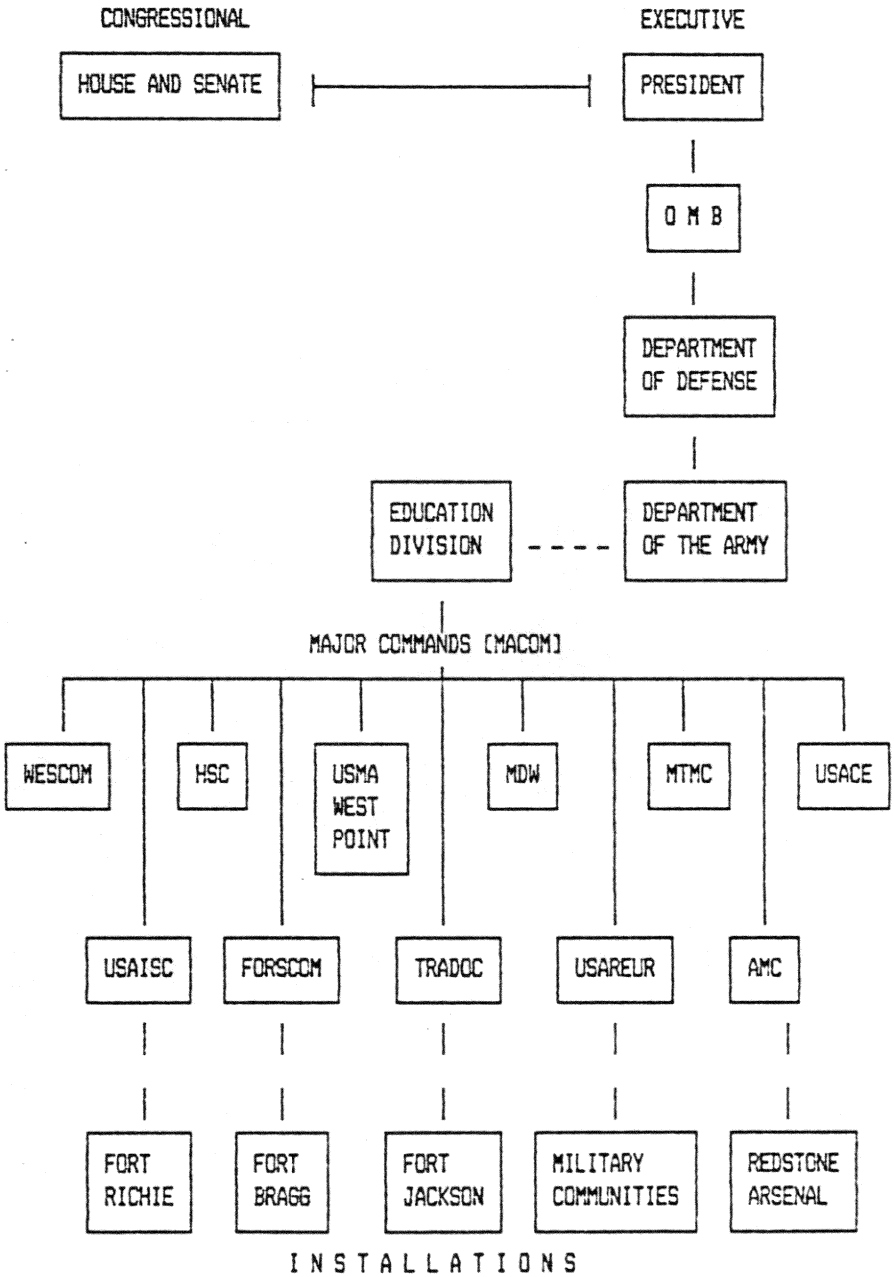
APPENDIX A
ACES CHAIN-OF-COMMAND CHANNELS

APPENDIX A

ARMY CONTINUING EDUCATION SYSTEM
POLICY AND GUIDANCE CHANNELS



APPENDIX B
LIST OF AVAILABLE ARMY CONTINUING EDUCATION SYSTEM (ACES) PROGRAMS

LIST OF AVAILABLE ACES PROGRAMS

ACES provides the following programs and services:

1. Basic Skills Programs. Army commanders have four primary on-duty educational programs designed to meet enlisted soldiers' need for basic academic competencies. These include Basic Skills Education Program (BSEP) I, II, and Career Soldier Education Program (CSEP) I, and II. BSEP is provided during duty hours at no cost to the soldier.

a. BSEP I. Provides soldiers academic skills needed to complete Initial Entry Training.

b. BSEP II. Provides soldiers (E1 - E5) basic academic skills needed to be proficient in their military jobs.

c. CSEP I. Provides soldiers (E4 - E9) academic skills needed to perform successfully in the Non-Commissioned Officer Education System.

d. CSEP II. Provides soldiers (E6 through E9) academic skills needed to be proficient in their military jobs or to meet reenlistment criteria.

2. High School Completion Program. This off-duty program is designed to assist non high school graduates earn a diploma or its equivalent at no cost to the soldier.

3. English-as-a-Second Language (ESL). Provides instruction for soldiers whose primary language is other than English and who have difficulty expressing themselves in english. ESL is conducted during duty hours at no cost to the soldier.

4. College programs. These programs are designed to provide both personal and professional growth to the servicemember. They are offered during off-duty hours and are supported with tuition assistance.

a. Servicemembers Opportunity Colleges Associate Degree (SOCAD) Program. This program, the focus of this study, provides soldiers a unique method of obtaining an associate degree in any of the 19 areas of study through an Armywide network of 69 institutions. SOCAD guarantees automatic transfer of courses within a curriculum area, acceptance of nontraditional credit, an official evaluation, and a maximum residence requirement of 25 percent at the home institution. Soldiers may then finish their course work with any other college in the curriculum network and transfer credits back to the home institution. Soldiers may use tuition assistance or veterans' benefits. This program was developed by the broader-based Servicemembers Opportunity Colleges (SOC).

b. Bachelor Degrees for Soldiers. A system of voluntary, off-duty bachelor degree programs designed for Army NCO's and warrant officers. Programs are related directly to the MOS of soldiers and are offered only by regionally accredited colleges. Features include--limited residency requirements; official evaluation/student agreement; credit for nontraditional learning and military experience; degree completion even after leaving the service.

c. Lower Level College Program. Freshman and sophomore level college courses. Includes associate degree programs other than SOCAD. Funded through tuition assistance or VA benefits.

d. Upper Level College Program. Junior and senior level college courses. Tuition assistance or VA benefits may be used.

e. Graduate Level College Program. College courses leading to a post-graduate degree; tuition assistance or VA benefits may be used.

5. Army Apprenticeship Program. This program permits soldiers working in specified MOS to document and record with the Department of Labor (DOL) their Army training and experience. Upon completion of prescribed requirements, they may receive a completion certificate of apprenticeship from the DOL. Each apprenticeship is patterned upon an existing civilian program registered with the DOL's Bureau of Apprenticeship and Training, and may be used to qualify for post-service employment.

6. Counseling. A process of developing a counselor/soldier relationship appropriate to informing, testing, evaluating, and planning toward the achievement of soldier and organizational goals that are mutually supporting. AEC counselors help all servicemembers take advantage of the ACES.

7. Testing. A primary tool used to help soldiers achieve personal and professional goals. Army Education Centers are authorized to administer tests giving academic recognition for nontraditional learning; diagnostic, placement, and achievement tests; interest inventories; certification examinations; and high school General Education Development (GED) tests.

8. Army Learning Centers. A facility used primarily as a delivery point for individualized or small group, multi-media based instruction.

9. Education Transition Management. A process in which the Army helps soldiers transiting to civilian life continue pursuit of their educational goals through assistance in selection of, application to, and acceptance by civilian education institutions.

10. Army/American Council on Education Transcript Registry System (AARTS). (Future) An automated transcript system that is endorsed by the American Council on Education. AARTS will provide soldiers with a transcript of their military training and educational achievements that is acceptable to the higher education community.

(Army, 1985)

APPENDIX C
LIST OF SOCAD COLLEGES USED IN THE STUDY

LIST OF SOCAD COLLEGES USED IN THE STUDY

Anchorage Community College
Anne Arundel Community College
Austin Peay State University
Barstow College
Barton County College
Big Bend Community College
Brookdale Community College
Brunswick Junior College
Burlington County College
Campbell University
Cameron University
Central Texas College
Chaminade Univ of Honolulu
Chattahoochee Valley State
City Colleges of Chicago
Cochise College
College of Lake County
Columbia College
Columbus College
DeKalb Community College
Elizabethtown Community College
El Paso Community College
Embry-Riddle Aeronautical University
Enterprise State Jr College
Fayetteville State University
Fayetteville Technical Institute
Florida State University
Gadsden State Community College
George C Wallace Community College
Georgia Military College
Hagerstown Junior College
Hartford Community College
Hartnell College
Hawaii Pacific College
Jefferson Community College
John C Calhoun Community College
John Tyler Community College
Kansas City Community College
Kansas State University
Los Angeles Metropolitan College
Mater Dei College
Midlands Technical College
Monterey Peninsula College
Mount Wachusett Community College
New Mexico State University
Methodist College
Northern VA Community College
Northwestern SU of LA
Pierce College
Park College
Pikes Peak Community College
Saint Leo College
San Antonio College
Saint Phillip's College
Sullivans JC of Business
SUNY A & T College at Canton
Tanana Valley Community College
Thomas A Edison State College
Troy State University
Thomas Nelson Community College
Troy SU at Dothan/Ft Rucker
University of District of Columbia
University of LaVerne
University of Maryland
University of South Carolina
Vincennes University
Western Kentucky University
SUNY A & T College at Delhi
Wichita State University

APPENDIX D
DATA COLLECTION INSTRUMENT AND ANSWER SHEET

Survey Approval Authority:
U.S. Army: Soldier Support Center
Survey Control Number: 8TNC-AO-86-46

Sample Survey of SOCAD Program Participants

SOCAD Survey
November 1986

DEPARTMENT OF THE ARMY

OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL

REPLY TO ATTENTION OF

6 NOV 1986

DAPE-MPE

SUBJECT: Soldier Survey of the Servicemembers Opportunity Colleges Associate Degree (SOCAD) Program

FELLOW SOLDIER

To key on the Army's education theme for 1986, "Reaching for Excellence," a survey of SOCAD students is being conducted. You have been selected to participate in that survey. You and other soldiers will be asked for your opinions and comments about the SOCAD program. SOCAD supports the Army's commitment to offer soldiers the opportunity to complete an associate degree while in service.

The SOCAD program is important to the Army because it directly relates to the MOS structure. SOCAD is important to the soldier since it permits associate degree completion regardless of mobility.

We need your help. We have very little information on how well the SOCAD program is progressing. We need to know if soldiers like yourself are satisfied with the services you are receiving. Your answers will be confidential. The results of each question will be summarized only. Please complete the enclosed survey and return the survey booklet and answer sheet within 7 days in the envelope provided.

The SOCAD program is important to each participating soldier and to the Army. Your input is extremely important and will be used to improve the program. Thank you for taking the time to give us your personal views on SOCAD. Point of contact is Fred Copeland, or Commercial

Sincerely,

Colonel, General Staff
Chief, Education Division

Enclosures

"Education makes a good soldier better!"

PRIVACY ACT STATEMENT

Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected.

The information collected will be used to identify factors related to soldier satisfaction with the SOCAD program.

Providing information on this form is voluntary. Failure to respond to any question or group of questions will not result in any adverse action against you. However, failure to participate would deprive the Army of valuable information upon which decisions could be made concerning the SOCAD program.

The Department of the Army is collecting this information under the authority of Title 10, United States Code, Section 3012.

GENERAL INSTRUCTIONS TO RESPONDENTS

1. USE ONLY A NO. 2 PENCIL when filling out the green and white answer sheet (DA Form 3421).

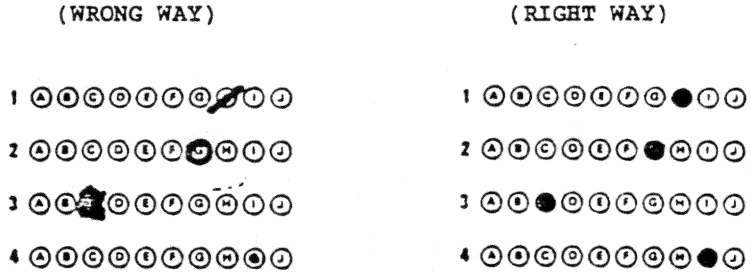
2. ENTER SURVEY NUMBER 86-46 in the box provided in the upper right answer sheet.

3. READ ALL THE RESPONSES to each question carefully before selecting your answer.

4. SELECT ONLY ONE RESPONSE to each question. If several responses seem right, pick the one response that is the best answer for you.

5. MARK ALL YOUR ANSWERS ON THE ANSWER SHEET. Mark the circle on the answer sheet that has the same letter and number as the response you select from the questionnaire.

6. WHEN USING THE ANSWER SHEET, FILL IN EACH CIRCLE WITH A HEAVY MARK, but do not go outside the lines of the circle. If you make a mistake, erase the mark completely before entering a new one. Look at the examples below:



7. ANSWER EACH QUESTION as it applies to the SOCAD college at your current assignment (consider your SOCAD college at your previous assignment if not currently enrolled in courses).

8. PLEASE ANSWER EVERY QUESTION unless you have been directed to skip it. However, if there is a question in this survey that you find objectionable, you are not required to answer it.

9. THE LAST PAGE of the questionnaire provides an opportunity for you to discuss issues not covered in the questionnaire, elaborate on your responses, or to provide any suggestions you feel may improve the overall quality of the SOCAD program.

BACKGROUND INFORMATION

INDICATE YOUR ANSWERS TO THESE QUESTIONS BY FILLING IN THE COLUMNS ON THE FRONT OF THE ANSWER SHEET (THE SIDE WITH THE TITLE "Army Sample Survey Sheet").

COLUMN A: Blacken the circle corresponding to your pay grade in Column A.

COLUMN B: Enter your primary MOS by blackening the appropriate circles in Column B.

COLUMN C: Indicate your racial/ethnic background by blackening the appropriate circle in Column C.

A. White, not of Hispanic origin.
B. Black, not of Hispanic origin.
C. Hispanic.
D. Asian or Pacific Islander.
E. American Indian, Aleut, or Eskimo
F. Other.

COLUMN D: Please indicate your marital status in Column D.

A. Single, never married
B. Single, divorced
C. Single, widowed
D. Married, not married previously
E. Married, previously divorced
F. Married, previously widowed

COLUMN E: Enter the number of years you have been enrolled in SOCAD (since you received your official evaluation on the SOCAD Student Agreement). **ROUND PARTIAL YEARS UPWARD TO THE NEXT HIGHER WHOLE YEAR. ENTER ZERO AND THEN THE NUMBER IF 9 OR LESS, E.G., ENTER 04 IF YOUR ANSWER IS 4.**

COLUMN F: Enter how old you were on your last birthday.

COLUMN G: Select the two digit code from the table below that corresponds to the installation that your SOCAD agreement was first filled out and then blacken the appropriate circles in Column G.

Code	
01	Europe
02	Korea
03	Japan
04	Hawaii
05	Alaska
06	Panama
07	Aberdeen Proving Ground
08	Anniston Army Depot
10	Fort Belvoir
11	Fort Benning
12	Fort Bliss
13	Fort Bragg
14	Fort Buchanan
15	Fort Campbell
16	Carlisle Barracks
17	Fort Carson
18	Defense Language Institute, Foreign Language Center
19	Defense Personnel Support Center
20	Fort Detrick
21	Fort Devens
22	Fort Dix
23	Fort Drum
24	Dugway Proving Ground
25	Fort Eustis
26	Fitzsimmons Army Medical Center
27	Foreign Science & Technology Center,USA
28	Fort Gordon
29	Fort Benjamin Harrison
30	Fort Hood
31	Fort Sam Houston
32	Fort Huachuca
33	Fort Indiantown Gap
34	Fort Irwin
35	Fort Jackson
36	Fort Knox
37	Fort Leavenworth
38	Fort Lee

Code	
39	Letterkenny Army depot
40	Fort Lewis
41	Materials & Mechanics Center, USA
42	Fort McClellan
43	Fort McCoy
44	Fort McPherson
45	Fort Meade
46	Military Academy, West Point
47	Military District of Washington
48	Fort Monmouth
49	Fort Monroe
50	New Cumberland Army Depot
51	Fort Ord
52	Pine Bluff Arsenal
53	Fort Polk
55	Red River Army Depot
56	Redstone Arsenal
57	Fort Riley
58	Fort Ritchie
59	Rocky Mountain Arsenal
60	Fort Rucker
61	Sacramento Army Depot
62	Presidio of San Francisco
63	Seneca Army Depot
64	Sharpe Army Depot
65	Fort Sheridan
66	Sierra Army Depot
67	Fort Sill
68	Fort Stewart
69	Tobyhanna Army Depot
70	Tooele Army Depot
71	Vint Hill Farms Station
72	Walter Reed Army Medical Center
73	White Sands Missile Range
74	Fort Leonard Wood
75	Yuma Proving Ground
76	Other

COLUMN H: Using the same table, select the two digit code from the table above that corresponds to the installation that you are currently assigned. Then blacken the appropriate circles in Column H.

COLUMN I: Are you currently working in your primary MOS?
A. Yes
B. No

COLUMN J: Which of the following applies to you?
A. Enlisted male.
B. Enlisted female.

COLUMN K: In what term of enlistment are you?
A. First enlistment
B. Second enlistment
C. Third enlistment
D. Fourth enlistment
E. Fifth or later enlistment

COLUMN L: From the table below, select the two digit code which corresponds to the name of your SOCAD "home college"--the institution that completed your SOCAD Student Agreement Form.

SOCAD Colleges

01 Anchorage Community College
02 Anne Arundel CC
03 Austin Peay State University
04 Barstow College
05 Barton County College
06 Big Bend Community College
07 Brookdale Community College
08 Brunswick Junior College
09 Burlington County College
10 Cameron University
11 Central Texas College
12 Chaminade Univ of Honolulu
13 Chattahoochee Valley State CC
14 City Colleges of Chicago
15 Cochise College
16 College of Lake County
17 Columbia College
18 Columbus College
19 DeKalb Community College
20 Elizabethtown CC
21 El Paso Community College
22 Embry-Riddle Aeronautical Univ
23 Enterprise State Jr College
24 Fayetteville State Univ
25 Fayetteville Technical Inst
26 Florida State University
27 Gadsden State CC
28 George C Wallace CC
29 Georgia Military College
30 Hagerstown Junior College
31 Harford Community College
32 Hartnell College
33 Hawaii Pacific College
34 Jefferson Community College
35 John C Calhoun CC
36 John Tyler CC
37 Kansas City Kansas CC
38 Kansas State Univ
39 Los Angeles Metropolitan C
40 Mater Dei College
41 Midlands Technical C
42 Monterey Peninsula C
43 Mount Wachusett CC
44 New Mexico State Univ
45 Methodist College
46 Northern Va CC
47 Northwestern SU of La
48 Pierce College
49 Park College
50 Pikes Peak CC
51 Saint Leo College
52 San Antonio College
53 Saint Philip's College
54 Sullivans JC of Business
55 SUNY Ag & Tech C at Canton
56 Tanana Valley CC
57 Thomas A Edison SC
58 Troy State University
59 Thomas Nelson CC
60 Troy SU at Dothan/Ft Rucker
61 Univ of District of Columbia
62 Univ of LaVerne
63 Univ of Maryland University Coll
64 Univ of South Carolina
65 Vincennes University
66 Western Kentucky Univ
67 SUNY Ag & Tech C at Delhi
68 Wichita State University
69 Campbell University

PLEASE TURN THE ANSWER SHEET OVER TO THE NUMBERED SIDE TO ANSWER THE REMAINING QUESTIONS.

1. What was your civilian educational level upon entering active duty?
   - A. Some high school, but no diploma or GED
   - B. High school completed with diploma or GED
   - C. 1 to 2 years of college, but no degree
   - D. Associate degree.
   - E. 3 to 4 years of college, but no degree
   - F. Bachelor's degree.

2. What is the highest level of civilian education that you currently have?
   - A. Some high school, but no diploma or GED
   - B. High school completed with diploma or GED
   - C. 1 to 2 years of college, but no degree
   - D. Associate degree.
   - E. 3 to 4 years of college, but no degree
   - F. Bachelor's degree.

3. Are you taking courses this semester with a SOCAD college?
   - A. Yes
   - B. No

GENERAL LEVELS OF SATISFACTION This section deals with your general impression of the operation of the SOCAD program (e.g., what you are getting out of the program).

4. Everything considered, how satisfied are you with the SOCAD program?
   - A. Very Satisfied
   - B. Satisfied
   - C. Borderline
   - D. Dissatisfied
   - E. Very dissatisfied

5. If you could start your degree program over again, would you choose to enroll with a college that participates in SOCAD?
   - A. Definitely yes
   - B. Probably yes
   - C. Uncertain
   - D. Probably no
   - E. Definitely no

PROGRAM MECHANICS This section deals with Army Education Center (AEC) responsibility in providing administrative and counseling support for the SOCAD program.

6. Overall, how would you rate the AEC counseling provided to you about the SOCAD program?
   A. Excellent
   B. Good
   C. Borderline
   D. Poor
   E. Very poor

7. How often are AEC counselors available for help?
   A. Always
   B. Often
   C. Sometimes
   D. Seldom
   E. Never

8. To what extent do you feel AEC counselors are concerned about helping soldiers?
   A. To a very large extent
   B. To a large extent
   C. To some extent
   D. To a small extent
   E. Not at all

9. To what extent do you as a student follow the advice given to you by an AEC counselor?
   A. To a very large extent
   B. To a large extent
   C. To some extent
   D. To a little extent
   E. To a very little extent

PROGRAM QUALITY This section deals with educational services provided by participating SOCAD colleges (e.g., overall program operation, transferability of college credits; academic advisement, quality of facilities, and availability of courses)

10. Everything considered, how satisfied are you with the overall quality of the academic programs provided by the SOCAD college (s)?
   A. Very satisfied
   B. Satisfied
   C. Borderline
   D. Dissatisfied
   E. Very dissatisfied

11. How satisfied are you with the support you received from your most recent SOCAD college?
    A. Very satisfied
    B. Satisfied
    C. Borderline
    D. Dissatisfied
    E. Very dissatisfied

12. How much help did your SOCAD college provide you when preparing the student agreement?
    A. A great deal
    B. A fairly large amount
    C. Some
    D. A little
    E. None at all

13. Before enrolling in SOCAD, how easy or difficult was it to transfer your credits between institutions?
    A. Does not apply, I never transferred
    B. Very easy
    C. Easy
    D. Borderline
    E. Difficult
    F. Very difficult

14. In your most recent experience, how easy or difficult was it to get your credits transferred back to your "home college"?
    A. Does not apply, I never transferred
    B. Very easy
    C. Easy
    D. Borderline
    E. Difficult
    F. Very difficult

15. When your "home college" prepared your initial student agreement, how satisfied were you with the number of non-traditional credits accepted (MOS, service schools, DANTES, CLEP etc.,) by the college?
    A. Very satisfied
    B. Satisfied
    C. Borderline
    D. Dissatisfied
    E. Very Dissatisfied

16. In your most recent experience, how accurate was the information given by your SOCAD college advisor?
    A. Extremely accurate
    B. Somewhat accurate
    C. Accurate
    D. Somewhat inaccurate
    E. Extremely inaccurate

17. How useful are the educational library resources that are available to you (on-post only)?
    A. Very useful
    B. Somewhat useful
    C. Of little use
    D. Not useful at all
    E. No opportunity to use services
    F. No services available

18. Regarding the appearance (that is, the overall conditions of the classroom), how would you rate the conditions of the Army on-post classroom facilities?
    A. Excellent
    B. Good
    C. Borderline
    D. Poor
    E. Very poor

19. Generally, most courses required to complete your associate degree are scheduled at times convenient to you.
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly disagree

MOTIVATIONS FOR ENTERING SOCAD (This section deals with factors that motivated you to begin your participation in SOCAD)

Please indicate how important each of the following was in influencing your decision to participate in SOCAD:

	Great Importance	Some Importance	Of little Importance	Of no Importance
20. Faster promotions	A	B	C	D
21. More pay	A	B	C	D
22. Chance to work toward degree in a technical area	A	B	C	D
23. Something interesting to do	A	B	C	D
24. Be able to use military experiences towards a degree	A	B	C	D
25. Opportunity to use tuition assistance	A	B	C	D
26. Desire to get a better job when I leave the Army	A	B	C	D
27. Be able to work on degree regardless of location	A	B	C	D

BENEFITS OF SOCAD This section deals with your ideas about the benefits of the SOCAD program. Indicate your AGREEMENT OR DISAGREEMENT with each statement.

28. Involvement in the SOCAD program has encouraged me to stay in the Army.
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly disagree

29. SOCAD has enabled me to learn a civilian skill or trade.
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly disagree

30. SOCAD permits soldiers to work toward and complete associate degrees regardless of their mobility (repeated PCS).
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly agree

31. The last time you reenlisted, how much influence was the SOCAD Program in your decision to reenlist?
    A. Does not apply; I have never reenlisted.
    B. Very Great influence
    C. Great influence
    D. Some influence
    E. Little influence
    F. No influence at all

32. I would recommend SOCAD to another soldier.
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly disagree

LEADERSHIP INFLUENCES This section deals with the influence of your supervisors on your participation in the SOCAD program. Indicate your AGREEMENT OR DISAGREEMENT with each item.

33. My Commander encourages me to participate in the SOCAD program.
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly disagree

34. The NCOs in my unit believe eligible soldiers should participate in the SOCAD program.
    A. Strongly agree
    B. Agree
    C. Neutral
    D. Disagree
    E. Strongly disagree

PROGRESS TOWARD DEGREE This section deals with how well you believe you have progressed toward your degree.

35. All in all, how satisfied do you feel with the progress you've made toward achieving your educational goals?
    A. Very satisfied
    B. Satisfied
    C. Borderline
    D. Dissatisfied
    E. Very dissatisfied

36. When you complete your associate degree what is the likelihood that you will continue to work towards a bachelors degree?
    A. Definitely not
    B. Probably not
    C. Uncertain
    D. Probably yes
    E. Definitely yes

37. Students are often given the grades A,B,C,D, and fail (F) to denote the quality of their work. Suppose the SOCAD program at your current assignment were graded in the same way. What grade would you give--A,B,C,D, or F (fail)?
    A. Grade of A
    B. Grade of B
    C. Grade of C
    D. Grade of D
    E. Grade of F
    F. Does not apply/Not taking courses at current assignment

WRITTEN COMMENTS

Please write below any comments you have regarding your opinions about any aspect of the SOCAD program such as Army counselor support, SOCAD college support, and other areas of concern to you. Unfavorable as well as favorable comments are welcome. This is your chance to discuss issues not addressed on the questionnaire or to elaborate on your responses. Again, feel free to include any suggestions which may improve the SOCAD program.

Army counselor support

SOCAD college support

Other

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE. PLEASE MAIL THIS BOOKLET AND ANSWER SHEET BACK IN THE ENCLOSED ENVELOPE.

SURVEY NUMBER

ARMY SAMPLE SURVEY ANSWER SHEET

- Please read the instructions in the Survey Booklet.
- Use a No. 2 pencil only.
- Blacken your answer completely.
- Thoroughly erase answers you want to change.
- Do not make any stray marks.
- Do not fold, crease, or clip this answer sheet.

A

E 1 ○
E 2 ○
E 3 ○
E 4 ○
E 5 ○
E 6 ○
E 7 ○
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WO 1 ○
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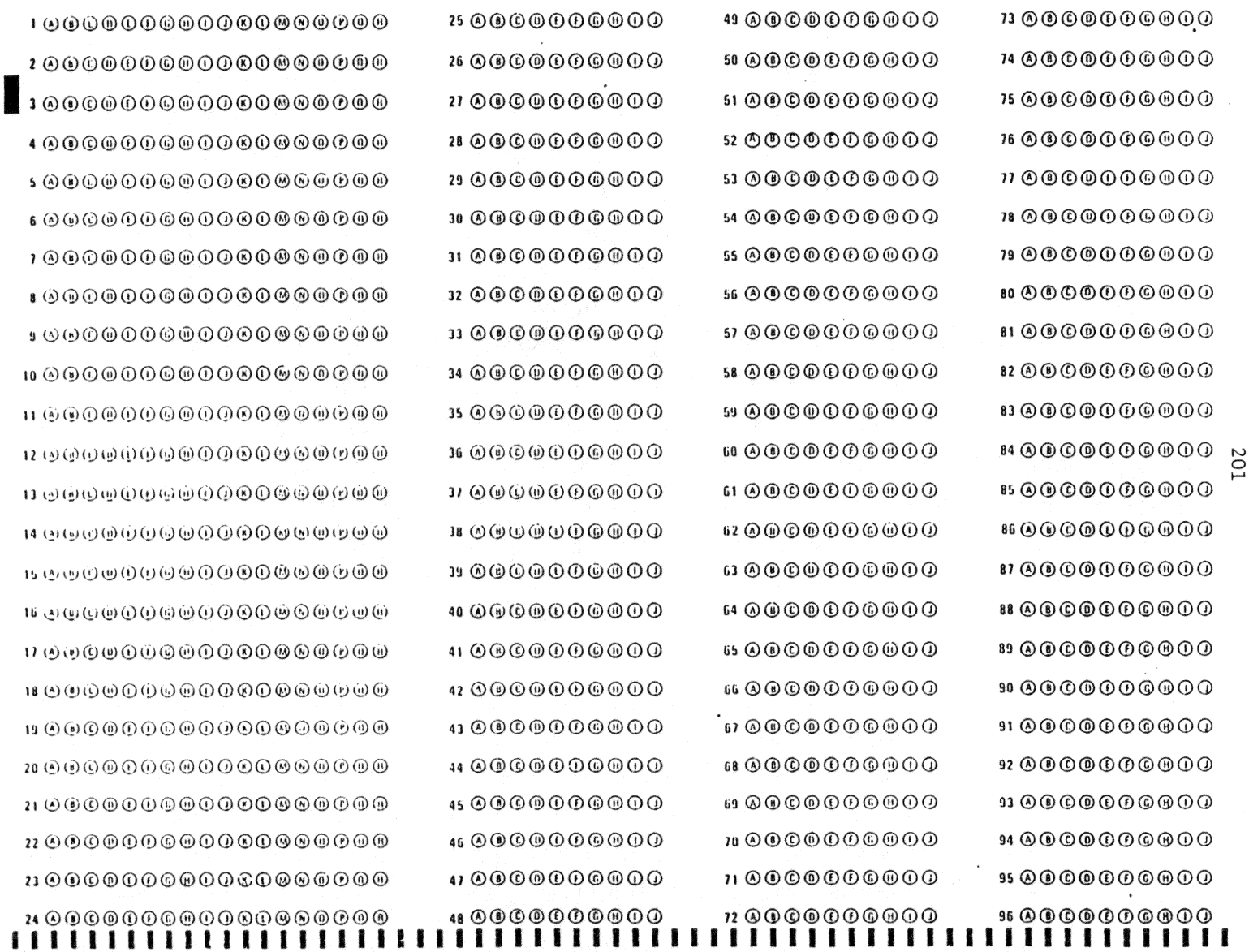
DEPARTMENT OF THE ARMY · UNITED STATES OF AMERICA · 1775

DA FORM 3421, AUG 80

Previous edition will be used.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APPENDIX E
ARMY LETTER OF SUPPORT FOR EDUCATION

DEPARTMENT OF THE ARMY
WASHINGTON, D.C. 20310

10 April 1986

REACHING FOR EXCELLENCE

Education programs support Total Army Goals by laying a foundation of skills and values fundamental to military learning. Consequently, Army policy supports that all soldiers be provided educational opportunities to achieve both their professional and personal educational goals. In this regard, we have selected "Reaching for Excellence" as the official theme to promote our extensive in-service education programs.

An integral part of the "Reaching for Excellence" concept requires that Army Education Center professionals assist our soldiers in developing individualized educational goals. Through the realization of such goals, soldiers acquire the academic skills necessary for them to become leaders who excel.

The "Reaching for Excellence" effort reaffirms our commitment to have soldiers who will continue their educational pursuits while in the Army. We don't want them to view their time in service as time lost from the campus. All soldiers must recognize, as we do, that education is a life-long process.

"Reaching for Excellence" through Army education will strengthen our ability to recruit and retain quality soldiers. Support for the concept needs to be visible within every echelon of the Army.

General, United States Army
Chief of Staff

Secretary of the Army

APPENDIX F
SOCAD TECHNICAL AREAS

SOCAD Technical Areas

AIR CONDITIONING/REFRIGERATION/HEATING

ACCOUNTING

AUTOMOTIVE MAINTENANCE TECHNOLOGY

AVIATION MAINTENANCE TECHNOLOGY

COMMUNICATIONS ELECTRONICS TECHNOLOGY

COMPUTER MAINTENANCE TECHNOLOGY

CONSTRUCTION TECHNOLOGY

DATA PROCESSING TECHNOLOGY

DIESEL MAINTENANCE

DRAFTING

FOOD SERVICE MANAGEMENT

LAW ENFORCEMENT

MANAGEMENT SCIENCE

MEDICAL RECORDS TECHNOLOGY

OFFICE MANAGEMENT

TRANSPORTATION TECHNOLOGY

WELDING

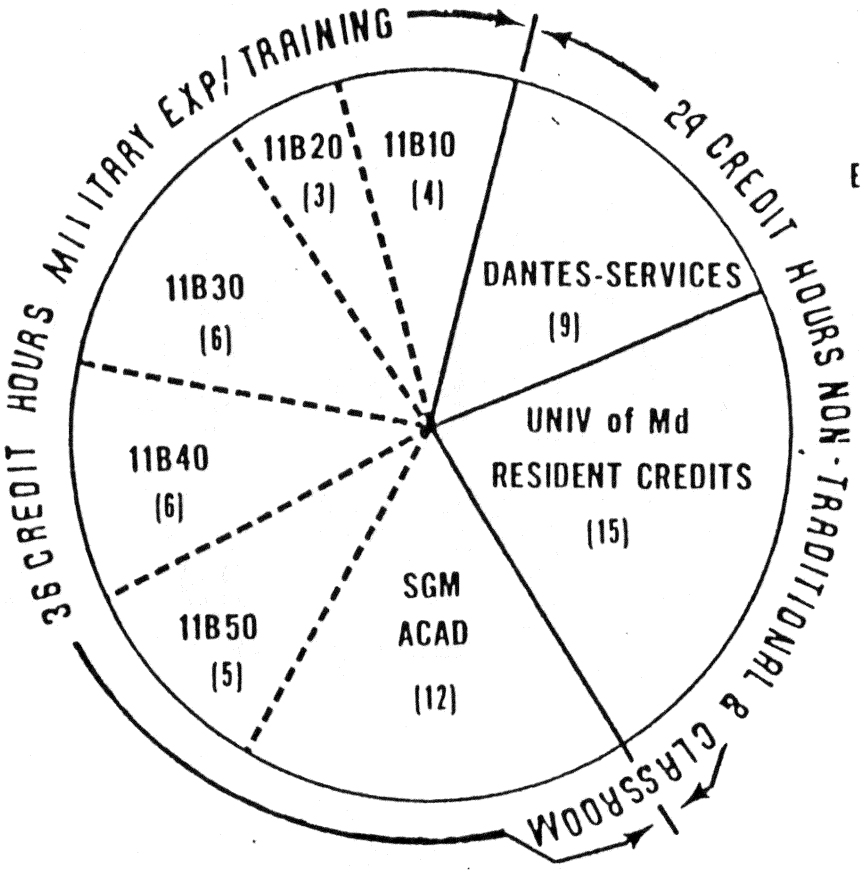
FLEXIBLE (GENERAL STUDIES)

DIGITAL ELECTRONIC TECHNOLOGY

APPENDIX G
SOCAD EXAMPLE OF MOS CREDIT

SERVICEMEN'S OPPORTUNITY COLLEGE

ASSOCIATE DEGREE



Example:

UNIVERSITY OF MARYLAND

ASSOCIATE DEGREE IN MANAGEMENT

Note:

Based on 11B MOS Series and completion of the SERGEANTS MAJOR ACADEMY

APPENDIX H
LETTER OF INSTRUCTION TO VERIFY SOCAD DATA BASE

23 Jun 1986

Letter of Instruction to Verify SOCAD data base

TO: ANSI-SMI-R
FROM: DAPE-MPE

SUBJECT: Engineering Change Proposal - SOCAD Program

In recent years there has been an increasing awareness of the importance of SOCAD. The objective of the SOCAD program is to provide an Associate of Arts degree for Army personnel which will enable them to receive credit for their military experiences and education and receive a degree in the shortest time possible. Potential participants represent will over 500K service members. At this point we do not have an accurate count of the number of active Army enrolled in the SOCAD program. By matching the Enlisted Master File/Officer Master File with the SOCAD data tape we will be able to obtain a listing of active service members participating in the SOCAD program. The SOCAD tape contains the social security numbers (SSN) of all students who have participated in the SOCAD program through Dec 31, 1985.

Request a total count of those presently active enlisted personnel, (E1 - E9) commissioned officer (01 - 06) and warrant officer (WO1 - CW4) that have participated in the SOCAD program. Sort by SSN and group by pay grade. Also request a listing of the active enlisted personnel (E1 - E9), commissioned officer (01 - 06) and warrant officer (WO1 - CW4) that have participated in the SOCAD program. Request the listing be formatted as follows:

SSN	NAME	PAY GRADE	CURRENT ASSIGNMENT ADDRESS

This product will allow the Education Division to establish a data base for longitudinal studies as well as provide management with the necessary information to continue to monitor the effectiveness of the SOCAD program.

Colonel, GS
Chief Education Division

APPENDIX I
LETTER OF INSTRUCTION FOR SELECTION OF SAMPLE

31 Oct 86

Letter of Instruction for Selection of Sample

TO: ANSI-SMI-R
FROM: DAPE-MPE

SUBJECT: Engineering Change Proposal - SOCAD Program

SOCAD is the Army's voluntary off-duty associate degree program for soldiers. The objective of the program is to provide a means for Army soldiers to earn an associate degree in the shortest time possible by enabling them to earn college credit for their military experiences and education. We have very little information on how well the program is progressing. A survey is being conducted to gauge the attitudes of participating soldiers toward the SOCAD program. Information is needed to help Army management to determine whether the benefits justify the costs associated with the program. SOCAD is important to the Army because it directly relates to the military MOS structure. The survey has been approved by Survey Division and is scheduled to be administered in early November. At this point we need to identify participants (NOTE: this was accomplished by our request in June 1986--we now have a valid listing of active enlisted personnel that have participated in SOCAD), select samples from the verified listing of names in the SOCAD data base, determine locations by accessing the Enlisted Master File, and prepare labels which will be used to mail the questionnaires to the soldiers.

Request verification of the SOCAD data base (SOCAD data tape enclosed). Sort by SSN and group by pay grade. From the verified count of approximately 9799 SOCAD participants, request a total population count sorted by grades E1 - E9.

Sample	Verified Count	Needed for
1. E1 - E4	913	635
2. E5 - E6	5667	680
3. E7 - E9	3219	644
TOTALS	9799	1959

Once arranged by group, conduct a systematic sample across the entire rearranged list. The sample size is set at 1959. To achieve this sample, set the computer sampling program to employ a 1/5 sample fraction. Also set the program to generate a random number between 1

and 5; the first SOCAD participant having that number, plus every fifth participant thereafter should be selected in the sample. Once the sample is drawn, determine current locations by accessing the EMF. Please instruct the computer to prepare each selected soldiers's grade, name SSN (if appropriate), and mailing address (include organization name and number) on three sets of standard self adhesive mailing labels which will be used to mail the questionnaires to the participants. Please provide three listings of the updated SOCAD data base with the labels. Also request 2500 labels be prepared for the following address:

Headquarters Department of the Army
DAPE-MPE (SOCAD Survey)

Colonel, GS
Chief Education Division

APPENDIX J
SURVEY FOLLOW-UP LETTER

DEPARTMENT OF THE ARMY

OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL

REPLY TO ATTENTION OF

January 4, 1987

DAPE-MPE

SUBJECT: Soldier Survey of the Servicemembers Opportunity Colleges Associate Degree (SOCAD) Program

Dear SOCAD Participant:

Several weeks ago, a questionnaire seeking your opinion on the SOCAD program was mailed to you. Your name was selected in a random sample of SOCAD participants worldwide. To date, we have not received the completed answer sheet from you. If you have already returned it, please accept our sincere thanks. If not, please do so today. We need your help. We have not received enough responses to validate the survey results.

We realize that the holidays may have forced many of you to depart from your normal routines. In the press of preparing for the holidays, perhaps, you may have overlooked the questionnaire or placed it aside in a "to do" pile. If so, it is still not too late to participate in the survey. I urge you to take 15 - 20 minutes to complete the survey and return it in the envelope provided as quickly as possible. Your input is key to the success of this project.

If you have any questions or need an extra copy of the survey, please contact Fred Copeland at or Commercial

Your cooperation is greatly appreciated.

Sincerely,

Chief, Management Support
Education Division

APPENDIX K
COMPARISON OF EARLY AND LATE ARRIVALS

Appendix K-1

Comparison of Early and Late Arrivals
(Demographics)

Variable	Early Arrivals %	Late Arrivals %
Pay Grades		
E1 - E4	22	26
E5 - E6	38	42
E7 - E9	40	32
Race		
White	56	49
Black	33	38
Hispanic	7	7
Other	4	6
Marital		
Single	23	23
Married	77	77
Age		
17 to 25	22	25
26 to 35	49	53
36 and over	29	22
WMOS		
Yes	82	88
No	18	12
Sex		
Men	87	86
Women	13	14
Term		
First Term	14	13
Career	86	87

Note: All percentages are rounded to the nearest whole percent.
All chi-squares resulted in $p > .05$.

Appendix K-2

Comparison of Early and Late Arrivals
(Satisfaction Levels)

Variable	Early Arrivals %	Late Arrivals %
Overall Levels of Satisfaction (Satisfied or Very Satisfied)	85%	84%
Program Mechanics (Excellent or Good)	78%	79%
Program Quality (Satisfied or Very Satisfied)	85%	87%
Benefits (Agree or Strongly Agree)	25%	31%
Leadership Influences (Agree or Strongly Agree)	32%	33%
Progress Toward Degree (Satisfied or Very Satisfied)	66%	65%

Note: All percentages are rounded to the nearest whole percent.
All chi-squares resulted in $p > .05$.

APPENDIX L

DEMOGRAPHIC TABLES BY RESEARCH QUESTION

Table L-1

Distribution of Responses by General Levels of Satisfaction by Demographics

Question

Everything considered, how satisfied are you with the SOCAD program?

	VS %	S %	BL %	D %	VD %	CHI SQ	df	PROB
Race						20.12	16	.214
White	35	50	12	2	1			
Black	41	47	10	1	1			
Hispanic	39	38	18	4	1			
Other	26	53	15	6	-			
Marital						10.79	8	.213
Single	33	50	14	3	1			
Married	38	48	11	2	1			
Sex						5.60	4	.230
Men	38	48	12	2	1			
Women	30	53	15	2	-			
Age						18.75	8	.016
17 to 25	31	55	11	2	1			
26 to 35	36	49	13	2	1			
36 and over	44	41	12	2	2			
Working in Military Occupational Specialty						0.28	4	.288
Yes	37	48	12	2	1			
No	37	47	13	2	1			
Term of Enlistment						8.39	4	.078
First Term	27	56	12	4	1			
Career	39	47	12	2	1			

Note: All percentages are rounded to the nearest whole percent.

Table L-2

Distribution of Responses by Program Mechanics by Demographics

Question

Overall, how would you rate the AEC Counseling provided to you about the SOCAD program?

	E %	G %	BL %	P %	VP %	CHI SQ	df	PROB
Race						47.25	16	.000
White	29	45	15	7	3			
Black	40	47	8	3	1			
Hispanic	30	32	22	14	3			
Other	38	32	13	9	9			
Marital						5.63	8	.688
Single	35	43	14	8	1			
Married	33	45	13	6	3			
Sex						6.66	4	.154
Men	34	44	13	6	3			
Women	25	52	15	6	1			
Age						32.35	8	.000
17 to 25	21	53	18	5	3			
26 to 35	33	45	13	7	3			
36 and over	43	38	10	6	3			
Working in Military Occupational Specialty						8.62	4	.071
Yes	34	43	14	7	3			
No	29	51	12	4	5			
Term of Enlistment						10.49	4	.032
First Term	22	48	18	8	4			
Career	35	44	12	6	3			

Note: All percentages are rounded to the nearest whole percent.

Table L-3

Distribution of Responses by Program Quality Satisfaction by Demographics

Question

Everything considered, how satisfied are you with the overall quality of the academic programs provided by the SOCAD colleges?

	VS %	S %	BL %	D %	VD %	CHI SQ	df	PROB
Race						38.14	16	.001
White	28	57	12	3	1			
Black	39	51	10	1	-			
Hispanic	24	50	20	3	3			
Other	30	47	17	4	2			
Marital						11.76	8	.161
Single	29	55	14	2	1			
Married	32	53	11	2	1			
Sex						2.87	4	.579
Men	32	53	12	2	1			
Women	28	58	13	1	-			
Age						27.62	8	.000
17 to 25	24	55	18	2	1			
26 to 35	29	56	11	3	1			
36 and over	41	48	8	2	1			
Working in Military Occupational Specialty						4.71	4	.317
Yes	32	54	12	2	1			
No	30	52	12	4	1			
Term of Enlistment						24.01	4	.000
First Term	17	59	20	3	1			
Career	34	53	10	2	1			

Note: All percentages are rounded to the nearest whole percent.

Table L-4

Distribution of Responses by Perceived Benefits by Demographics

Question

Involvement in the SOCAD program has encouraged me to stay in the Army

	SA %	A %	N %	D %	SD %	CHI SQ	df	PROB
Race						25.47	16	.061
White	7	15	42	20	15			
Black	11	16	37	25	12			
Hispanic	15	19	34	19	14			
Other	11	19	34	17	19			
Marital						5.23	8	.731
Single	9	18	37	21	15			
Married	8	15	40	22	14			
Sex						2.90	4	.573
Men	9	15	40	22	15			
Women	7	20	39	20	14			
Age						35.65	8	.000
17 to 25	9	19	40	18	16			
26 to 35	11	16	42	18	13			
36 and over	5	11	37	30	17			
Working in Military Occupational Specialty						2.90	4	.573
Yes	9	16	40	22	14			
No	10	14	39	20	18			
Term of Enlistment						10.98	4	.026
First Term	6	13	40	18	23			
Career	9	16	39	22	13			

Note: All percentages are rounded to the nearest whole percent.

Table L-5

Distribution of Responses by Leadership Influences by Demographics

Question

My Commander encourages me to participate in the SOCAD program

	SA %	A %	N %	D %	SD %	CHI SQ	df	PROB
Race						28.17	16	.030
White	12	23	37	18	10			
Black	13	17	28	24	18			
Hispanic	12	18	27	22	22			
Other	13	20	30	22	15			
Marital						8.70	8	.367
Single	16	23	31	18	12			
Married	11	20	34	21	15			
Sex						0.62	4	.960
Men	12	21	33	20	14			
Women	13	19	32	22	14			
Age						20.00	8	.010
17 to 25	15	24	30	18	12			
26 to 35	12	19	35	18	16			
36 and over	10	20	31	27	12			
Working in Military Occupational Specialty						10.69	4	.030
Yes	13	21	34	19	13			
No	10	16	30	26	19			
Term of Enlistment						20.95	4	.000
First Term	22	25	28	12	13			
Career	11	20	34	22	14			

Note: All percentages are rounded to the nearest whole percent.

Table L-6

Distribution of Responses by Progress Towards Degree by Demographics

Question

All in all, how satisfied do you feel with the progress you've made toward achieving your educational goals?

	VS %	S %	BL %	D %	VD %	CHI SQ	df	PROB
Race						14.34	16	.573
White	28	38	18	11	5			
Black	31	37	20	9	4			
Hispanic	28	28	27	10	7			
Other	33	46	9	7	7			
Marital						9.58	8	.295
Single	29	37	20	10	4			
Married	30	37	19	10	5			
Sex						3.33	4	.504
Men	30	36	19	10	5			
Women	24	41	22	9	4			
Age						11.43	8	.178
17 to 25	25	39	19	9	8			
26 to 35	32	35	19	11	3			
36 and over	29	38	18	9	5			
Working in Military Occupational Specialty						6.62	4	.157
Yes	30	37	19	10	4			
No	27	37	18	11	8			
Term of Enlistment						4.99	4	.288
First Term	26	45	15	9	5			
Career	30	36	19	10	5			

Note: All percentages are rounded to the nearest whole percent.

Table L-7

Distribution of Responses by Grade Rating by Demographics

Question

Students are often given the grades A,B,C,D, and fail (F) to denote the quality of their work. Suppose the SOCAD program at your current assignment were graded in the same way. What grade would you give--A,B,C,D, or F (fail)?

	A %	B %	C %	D %	F %	DNA %
Race						
White	18	35	12	3	1	31
Black	23	30	13	2	0	33
Hispanic	16	25	22	1	0	36
Other	20	33	20	4	2	22
Marital						
Single	20	33	13	5	1	30
Married	20	32	13	2	1	32
Sex						
Men	20	32	13	3	1	33
Women	20	36	13	5	1	25
Age						
17 to 25	20	35	15	3	1	26
26 to 35	20	33	12	2	*	31
36 and over	20	30	11	3	1	37
Working in Military Occupational Specialty						
Yes	21	32	13	3	1	30
No	14	33	12	3	0	37
Term of Enlistment						
First Term	18	40	12	6	1	22
Career	20	31	14	2	1	33

Note: All percentages are rounded to the nearest whole percent.

APPENDIX M
CAREER MANAGEMENT FILE OCCUPATIONAL CLUSTERS

Career Management File Occupational Clusters

Cluster Title	CMF
Military Science	
Infantry	11
Combat Engineering	12
Field Artillery	13
Air Defense Artillery	16
Special Operations	18
Armor	19
Electronics and Communications	
Aviation Communications Electronics Maintenance	28
Communications Electronics Maintenance	29
Communications Electronics Operations	31
Automatic Data Processing	74
Administration and Accounting	
Administration	71
Recruiting and Reenlistment	79
Health Science	
Medical	91
General Engineering	
General Engineering	51
General Science	
Chemical	51
Topographic Engineering	81
Military Intelligence Technology	
Electronic Warfare/Intercept Maintenance	33
Military Intelligence	96
Electronic Warfare/Cryptologic Operations	98
Mechanical Maintenance	
Mechanical Maintenance	63
Missile Maintenance	
Air Defense System Maintenance	23
Land Combat System Air Defense System Intermediate Maintenance	27
Military Police	
Military Police	95
Arts and Public Affairs	
Public Affairs	46
Audio Visual	25
Bands	97

Appendix M (Continued)

Transportation	
Transportation	88
Supply and Services	
Ammunition	55
Supply and Services	76
Petroleum and Water	77
Food Services	94

(Army, 1986,)

APPENDIX N
LOCATIONS OF SOCAD PARTICIPANTS USED IN THE STUDY

Locations of SOCAD Participants used in the Study

Europe
Korea
Japan
Hawaii
Alaska
Panama, CZ
Aberdeen Proving Ground, MD
Anniston Army Depot, AL
Fort Belvoir, VA
Fort Benning, GA
Fort Bliss, TX
Fort Bragg, NC
Fort Buchanan, PR
Fort Campbell, KY
Carlisle Barracks, PA
Fort Carson, CO
Defense Language Institute, Foreign Language Center, CA
Defense Personnel Support Center
Fort Detrick, MD
Fort Devens, MA
Fort Dix, NJ
Fort Drum, NY
Dugway Proving Ground, UT
Fort Eustis, VA
Fitzsimmons Army Medical Center, CO
Foreign Science & Technology Center, USA
Fort Gordon, GA
Fort Benjamin Harrison, IN
Fort Hood, TX
Fort Sam Houston, TX
Fort Huachuca, AZ
Fort Indiantown Gap, PA
Fort Irwin, CA
Fort Jackson, NC
Fort Knox, KY
Fort Leavenworth, KS
Fort Lee, VA
Letterkenny Army depot, PA
Fort Lewis, WA
Materials & Mechanics Center, USA
Fort McClellan, AL
Fort McCoy, WI
Fort McPherson, GA
Fort Meade, MD
Military Academy, West Point, NY
Military District of Washington
Fort Monmouth, NJ
Fort Monroe, VA
New Cumberland Army Depot, PA
Fort Ord, CA
Pine Bluff Arsenal, AR
Fort Polk, LA
Red River Army Depot, TX
Redstone Arsenal, AL
Fort Riley, KS
Fort Ritchie, MD
Rocky Mountain Arsenal, CO
Fort Rucker, AL
Sacramento Army Depot, CA
Presidio of San Francisco, CA
Seneca Army Depot, NY
Sharpe Army Depot, CA
Fort Sheridan, IL
Sierra Army Depot, CA
Fort Sill, OK
Fort Stewart, GA
Tobyhanna Army Depot, PA
Tooele Army Depot, UT
Vint Hill Farms Station, VA
Walter Reed Army Medical Center
White Sands Missile Range, NM
Fort Leonard Wood, MO
Yuma Proving Ground, AZ
Other

_____

_____

APPENDIX O
OPEN-ENDED COMMENTS

OPEN-ENDED COMMENTS

Examples of open-ended statements both positive and negative in all four categories are provided below. Comments were randomly selected from each pay grade level.

Counseling Support

--I think the AEC support is very good, because when you need help they are there to help you and advise you about your educational goals.

--My experience with AEC counseling has been excellent. They have all seemed to enjoy their work and have been proficient and helpful. They take the time to sit down one-on-one and talk about the program.

--Here at Fort Benning, they really seem to care and most of the time are very helpful.

--The AEC support at Fort Campbell was outstanding. The counselors knew their jobs and went out of their way to reach all soldiers regardless of their rank and educational level. They kept in touch with those needing assistance.

--The Army counselor always seemed eager to help in any way possible. This positive attitude helped me greatly when it came to making decisions on education.

--AEC counselor support is very excellent here at Fort Hood. Counselors are there when you need to ask questions about the program.

--At my location, there is a high counselor turnover which delays the student-counselor relationship, therefore hurting the students in the end.

--I'm now at my third duty station and counselors at each location have a different view of the program. SOCAD seems to be a good program, but counselors should fully understand it because many of us are confused.

--Upon arriving at USMA, the counselor showed little or no interest in my present status, and has offered no assistance in completing an associate degree.

--I was never really adequately told about SOCAD and how the program works. The educational briefings I received have been little more than turning in records. SOCAD, CLEP etc., were not stressed.

--AEC support at MDW was minimal and advice/information was not always accurate or correct.

--AEC counselors do not seem to be knowledgeable about the SOCAD program.

SOCAD College Support

--Keep up the good work.

--On a 1 - 10 basis I give it an 8.

--Central Texas College appears to have branch offices in almost every military installation that I have been on. I think this is outstanding and it shows they care for soldiers who would like to receive higher education.

--Support was excellent. Helped me make out a plan of consolidated credit hours toward a degree. Well done.

--I am able to call direct to the main campus and talk to school counselors, deans, registrars office, and anyone else to solve my problems. My degree requirements were mapped out for me and all I had to do was eliminate those requirements.

--The college support was excellent. The school counselors looked at my past record and took the time to talk to me and determine my educational needs.

--More information needs to be available when being enrolled. My SOCAD school enrolled me without saying anything.

--It is very difficult to get a copy of your transcript upon change of station.

--It is discouraging to start at one college and find that other colleges do not accept the same credits for military experiences.

--My home college (Fayetteville Technical Institute) was great, but University of Maryland would not accept transfer credits from them.

--The SOCAD college support in Fort Carson was good. However, once I arrived in Germany, I found that Pikes Peak Community College credits were not accepted by University of Maryland.

--Some colleges will not accept or give credit for passing scores on CLEP tests.

Command Support

--As a Senior NCO I recommend the SOCAD program strongly to my fellow soldiers. I encourage them not to allow themselves to get out of the service with the same educational level they came in with. SOCAD is one of our best benefits.

--As a Senior NCO I plan to advertise this program to my peers and to all other soldiers.

--We go on maneuvers often. According to my commander, I cannot take classes during the time I'm in the field.

--I really do not believe that support from the leadership (Officers and NCOs) is stressed to low ranking Enlisted servicemembers. SOCAD is a great program that could and should be utilized by the soldier with the help of their chain-of-command.

--The unsupportive role of my chain-of-command and NCO support channels is very difficult to accept. Especially for those of us who want to excel, not only in the education arena, but most importantly in our future career as a soldier in the military.

--The company commanders and NCOs of this facility never talk to the lower grade enlisted soldiers about the SOCAD program.

--My present unit does not support the SOCAD program. Going to the field is priority. It's either correspondence courses or nothing.

--I don't see too many NCOs in leadership positions stressing education to their soldiers. Maybe more advertising or visits to units would help to support participation in education.

--I love being able to go to school, though I have to fight sometimes to go. The commander and NCOs were behind the program in words not deeds.

--I wish the leadership would encourage soldiers to go to school more. Since my promotion to a leadership position I encourage my entire squad to take college courses and enroll in the SOCAD program.

--It seems that most company grade NCOs around here don't really care if their men improve. They would rather have them on field exercises.

--I would like to say that not all soldiers are afforded the opportunity to take advantage of SOCAD program. In most cases, this is the fault of the supervisors. This attitude hurts lower ranking Enlisted soldiers in their career progress (promotions) and prolongs the advancement potential of these individuals.

--The chain-of-command does not support education for our younger soldiers.

Other

--I know of lots of people, including myself, who have had problems transferring credits--major problems. I feel this problem needs to be worked on.

--Credit transfers are a problem. City Colleges of Chicago has problems in this area which needs to be brought to somebody's attention.

--I don't like the system of credit transfer. Too much hassle with paperwork and the awarding of credits when they are not always accepted.

--I like SOCAD and I think it is beneficial to the Enlisted soldier because of the ease it allows in transferring credits without losing anything.

--There is a lot of difficulty in transferring credits or just getting transcripts sent from one SOCAD college to another. The procedure should be standardized and readily available.

--The library resources at my installation are out of date and does not have enough books with up-to-date information. The reference section is useful at times.

--The classroom facilities at Fort Campbell were small, badly lighted, hot in the summer, cold in the winter, and overall not a good classroom. Several up-grades attempted to improve the buildings, but there is only so much one can do to a world war two era building to improve it.

--Post education facilities could use an upgrading (buildings and classrooms).

--In the near future I would like to see a vast improvement in the condition of the classrooms. Some are without heat or air conditioning, the furniture needs repairing and the building needs painting.

--Tuition assistance should be a higher percentage for E4 and below. We make less money.

--Tuition assistance is one great benefit that helps keep soldiers in the Army, mainly because some soldiers with families can't afford the high cost of tuition without assistance. It is the one basic reason, which is helping me to stay in the Army.

--A Fort Hood counselor told me that tuition Assistance would not pay for any classes once you receive your associate degree.

--Tuition assistance should be kept at 90%--even after 16 years service, especially with VA benefits ending soon.

--I believe the 90% tuition assistance should always stay and not drop to 75% after the 14 year period.

--As an E4 tuition assistance of 75% is insufficient. I am stationed in Hawaii and even with tuition assistance I still must pay over $100 per course.

--I feel that the tuition assistance program should be changed so E1 - E4 receive the 90% and not 75% assistance. This rule should be revised.

--Tuition is too expensive overseas. In the states it costs about $10 with tuition assistance Here in Korea it costs $45 with tuition assistance which is simply too expensive.

--Would like to see a SOCAD bachelor's degree in the very near future.

--I would like to see the SOCAD network enlarged to cover bachelor degree programs. I think the future Senior NCO will benefit a great deal from such a dynamic program.

--I would like to pursue a bachelors degree under a similar program such as SOCAD, so that I can be assured of completing a 4 year degree.

--I believe the program should be restructured to include a limited number of 4 year degrees.

--The program would receive more recognition if it could be broadened to include completion of a bachelors degree.

--Units need to better inform soldiers about the program.

--I think SOCAD needs to get the word out to soldiers what SOCAD is about, and what it can do for a soldier. The last time I heard anything about SOCAD was when I first enrolled in school. SOCAD is a good program but the word has to get out to the soldiers and their commanders.

--Need to put out more information about the program to the troops. Nobody knows about SOCAD. Keep up the good work.

--I do not fully understand what SOCAD does for me. Please put out more information to soldiers so we can use it more to our benefit, and have counselors stress more what is and what is not SOCAD credit.

--Not enough of the troops are aware of SOCAD. I tell every young soldier about it, but I think it should be made even more well known.

--I feel the program needs to be advertised more to the soldiers. It should be put on more unit bulletin boards so the soldier is more aware of the program. We should not have to wait until we just happened to see a flier at the education center.

--Good program. However, information is not put out very widely.

--I think SOCAD needs a little more publicity. The only way I found out about it was by bumping into it when I enrolled in Columbia college. You have one hell of a program here, but too few people are aware of its potential.

--Need a sure fire way to inform the Enlisted soldier about this program.

--One of the biggest problems I have had in my area is that my unit is not that knowledgeable of SOCAD and does not support the program.

--I don't have any specific comments of the SOCAD program; however, I do think that an announcement of some form should be sent to each member enrolled in the program telling them more about the program.

--The SOCAD program itself is very effective. Unfortunately, the constant deployments of my unit prohibits me from taking advantage of the educational opportunities. Surely, I'm not alone in this predicament. During the past 3 years, I have only been able to attend three quarters.

--I think the SOCAD program is a great motivator that causes soldiers to take advantage of educational opportunities and hence is a benefit to the individual and the Army.

--Fort Bragg is the first post (installation) I've been to that cares a lot about the soldiers ability to improve their education. I am very impressed with the support I have have since arriving here four years ago. Now that I am leaving I will continue to work toward my degree completion.

--I think if soldiers were introduced to the SOCAD program when they first come on active duty, it would enable the individual to get a headstart on his or her education. It would also help influence the soldier to stay on active duty. Not all NCOs counsel their soldiers about the SOCAD program, neither does the education center. What usually happens is that the soldier finds a brochure like I did and starts asking questions. Soldiers need to be made aware of the SOCAD program during their first enlistment.

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