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THE FIRST CLASS QUESTIONNAIRE, CLASS OF 1979, (U)
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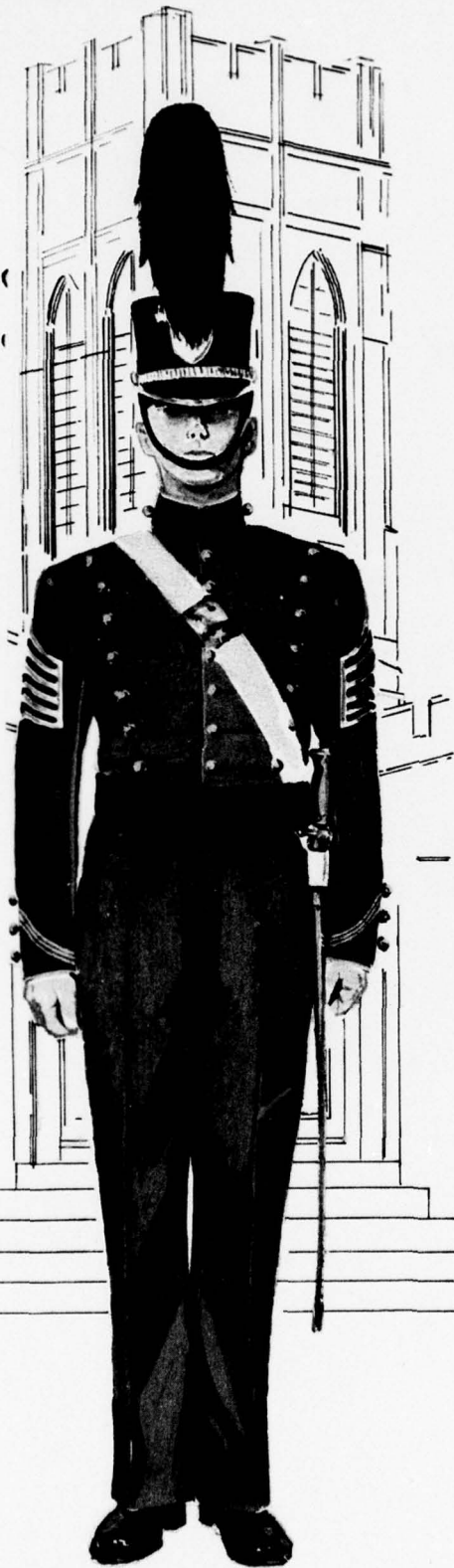
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THE FIRST CLASS
QUESTIONNAIRE,
CLASS OF 1979

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OFFICE OF THE
DIRECTOR OF INSTITUTIONAL RESEARCH
SEPTEMBER 1979

THE FIRST CLASS QUESTIONNAIRE, CLASS OF 1979

Report Number 79-014
Project Number 298
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September 1979

ABSTRACT

This report lists the responses of the Class of 1979 to the First Class Questionnaire, which was administered by the Office of the Director of Institutional Research during the period 30 April - 10 May 1979. Usable replies were received from 403 cadets.

Similar First Class Questionnaires have been administered in previous years. Questionnaires from 1957 to the present were reviewed. Whenever the same questions appeared in these previous questionnaires, the summary of the responses was included for comparison purposes. Open-end responses are categorized.

~~NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.~~

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OFFICE OF
THE DIRECTOR OF INSTITUTIONAL RESEARCH
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

I. PURPOSE. The First Class Questionnaire is given annually to each First Class prior to graduation for several research projects, to get an assessment of the four-year program and to develop trends in cadet attitudes. This report gives the primary results of the questionnaire.

II. METHODOLOGY. The First Class Questionnaire was administered to the Class of 1979 during the period 30 April - 10 May 1979. There were no makeups given. Six cadets per company were given the Scott Value Scale in place of this questionnaire. Two versions of the First Class Questionnaire (A & B) were developed, with approximately one-half of the class getting each. Packets containing a questionnaire booklet with a letter signed by the Director of Institutional Research, instructions for completion, answer sheet, and return envelope were distributed through the Message Center.

III. RESULTS.

A. The responses to questions of general interest are shown in the Appendix. Results of certain questions of specialized interest were given to the researcher involved, and they will be reported in other projects. The areas covered in this report are Physical Education, Branch Choice, USMA Recent Graduate Program, Military Training, Cadet Counseling Center, Scholarship Opportunities, Writing Skills, USMA Environment, Area of Concentration, Summer Training and Academic Research.

B. The long-term trends, as shown by Questions 51 through 60, are of particular interest. Only 22% of cadets in the Class of 79 agreed that the Chain of Command performs many functions which should be done by the Company Tactical Officer. This compared with 36% in the Class of 78, and 41% in the Class of 77 who agreed with this statement.

C. Most cadets in the Class of 79 thought academic courses were well-conducted and stimulating (55%), compared to 44% in the Class of 78 and 41% in the Class of 77; but 64% also thought that most academic courses attempt to cover too much ground in the time available (Questions 55 and 56).

D. Higher academic degrees continue to be in the plans of cadets in the Class of 79 where, like cadets in the past four graduating classes, over 94% expect to earn advanced degrees. A large majority (69%) of cadets in the Class of 79 said that if they could reconsider their decision they would now come to the Military Academy (Question 60). This is the highest percentage for any class in the last ten years.

TABLE OF CONTENTS

	Page
ABSTRACT	i
EXECUTIVE SUMMARY	ii
INTRODUCTION	1
METHOD	1
RESULTS	1
DISCUSSION	1
APPENDIX - Summary of Responses	3
REPORT DOCUMENTATION PAGE (DD Form 1473)	24

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INTRODUCTION

The Office of the Director of Institutional Research normally administers questionnaires to the cadets at the U.S. Military Academy three times during the year: to the First Class during the Spring, to the new cadets shortly after they enter in July, and to all four classes during Reorganization Week. The First Class Questionnaire is given in order to: (1) obtain opinions of cadets before they graduate; (2) address specific areas of interest of activities at West Point; and (3) obtain trends of attitudes and opinions of successive classes. This report summarizes the responses of the Class of 1979 to the First Class Questionnaire given in the Spring of 1979.

METHOD

Sample and Procedure

The First Class Questionnaire was administered to the Class of 1979 during the period 30 April - 10 May 1979. There were no make-ups given. Six cadets per company were given the Scott Value Scale in place of this questionnaire. The two versions of the First Class Questionnaire (A & B) were developed, with approximately one-half of the class getting each. The questions were different on each version, with one exception: question 95A was the same as 62B. Questions 1-63 in the report correspond to the same numbers in Version "B," while 64-79 are from Version "A."

<u>Present for Duty Strength</u> 30 April 1979	<u>Cadets Given This</u> <u>Questionnaire</u>	<u>Those completing Questionnaire</u> <u>Number</u>	<u>Percent</u>
924	Form A - 354	195	55%
	Form B - 354	208	59%

The questions came from a variety of USMA activities. Packets containing a questionnaire booklet with a letter signed by the Director of Institutional Research, instructions for completion, answer sheet, and return envelope were distributed through the Message Center. Upon completion, cadets returned the questionnaires and answer sheets in the envelopes provided through the Message Center to ODIR.

RESULTS

The responses to questions of general interest are shown in the Appendix. Results of certain questions of specialized interest were given to the researcher involved, and they will be reported in other projects.

Percents may not add to 100% in all cases, as some cadets did not answer all questions; however, there were fewer than 10% who omitted any individual question. Throughout the report, mean responses are shown for each question where appropriate. In calculating mean responses, response "a" had a value of 1, b=2, c=3, etc. The standard deviation of the responses is also shown.

DISCUSSION

Some answers which are particularly worthy of note are discussed as follows: question #2 indicates that 33% of the graduating cadets thought their tactical officers did not counsel them frequently enough this year, while last year only 26% of the Class of 78 gave this response.

Reference question #3; about 86% of the First Class thought that USMA physical education courses and training would be of significant value to them during early years in the Army. This compares with 74% of the Class of 78.

Eighty-three percent of cadets indicated they got their first choice in branch selection (question #11), compared to 78% in the Class of 1978. Of particular note was that no cadet in the Class of 1979 was forced into a branch he didn't want. Questions 12 through 17 showed other aspects of Branch Choice.

Questions 18-26 involved the USMA Recent Graduate Program, in which selected lieutenants return to West Point in February each year. Fifty-nine percent of responding cadets believed this program provided useful personal insights concerning a new lieutenant's life-style duties (question #21), and 65% believed it is a worthwhile program and should be continued (question #22).

Questions 27-32 pertain to the Military Instruction and Training program. Seventy-nine percent of the responding cadets believed that Cadet Field Training was helpful in preparing them for Cadet Troop Leadership Training (question #28).

Questions 33 through 41 concern the Cadet Counseling Center, #42 and #43 Educational Trips and Scholarship Opportunities, and #44 through #50 involve Writing Skills.

Questions 51 through 60 are on a variety of issues, including Chain of Command and Academics, and show comparisons with several prior years.

Questions 62 through 67 concern Area of Concentration, #68 through #73 Summer Training, and #74 through #79 involve Academic Research.

The last pages of Version A of the Questionnaire had space for two essay-type responses. One question (#98) was: "Major factors considered in choosing area of concentration and field of study," and the other (#99) was: "What additional specific information would have been helpful when you were choosing your area of concentration?" A statistical summary is given on pages 22-23.

APPENDIX

SUMMARY OF RESPONSES

	Page
Research Director's letter	4
Instruction Sheet	5
Summary of Responses and Comparisons	6
Summary of Free-Response Questions	22



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

MAOR

30 April 1979

TO: MEMBERS OF THE CLASS OF 1979

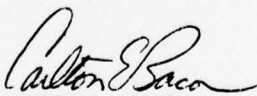
SUBJECT: First Class Questionnaire

I know your time is extremely limited and valuable, but I ask that you please take about thirty minutes and complete the attached questionnaire. This year's questionnaire has been prepared in three versions. Each version samples portions of your class to obtain important information for use by the Military Academy in various institutional research projects. Giving careful thought and consideration to the completion of this questionnaire is important, especially since the samples for each version are relatively small, and analyses of the results could well have implications for changes in policies or operating procedures at the Military Academy.

The questionnaire is for research purposes only. No individual action will be taken on the basis of your responses, nor will the results be made a part of your record. When it has been completed, return it and the answer sheet in the envelope used to distribute the material. Please return the material through Message Center to "Office of Institutional Research" not later than 15 May.

I take this opportunity to express my appreciation for the time and effort you put into completing this questionnaire, and for the support you have given this Office during your years as a cadet. Good luck in your career, and if we in Institutional Research can ever assist you, please let us know.


Incl
as


CARLTON E. BACON
LTC, AR
Director of Institutional Research

FIRST CLASS QUESTIONNAIRE - CLASS OF 1979

The principal purpose of this questionnaire is to collect information relating to graduating class attitudes, opinions and recommendations pertaining to their cadet experiences. The data collected will be used to analyze ongoing programs at the United States Military Academy, to study factors related to cadet performance, and to analyze trends in the data collected from different classes. The information obtained will be used only in statistical reports and will not become a part of your official record. Identifying information has been requested to permit correlation with information gathered from you at other times, e.g., Class Characteristics. Providing the information is voluntary; however, a non-response will result in incomplete data, and may bias the results by precluding their complete interpretation.

Directions

1. In the envelope containing this booklet, you should have received an Answer Sheet (USMA Form 22-1).
2. Enter your name and initials at the top left of the Answer Sheet in the boxes indicated, and blacken the letters which match your name.
3. Enter your cadet number at the top right of the Answer Sheet in Columns 1 thru 7, and blacken the numbers which match your cadet number.
4. Read each question and all its responses carefully before selecting your answer.
5. Mark your answers on the Answer Sheet. USE AN ORDINARY #2 PENCIL--not a ballpoint pen, not a test scoring pencil, and not an electrographic pencil.
6. Be sure that your answer marks are heavy and that you blacken the whole rectangle. Look at the example below:

7. If you decide to change an answer, erase the mark completely before entering a new one.
8. Check your answers once in a while to be sure that the number on the answer sheet is the same as the number of the question that you are answering. Note that the QUESTION NUMBERS GO ACROSS THE ANSWER SHEET IN ROWS, not down the answer sheet in columns.
9. Do not tear or fold the answer sheet.

Comments Page

If you have any comments on this questionnaire, write them on the last page of the questionnaire. Please indicate the question number upon which you are commenting. If necessary, use another sheet of paper to continue your comments.

RETURN THE BOOKLET AND COMPLETED ANSWER SHEET IN THE ENVELOPE USED TO DISTRIBUTE THE MATERIAL. JUST SCRATCH OUT YOUR NAME; WRITE "ODIR" ON THE ENVELOPE; AND RETURN THROUGH MESSAGE CENTER NOT LATER THAN 15 MAY 1979.

Thank you for your assistance and cooperation.

Summary of Responses

USMA ENVIRONMENT

	Mean Response	Standard Deviation	Class			
			1976	1977	1978	1979
1. At what point did you commit yourself to completing all four years at West Point?	3.54	2.66				
A. Upon entrance			48.3%	41.8%	34.8%	45.2%
B. During or after Cadet Basic Training			5.0	5.8	3.4	2.9
C. During or after Fourth Class Year			-	-	5.5	6.3
D. During or after Camp Buckner			6.5	4.4	2.7	0.5
E. During or after Third Class Year			12.4	9.9	7.9	12.0
F. During or after CTLT/CMST			22.0	15.9	21.0	16.4
G. During or after Second Class Year			5.4	1.7	2.1	5.8
H. At no specific time			-	19.1	20.6	10.1
2. How frequently did your tactical officer counsel you this year?	2.29	0.55				
A. Too frequently			-	7.7%	6.4%	4.8%
B. About right			-	62.1	64.3	59.6
C. Not enough			-	28.5	26.4	33.2

PHYSICAL EDUCATION

	Mean Response	Standard Deviation	Class			
			1976	1977	1978	1979
3. The USMA physical education courses and training will be of significant value to me during my early years in the Army.	1.84	0.98				
A. Strongly agree			40.7%	33.8%	31.5%	42.3%
B. Agree			40.5	38.2	42.4	43.3
C. No opinion or undecided			6.6	9.2	11.4	4.8
D. Disagree			8.8	11.6	8.4	6.3
E. Strongly disagree			3.2	6.0	5.3	2.9
4. Physical education courses and training at USMA are worthwhile.	1.75	0.93				
A. Strongly agree			45.8%	37.9%	39.9%	47.1%
B. Agree			35.5	37.0	41.1	39.9
C. No opinion or undecided			6.6	10.4	7.4	4.8
D. Disagree			8.7	8.5	6.7	5.8
E. Strongly disagree			3.2	4.8	3.7	1.9
5. Physical fitness is essential for successful performance as a junior officer in the Army.	1.35	0.71				
A. Strongly agree			-	63.8%	59.6%	73.6%
B. Agree			-	28.0	29.8	21.6
C. No opinion or undecided			-	3.9	5.5	0.5
D. Disagree			-	2.4	2.6	3.4
E. Strongly disagree			-	0.2	1.3	0.5

PHYSICAL EDUCATION (Continued)

	Mean Response	Standard Deviation	Class			
			1976	1977	1978	1979
6. The USMA physical education courses and training prepared me to organize and lead a physical training and sports program as a junior officer in the Army.	2.25	1.08				
A. Strongly agree			18.2%	21.5%	19.0%	27.4%
B. Agree			43.2	40.8	42.1	38.5
C. No opinion or undecided			15.9	13.5	18.6	17.8
D. Disagree			17.4	17.2	14.2	13.5
E. Strongly disagree			5.1	4.8	4.5	2.4
7. The USMA physical education testing standards are:	2.90	0.71				
A. Much too difficult			-	-	4.0%	2.9%
B. A little too difficult			-	-	20.4	19.2
C. About right			-	-	56.9	64.9
D. A little too easy			-	-	13.8	10.1
E. Much too easy			-	-	3.7	2.4
8. The USMA physical education courses have given me the background to establish my own lifetime fitness programs.	2.23	1.05				
A. Strongly agree						24.0%
B. Agree						46.6
C. No opinion or undecided						15.4
D. Disagree						9.1
E. Strongly disagree						4.3
9. My level of physical fitness improved during my cadet career.	2.43	1.31				
A. Strongly agree						29.3%
B. Agree						33.7
C. No opinion or undecided						10.1
D. Disagree						17.8
E. Strongly disagree						8.7
10. What was your highest level of athletic competition at West Point?						
A. Intramurals						43.3%
B. Club Sport						15.4
C. Corps Squad Junior Varsity						17.3
D. Corps Squad Varsity						10.1
E. Corps Squad Varsity Letterman						13.5

BRANCH CHOICE

	<u>Mean Response</u>	<u>Standard Deviation</u>	<u>Class</u>		
			<u>1977</u>	<u>1978</u>	<u>1979</u>
11. Mark which response applied to your branch selection.	1.27	0.79			
A. Got my first choice			81.6%	78.2%	83.2%
B. Got my second choice			10.9	12.9	10.1
C. Got my third choice			1.0	2.7	3.4
D. Did not have a choice but liked what I got			3.1	3.0	1.0
E. Did not have a choice--was forced into a branch I didn't want			1.5	2.0	0
F. Did not have a choice but didn't really care			0.2	0.3	1.4
12. To what degree did the branch selection straw poll, administered in early December, affect your selection of branch?	1.46	0.84			
A. No effect			68.8%	70.4%	69.2%
B. Concerned, but still considered all options			13.8	16.6	19.2
C. Eliminated one or more branches and placed the rest in priority with no negative effect on option			10.9	8.4	8.2
D. Eliminated one or more branches and wish I had not			2.4	0.9	1.0
E. Other			2.9	2.3	1.9
13. What was the most important reason for your preferred branch choice?					
A. Possible post assignment			4.1%	2.8%	3.4%
B. Possibility of graduate school			2.4	3.7	1.9
C. Friends picked it			1.9	1.8	-
D. Consider it best preparation for a nonmilitary career			11.8	13.1	9.1
E. Think I'd enjoy the activities related to the branch			46.1	51.9	58.7
F. Possible overall career pattern			19.8	15.2	13.5
G. Standing in branch would give me better first choice of assignment			3.1	2.8	1.9
H. Promotion opportunities			0.5	0.9	0.5
I. Other			8.5	6.0	9.1
J. To avoid combat			-	-	1.4
14. Second most important reason for preferred branch choice.					
A. Possible post assignment			10.4%	7.1%	5.8%
B. Possibility of graduate school			10.9	9.4	10.1
C. Friends picked it			3.4	3.0	-
D. Consider it best preparation for a nonmilitary career			11.4	15.3	17.3
E. Think I'd enjoy the activities related to the branch			23.0	23.0	17.8
F. Possible overall career pattern			24.2	23.1	30.3
G. Standing in branch would give me better first choice of assignment			6.8	6.2	5.3
H. Promotion opportunities			3.9	6.1	7.7
I. Other			3.9	4.4	2.9
J. To avoid combat			-	-	1.4

15. Before you made your final branch choice, did you receive the Strong-Campbell Interest Inventory (SCII) profile of your occupational interests?			<u>CL '79</u>	
A. Yes			82.2%	
B. No			7.2	
C. I'm not sure			9.1	
16. The Strong-Campbell Interest Inventory (SCII) was of value to me in making my branch choice.	<u>Mean Response</u>	<u>Standard Deviation</u>	<u>Class</u>	
	4.30	0.97	<u>1978</u>	<u>1979</u>
A. Strongly agree			2.6%	1.0%
B. Agree			13.3	2.9
C. Undecided			11.6	17.8
D. Disagree			29.1	25.0
E. Strongly disagree			41.6	49.0
F. Did not receive an SCII profile			-	3.4
17. As a result of the SCII information, did you change your branch choice?				
A. Yes			4.0%	0.5%
B. No			91.6	93.3
C. Did not receive it			-	4.8

USMA RECENT GRADUATE PROGRAM

18-26. Indicate whether the statements about the USMA Recent Graduate Program, in which selected lieutenants return to West Point in February each year, apply to you. (Cadets who answered "A--Not applicable" to question #18 were instructed to skip to question #24.)

			<u>Class</u>	
			<u>1978</u>	<u>1979</u>
18. A. Not applicable because no lieutenants from my branch participated			24.0%	12.5%
B. Applies to me			62.1	76.9
C. Undecided			10.5	3.9
19. Helped me select my post/unit assignment.				
A. Yes			11.8%	14.7%
B. No			73.2	69.2
C. Undecided			9.9	4.8
20. Helped me decide on the merits of attending Airborne and/or Ranger Schools.				
A. Yes			17.7%	19.7%
B. No			65.8	62.5
C. Undecided			11.4	5.3
21. Provided useful personal insights concerning a new lieutenant's lifestyle/duties.				
A. Yes			45.7%	58.7%
B. No			37.0	25.5
C. Undecided			11.6	4.8

		Class	
		<u>1978</u>	<u>1979</u>
22.	It is a worthwhile program which should be continued.		
	A. Yes	57.3%	64.9%
	B. No	19.7	15.4
	C. Undecided	16.9	7.2
23.	Provided no new insights to me and should be discontinued.		
	A. Yes	12.1%	10.6%
	B. No	62.8	68.3
	C. Undecided	19.9	9.6
24.	The Recent Graduate Program would be most useful to me if held:		
	A. In conjunction with the December Branch Orientation Night in Eisenhower Hall Ballroom	22.4%	19.7%
	B. Before branch selection in early February	38.0	26.4
	C. Between branch selection and branch assignment selections	22.0	21.6
	D. After branch assignment selection	12.3	8.7
	E. No opinion	-	21.6
25.	The presence of wives of recent graduates at the Recent Graduate Program was of value to me.	<u>Mean Response</u> 2.76	<u>Standard Deviation</u> 1.04
			<u>CL '79</u>
	A. Strongly agree		14.9%
	B. Agree		15.9
	C. No opinion or undecided		51.0
	D. Disagree		10.1
	E. Strongly disagree		6.3
26.	If you chose a noncombat arm, why did you do so?		
	A. Not applicable; I chose a combat arm	62.0%	70.7%
	B. To avoid combat	3.0	2.4
	C. I don't desire to lead troops	2.0	0
	D. The branch I chose matches my primary interests for a career	13.5	15.4
	E. I felt I could best contribute to the Army in the branch I selected	7.0	3.9
	F. I believed the branch I chose would closely match my desired civilian occupation/interests, and I don't plan to follow an Army career	4.1	-
	G. Other	5.4	4.3

MILITARY INSTRUCTION/TRAINING

27.	The Military Science Curriculum adequately prepared me for Cadet Troop Leader Training (CTLT) and/or Cadet Military Specialty Training (CMST).	<u>Mean Response</u> 2.94	<u>Standard Deviation</u> 1.22	<u>1978</u>	<u>1979</u>
	A. Strongly agree			5.7%	8.7%
	B. Agree			29.2	38.5
	C. Undecided			19.9	14.4
	D. Disagree			29.2	25.5
	E. Strongly disagree			14.9	12.0

	<u>Mean Responde</u>	<u>Standard Deviation</u>	<u>Class</u>	
			<u>1978</u>	<u>1979</u>
28. Cadet Field Training (CFT) was helpful in preparing me for CTLT and/or CMST.	2.10	1.00		
A. Strongly agree			17.0%	26.0%
B. Agree			47.4	52.9
C. Undecided			18.4	7.2
D. Disagree			10.6	10.1
E. Strongly disagree			4.8	2.9
29. The amount of time currently spent at USMA on Military Science subjects is inadequate.	2.59	1.24		
A. Strongly agree			13.2%	19.2%
B. Agree			20.6	39.4
C. Undecided			19.4	10.6
D. Disagree			30.2	21.6
E. Strongly agree			15.0	7.7
30. The amount of time currently spent at USMA conducting Field Training is adequate.	3.00	1.28		
A. Strongly agree			11.1%	9.6%
B. Agree			33.6	37.0
C. Undecided			14.6	11.5
D. Disagree			26.2	26.0
E. Strongly agree			13.1	14.9
31. Which training opportunity do you feel was of most value to you?				<u>CL '79</u>
A. CBT			10.1%	
B. CMST			6.7	
C. CTLT			53.9	
D. CFT			17.8	
E. Other			4.8	
F. Cannot discriminate enough to respond			6.3	
32. Honor education I received has prepared me to deal with the ethical dilemmas that I may face as a small unit leader.	2.75	1.29		<u>CL '79</u>
A. Strongly agree			16.4%	
B. Somewhat agree			37.0	
C. Neutral or no opinion			12.5	
D. Somewhat disagree			21.6	
E. Strongly disagree			11.5	

CADET COUNSELING CENTER

33. Indicate the type of use made for you by the Cadet Counseling Center.				<u>CL '79</u>
A. Never heard of the Cadet Counseling Center			4.3%	
B. Have heard of the Cadet Counseling Center, but have never used it in any way			67.3	
C. Have used the Cadet Counseling Center for myself			10.1	
D. Have referred other cadets to the Cadet Counseling Center			11.5	
E. Both C and D			5.3	

40. If you have not referred any fellow cadets to the Cadet Counseling Center, which of the following is the most likely reason? (Leave blank if this does not apply to you) CL '79
- | | |
|--|-------|
| A. Did not know I could refer someone | 11.5% |
| B. All problems should be solved within the chain of command | 12.0 |
| C. It would reflect poorly on my ability to do my job | 1.4 |
| D. Counseling from there would not be useful | 13.5 |
| E. No one in my unit needs counseling | 21.0 |
| No response | 39.4 |
41. Degree of satisfaction with the personal counseling services provided by the Academic Department to which you were assigned for Academic Counseling.
- | | |
|---|-------|
| A. Very satisfied | 15.9% |
| B. Somewhat satisfied | 18.3 |
| C. Neutral | 26.0 |
| D. Somewhat dissatisfied | 15.4 |
| E. Very dissatisfied | 10.6 |
| F. Did not receive counseling from an Academic Department | 11.5 |

EDUCATIONAL TRIPS AND SCHOLARSHIP OPPORTUNITIES

42. Educational trips are intended to add a needed dimension to the course or to clarify or explain some aspect of the course that could not have been adequately covered in the classroom. I found that the educational trips in which I participated generally:
- | | |
|----------------------------------|-------|
| A. Met these criteria | 83.7% |
| B. Failed to meet these criteria | 7.7 |
| C. I took no educational trips | 6.7 |
43. Indicate which of the graduate school, fellowship, and scholarship opportunities listed below were of interest to you, but you were unable to obtain the information necessary to pursue an application. If answer is any of "C" through "H," mark only the one in which you had the most interest.
- | | |
|---|-------|
| A. None--I was not interested, and I did not try to obtain information | 55.8% |
| B. None--I was interested, and I was able to obtain the necessary information | 22.1 |
| C. Rhodes Scholarship | 3.4 |
| D. Hertz Fellowship | 3.4 |
| E. National Science Foundation Scholarship | 2.4 |
| F. Olmsted Scholarship | 4.3 |
| G. 2% Immediate Medical School Program | 5.8 |
| H. Other: _____ | 0.5 |

WRITING SKILLS

44. In my opinion, during my four years at the Military Academy, my writing skills have:
- | | |
|----------------------------|-------|
| A. Improved | 79.3% |
| B. Remained about the same | 13.9 |
| C. Declined | 5.8 |

45. The advice most helpful to me in improving my writing skills was: CL '79
- | | |
|--|-------|
| A. My instructors' cover comments on returned papers | 19.2% |
| B. Notes in the margin of my papers | 15.4 |
| C. Conferences with instructors | 22.1 |
| D. Classroom instruction | 16.8 |
| E. Cadet coaches | 6.3 |
| F. Other: _____ | 18.8 |
46. In my opinion, for me to improve my writing skills at West Point, I should have (select the one most important activity):
- | | |
|--|-------|
| A. Been assigned more writing | 27.4% |
| B. Been assigned less writing | 7.2 |
| C. Been required to write longer papers | 4.8 |
| D. Been required to write shorter papers | 14.4 |
| E. Taken additional upperclass writing courses | 28.4 |
| F. Other: _____ | 13.9 |
47. The following activity helped me the most in developing my writing skills.
- | | |
|--|-------|
| A. Core courses in English | 45.2% |
| B. Core courses in history | 7.7 |
| C. Core courses in social sciences | 20.7 |
| D. Other core courses (Specify: _____) | 2.9 |
| E. Elective courses | 13.5 |
| F. Official correspondence and papers that I prepared for my tactical officer or as a member of the chain of command | 2.9 |
| G. Other: _____ | 5.3 |
48. In comparison to underclass courses, I found that the level of sophistication of the writing required in 300-level and 400-level courses was:
- | | |
|------------------------|-------|
| A. Considerably higher | 16.4% |
| B. Somewhat higher | 47.1 |
| C. About the same | 30.3 |
| D. Lower | 5.3 |
49. In comparison with my official correspondence and chain of command communications, the level of expression I habitually used on writing homework assignments for academic courses was:
- | | |
|-------------------|-------|
| A. Higher | 47.6% |
| B. About the same | 40.9 |
| C. Lower | 8.2 |
50. In comparison with my official correspondence and chain of command communications, the level of expression I habitually used on writs, WPR's and other classroom writing was:
- | | |
|-------------------|-------|
| A. Higher | 32.2% |
| B. About the same | 51.4 |
| C. Lower | 13.9 |

USMA ENVIRONMENT

51. The company tactical officer performs many functions which should belong to the Cadet Chain of Command.

	Mean Response		Standard Deviation	
	2.50	1.27		
	Class			
	1959	1960	1961	1962
A. Strongly agree	32.5%	33.7%	28.3%	45.5%
B. Agree	30.9	23.2	28.3	30.6
C. Undecided	13.5	10.7	13.9	9.6
D. Disagree	20.3	24.7	22.6	10.1
E. Strongly disagree	2.8	7.9	6.9	4.0
	1963	1964	1975	1976
	21.1%	35.2%	34.3%	34.5%
	20.7	32.1	35.3	27.8
	37.9	15.2	13.4	12.4
	18.0	13.8	12.9	20.7
	2.1	2.4	3.3	4.6
	1969	1970	1971	1972
	36.1%	25.1	19.1%	19.1%
	25.1	9.8	20.3	20.3
	9.8	15.2	15.2	14.0
	23.9	13.8	25.6	21.2
	4.0	2.4	17.9	6.3

52. The chain of command performs many functions which should be done by the Company Tactical Officer.

	Mean Response		Standard Deviation	
	3.52	1.19		
	Class			
	1977	1978	1979	
A. Strongly agree	20.8%	8.4%	9.1%	
B. Agree	19.8	27.6	12.5	
C. Undecided	16.7	18.9	13.0	
D. Disagree	27.5	32.0	46.2	
E. Strongly disagree	13.3	12.4	17.8	

53. The active duty service obligation incurred during First and Second Class years causes many of the Third Class year and Second Class summer resignations.

	Mean Response		Standard Deviation	
	2.13	1.08		
	Class			
	1975	1976	1977	1978
A. Strongly agree	26.0%	28.7%	33.3%	29.5%
B. Agree	44.9	48.8	42.8	46.6
C. Undecided	15.3	9.6	9.7	9.6
D. Disagree	10.4	10.9	7.7	10.6
E. Strongly disagree	2.7	1.9	3.9	3.1

54. A cadet should be left more on his own to "sink or swim."

	Mean Response		Standard Deviation	
	2.25	1.33		
	Class			
	1975	1976	1977	1978
A. Strongly agree	31.0%	29.7%	28.3%	30.8%
B. Agree	29.3	29.6	25.6	28.9
C. Undecided	14.8	10.4	13.0	15.8
D. Disagree	19.2	23.6	23.0	20.5
E. Strongly disagree	5.5	6.5	7.7	3.7

58. Standards of achievement required by academic departments should be higher.

	Class										Mean Response	Standard Deviation
	1958	1959	1960	1961	1962	1963	1974	1975	1976	1977		
A. Strongly agree	11.8%	9.1%	13.7%	11.8%	11.3%	12.1%	5.4%	7.4%	7.5%	13.8%	8.7%	9.6%
B. Agree	27.6	28.8	32.4	27.5	27.8	26.4	14.0	15.3	15.1	19.3	22.4	23.1
C. Undecided	18.9	23.4	21.7	25.7	25.1	23.0	28.9	29.0	23.6	25.4	29.5	24.0
D. Disagree	37.8	35.3	28.4	29.9	32.2	33.5	44.1	37.5	45.8	32.4	34.5	36.1
E. Strongly disagree	4.0	3.4	3.8	5.1	2.9	4.8	6.1	9.9	7.8	7.0	4.7	6.3

1.11

3.06

PLANS FOR GRADUATE STUDY

59. What is the highest academic degree you expect to earn?

	CL '75	CL '76	CL '77	CL '78	CL '79
A. Bachelor's Degree (B.S., B.A.)	3.0%	5.3%	4.4%	4.7%	5.3%
B. Master's Degree (M.S., M.A.)	58.6	57.8	56.5	57.5	56.3
C. Doctorate (other than medical or law)	28.8	24.5	25.9	27.0	29.3
D. M.D., D.D.S., or D.V.M.	3.0	4.6	4.6	4.7	3.9
E. LL.B. or J.D. (Law)	6.0	6.6	7.0	4.0	3.4
F. Bachelor of Divinity (B.D.)	0.3	0.4	0	1.2	0.5
G. Other	-	-	-	0.3	-

USMA ENVIRONMENT

60. If you could reconsider your decision, would you now come to the U.S. Military Academy?

	Class					Mean Response	Standard Deviation	
	1971	1972	1974	1975	1976			1977
A. Definitely yes	20.1%	26.5%	31.3%	38.9%	25.9%	29.7%	32.0%	41.4%
B. Probably yes	27.2	28.4	31.7	27.4	28.8	24.4	25.8	27.9
C. Undecided	11.6	14.8	12.1	13.2	13.4	15.7	13.7	7.7
D. Probably no	24.1	19.5	15.2	15.3	20.8	16.4	16.8	13.0
E. Definitely no	17.0	10.1	8.9	5.2	10.9	11.4	11.2	8.2

1.33

2.17

60. (Continued)

For the Class of 1973 and for the Classes prior to 1971, the responses to this question were as follows:

	Class								
	1957	1958	1959	1960	1961	1962	1963	1970	1973
A. Yes	88.2%	89.7%	90.0%	81.6%	88.3%	73.7%	63.4%	47.5%	49.3%
B. Undecided	-	-	-	-	-	11.6	16.3	18.4	17.8
C. No	11.8	10.3	10.0	18.4	11.7	14.0	20.3	32.4	32.9

61. Question #61 requested a rating on the Military Career Commitment Gradient, and results will be given in a separate report.

AREA OF CONCENTRATION

- 62.* Is your current area of concentration the one you originally selected as a Third Classman? CL '79
- A. No, I changed my area and prefer my current area. 16.3%
 - B. No, I changed; but I now think my original area or another area would have been better or just about as good. 4.3
 - C. Yes, I tried to change my area, and was unable to do so. 1.8
 - D. Yes, but now wish I had tried to change it. 18.6
 - E. Yes, and would choose my current area again if I had it to do over. 58.9
63. Which of the following most influenced your initial choice of academic area?
- A. Information from my roommate(s) 1.4%
 - B. Information (the "poop") from other cadets 7.2
 - C. My interest and previous success in courses involved in a specific academic field 65.9
 - D. Expected difficulties with the advanced courses in other areas 5.3
 - E. The characteristics of the instruction I received in courses related to each area 7.2
 - F. Differences in the assignment of grades in the courses related to each area 0.5
 - G. Other 10.1
- 64 (93A). Which source was most important to you for making key academic program decisions, such as area of concentration/field of study selection, core course options, and electives?
- A. The Redbook 39.5%
 - B. My Company Academic Counselor(s) 4.6
 - C. My departmental academic counselor(s) 6.2
 - D. Other cadets 16.9
 - E. My Company Tactical Officer 0.5
 - F. Other Staff & Faculty members such as instructors, Sponsors, coaches 14.4
 - G. Other sources 9.7

*Includes responses to Question #95 of Version A which was the same question.

65 (94A).	What is your present area of concentration?		<u>CL '79</u>
	A. Applied Sciences and Engineering		35.4%
	B. Basic Sciences		8.2
	C. Humanities		9.7
	D. National Security and Public Affairs		31.3
	E. Management (Interdisciplinary)		7.7
	F. General		3.6
66 (96A).	If you changed your area of concentration, or if you wanted to change, what was your <u>primary</u> reason? (select one)		
	A. Thought I would enjoy the courses in another area more		15.4%
	B. Dissatisfied with my performance in my area		6.2
	C. To prepare myself better for my chosen branch		3.6
	D. To improve my chances for selection to receive advanced civilian schooling		5.6
	E. To improve my preparation for another career after I leave the military service		7.7
	F. Had no desire to change		48.7
	G. Other		4.6
67 (97A).	If you had it to do over again, which area of concentration would you select?		
	A. Applied Sciences and Engineering		30.3%
	B. Basic Sciences		9.2
	C. Humanities		5.6
	D. National Security and Public Affairs		26.7
	E. Management (Interdisciplinary)		10.3
	F. General		6.7

SUMMER TRAINING

68-73. Before entering West Point were you aware that cadets participated in the following summer training programs?

68 (81A).	Airborne.	<u>CL '78</u>	<u>CL '79</u>
	A. Yes	57.1%	59.0%
	B. No	32.9	29.2
	C. Don't remember	8.7	5.6
	No response	-	5.6
69 (82A).	Ranger.		
	A. Yes	39.1%	42.1%
	B. No	48.1	41.0
	C. Don't remember	9.9	10.8
	No response	-	5.6
70 (83A).	Flight (helicopter).		
	A. Yes	34.5%	31.3%
	B. No	51.2	54.9
	C. Don't remember	12.4	10.3
	No response	-	2.1

71 (84A). Jungle Operations.	<u>CL '78</u>	<u>CL '79</u>
A. Yes	31.4%	29.7%
B. No	55.0	59.5
C. Don't remember	12.1	8.7
No response	-	2.1
72 (85A). Northern Warfare.		
A. Yes	31.7%	30.3%
B. No	54.7	53.3
C. Don't remember	12.4	7.2
No response	-	8.7
73 (86A). SERE (Survival, Evasion, Resistance, Escape).		
A. Yes	8.1%	19.5%
B. No	78.3	65.6
C. Don't remember	12.7	8.2
No response	-	6.2

ACADEMIC RESEARCH

74 (87A). Have you had the opportunity at USMA to investigate, experiment with, or re-search a concept, problem, or idea in greater depth than material presented in class or background material for class? (SELECT ONE)	<u>CL '79</u>
A. Yes, through an individual research elective lasting a semester or more for credit	10.3%
B. Yes, through a class requirement, which required 6 hours or more of my time	55.9
C. Yes, on my own, without academic credit	7.2
D. No, but I would have like to have had the chance	8.7
E. No, did not personally care to do such research	4.6
F. Both A and B, above	4.1
G. A, B, and C, above	5.6
No response	3.1
75-78. Would the following programs appeal to you if given the opportunity to research a concept, problem or idea in your area of concentration?	
75 (88A). A reduced course load, to allow time for research on my own--no credit.	<u>CL '79</u>
A. Yes	38.0%
B. No	57.4
No response	3.6
76 (89A). A program for credit in which money for equipment, supplies, etc., would be provided plus reduced course load. Final grade would depend solely on the basis of a research paper.	
A. Yes	54.4%
B. No	36.9
No response	8.2

77 (90A).	As a course requirement for an elective(s) in my area of concentration (time required not to exceed 1/4 of the semester).	CL '79
A.	Yes	62.1%
B.	No	31.8
	No response	6.2
78 (91A).	As a free elective course of at least a semester in my area of concentration.	
A.	Yes	71.8%
B.	No	20.5
	No response	7.7
79 (92A).	Do you know of any West Point faculty members who are doing research related to the courses they teach?	
A.	Yes	76.9%
B.	No	10.3
C.	Not sure	10.8
	No response	2.0

SUMMARY OF FREE-RESPONSE QUESTIONS

(Version A, First Class Questionnaire, CL '79)

Question #98. "What are the factors considered in choosing area of concentration and field of study?"*

Typical Response:	<u>Number of Similar Responses</u>
Interest in area	101
Usefulness in Army	49
Job upon retirement of completion of Army tour	46
Ability to do well	41
What I enjoy doing	23
Preparation for Grad School	19
Applicability to everyday life	17
Department teaching (reputation)	15
Attitudes of instructors	11
Course requirements (liked courses)	10
Difficulty (course not too hard)	10
Ability to work with numbers	8
Dislike of "numbers" courses	7
Range of electives offered	6
Depth in studies (Engineering)	6
Interest developed in core courses	4
Recommendation of prior cadets	4
Application of psychology in leadership roles	4
Speaking with professors about their careers (advice)	3
General (gives you more choice of courses)	3
To get out of taking "Fluids"	2
Outside application	2
Time available for study	2
Desire to learn a language	2
Desire to know how to fly	2
High School exposure to certain subjects	2
Miscellaneous (each mentioned only once)	11
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*Each cadet responding to this question may have listed several factors.

Question #99. "What additional specific information would have been helpful when you were choosing your area of concentration?"*

Typical Responses:	<u>Number of Similar Responses</u>
More specific information on content of courses	15
Usefulness of area of study to branches in Army	11
Recommend you delay pick until electives can be tried	8
Discussion with departmental advisor on requirements for courses	6
What kinds of jobs could we expect after five years	5
Amount of time to be spent on projects, etc.	4
Discussion with cadets in that area of concentration	4
What Grad School required	4
A week with lectures by different departments about their areas	3
What professors I would get for courses	3
Required engineering sequence and difficulty of courses	3
Talking with teachers of prospective electives	3
A diagnostic test to guide cadet on area he could do well in	2
More emphasis should be put on selection of particular courses	2
More background in other more diverse areas	2
Difficulty of the courses	2
Miscellaneous (each mentioned only once)	15
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*Each cadet responding to this question may have listed several items.

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
14. REPORT NUMBER 79-014	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) THE FIRST CLASS QUESTIONNAIRE, CLASS OF 1979		5. TYPE OF REPORT & PERIOD COVERED
7. AUTHOR(s) John W. Houston		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Office of the Director of Institutional Research United States Military Academy West Point, New York 10996		8. CONTRACT OR GRANT NUMBER(s) 12 29
11. CONTROLLING OFFICE NAME AND ADDRESS Same as #9 above.		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS Project No. 298
13. REPORT DATE 11 September 1979		12. REPORT DATE
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) United States Military Academy West Point, New York 10996		13. NUMBER OF PAGES 24 + iii
15. SECURITY CLASS. (of this report) Unclassified		14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)
15a. DECLASSIFICATION/DOWNGRADING SCHEDULE		15. SECURITY CLASS. (of this report)
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Attitudes First Class Career Plans Interests Class of 1979 Environment		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report lists the responses of the Class of 1979 to the First Class Questionnaire, which was administered by the Office of the Director of Institutional Research during the period 30 April - 10 May 1979. Usable replies were received from 403 cadets. Similar First Class Questionnaires have been administered in previous years. Questionnaires from 1957 to the present were reviewed. Whenever the same questions appeared in these previous questionnaires, the summary of the responses was included for comparison purposes. Open-end responses are categorized.		

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)