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UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK

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THE FIRST CLASS
QUESTIONNAIRE,
CLASS OF 1981

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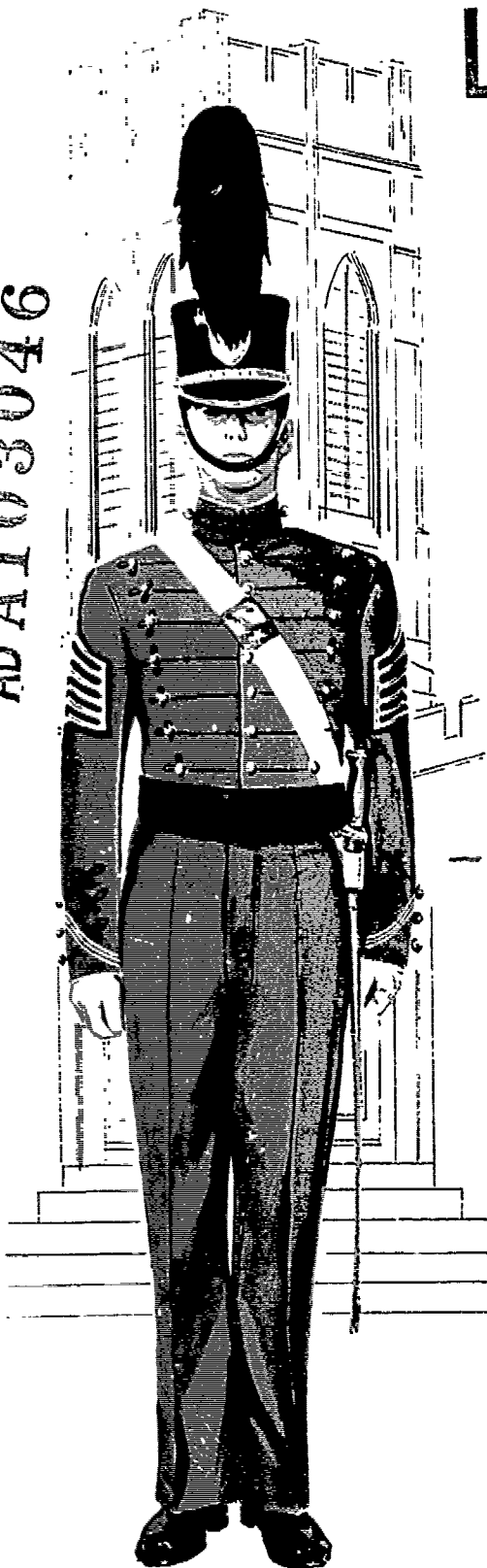
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THE FIRST CLASS QUESTIONNAIRE, CLASS OF 1981

Report No. 81-012
Project No. 371
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June 1981

ABSTRACT

The First Class Questionnaire is given annually to each First Class prior to graduation to get an assessment of the four-year program and to develop trends in cadet attitudes.

This report lists the responses of the Class of 1981 to the First Class Questionnaire, administered by the Office of the Director of Institutional Research during the period 13-24 April 1981. Usable replies were received from 467 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.

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.

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

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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 two times during the year: to the First Class during the Spring and to the new cadets shortly after they enter in July. 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 1981 to the First Class Questionnaire given in the Spring of 1981.

METHOD

The First Class Questionnaire was administered to the Class of 1981 during the period 13-24 April 1981. There were no makeups given. Of the 900 cadets who were sent this questionnaire, 467 completed it for a return rate of 52%. Sixty-nine members of the Class of 1981 who had taken the "Scott Values Survey" were not given this questionnaire. The questions were developed by 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. Due to the large number of questions, there were four versions of the questionnaire with each version sent at random to one-fourth of the Class. Questions 1-13 were identical on all four versions, but each of the other questions were on only two versions. The return rates of each version ranged within plus or minus four percentage points of the total return rate of the Class.

RESULTS AND DISCUSSION

The responses to questions of general interest are presented in this report. Results of questions supporting special research projects were given to the researcher involved and will be reported in these projects' reports.

Some responses particularly worthy of note are:

- a. A large majority (72%) of cadets in the Class of 1981 said that if they could reconsider their decision they would still have come to the Military Academy (Question #1). This is the highest percentage for any class in the last ten years.
- b. Question #4 indicates that only 9% of the graduating cadets definitely plan to stay in the Army until retirement, compared to 13% of the Class of 1980.
- c. A majority of cadets (66%) in the Class of 1981 thought that most academic courses attempt to cover too much ground in the time available (Question #9). This compares with 63% in the Class of 1980, 64% in the Class of 1979, and 58% in the Class of 1978.
- d. Only 17% of the cadets in the Class of 1981 thought the standards of achievement required by academic departments should be higher, compared to 24% of the Class of 1980 (Question #11).
- e. Questions 14-17 pertain to Ethics and Professionalism. Fifty-five percent of the cadets thought the USMA curriculum had a moderate to strong positive influence in developing well-reasoned moral beliefs.
- f. There has been a substantial increase in the percent of cadets who thought their writing skills improved during their four years at the Military Academy; eighty-five percent in the Class of 1981, compared to seventy-three percent in the Class of 1980 (Question #18). Sixty-two percent of the Class of 1981 felt that core courses in English were most helpful in developing writing skills, compared to 51% of the Class of 1980 (Question #21).

g. There are two sets of questions dealing with Area of Concentration. Questions 25-32 are primarily concerned with the degree of cadet satisfaction with their choice, and 79-87 are concerned with rating the guidance materials provided in terms of their usefulness in making the choice. Seventy-four percent of the respondents said the departmental area/field counselors were either somewhat or very helpful in making this choice (Question #83).

h. Questions 14-47 of Versions C and D pertain to cadet attitudes toward women; and Questions 69-100 of Versions B and C present behaviors, goals and activities called the "Importance Inventory." The results of these two sets of questions will be reported separately.

i. In addition to the actual "First Class Questionnaires," those cadets given Versions A & D also were asked to complete the "Rokeach Value Survey Scale." The results of the completion of this scale will be reported later in the report of the "Change of Values of the Class of 1981 over a Four-year Period."

APPENDIX

SUMMARY OF RESPONSES

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MAOR 326

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

13 April 1981

TO: MEMBERS OF THE CLASS OF 1981

SUBJECT: First Class Questionnaire

1. I know your time is extremely limited and valuable, but I ask that you please take about fifty minutes to complete the attached questionnaire. This year's questionnaire has been prepared in four 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.

2. 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 24 April.

3. 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 1981

The principal purpose of this questionnaire is to collect information relating to graduating class attitudes and opinions pertaining to 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. In fact, we do not want you to put any identifying information on the answer sheet or on the questionnaire booklet. Providing the information is voluntary. No action will be taken against those who do not complete the questionnaire. However, failure to provide the information will result in incomplete data and may prevent accurate interpretation.

Directions

1. In the envelope containing this booklet, you should have received an answer sheet (USMA Form 22-1).
2. DO NOT ENTER ANY IDENTIFYING INFORMATION ON THE ANSWER SHEET.
3. Read each question and all its responses carefully before selecting your answer.
4. 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.
5. Be sure that your answer marks are heavy and that you blacken the whole rectangle. Look at the example below:

6. If you decide to change an answer, erase the mark completely before entering a new one.
7. 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.
8. 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 24 APRIL.

Thank you for your assistance and cooperation.

Version B

SUMMARY OF RESPONSES

USMA ENVIRONMENT

1. If you had it to do over again, would you have enrolled in USMA?	Class								
	1972	1974	1975	1976	1977	1978	1979	1980	1981
A. Definitely yes	26.5%	31.3%	38.9%	25.9%	29.7%	32.0%	41.4%	37.2%	41.3%
B. Probably yes	28.4	31.7	27.4	28.8	24.4	25.8	27.9	30.7	31.0
C. Undecided	14.8	12.1	13.2	13.4	15.7	13.7	7.7	9.9	6.6
D. Probably no	19.5	15.2	15.3	20.8	16.4	16.8	13.0	16.6	13.7
E. Definitely no	10.1	8.9	5.2	10.9	11.4	11.2	8.2	5.5	7.3

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

2. Your emotional feelings about West Point are best characterized by which of the following?	Class				
	1972	1973	1974	1980	1981
A. I have a very strong attachment to West Point	21.4%	24.3%	29.1%	33.7%	35.4%
B. I have a warm but not very strong attachment	14.0	15.2	16.8	24.9	25.3
C. I have mixed feelings	37.4	34.8	34.0	26.3	28.3
D. I am more negatively than positively disposed	15.3	14.7	11.5	10.2	8.2
E. I thoroughly dislike it	11.1	10.9	8.1	4.6	2.8

3. At what point did you commit yourself to completing all four years at West Point?	Class					
	1976	1977	1978	1979	1980	1981
A. Upon entrance	48.3%	41.8%	34.8%	45.2%	41.8%	36.8%
B. During or after Cadet Basic Training	5.0	5.8	3.4	2.9	3.0	5.8
C. During or after Fourth Class Year	-	-	5.5	6.3	8.1	7.9
D. During or after Camp Buckner	6.5	4.4	2.7	0.5	2.5	2.1
E. During or after Third Class Year	12.4	9.9	7.9	12.0	9.5	16.1
F. During or after CTLT/QMST	22.0	15.9	21.0	16.4	14.1	12.0
G. During or after Second Class Year	5.4	1.7	2.1	5.8	6.5	6.9
H. At no specific time	-	19.1	20.6	10.1	14.6	12.4

4. Which of the following best describes your career intentions at the present time?	Class	
	1980	1981
A. I plan to stay in the Army until retirement	12.7%	9.0%
B. I plan to stay in the Army beyond my 5-year obligation but am undecided about staying until retirement	21.7	19.1
C. I am undecided whether or not I will stay in the Army upon completion of my 5-year obligation	47.8	57.6
D. I will probably leave the Army upon completion of my 5-year obligation	14.6	11.3
E. I will definitely leave the Army upon completion of my 5-year obligation	3.0	3.0
F. I am not going to receive a commission	0.2	-

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

	Class											
	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1969</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Strongly agree	28.7%	45.5%	21.1%	36.1%	35.2%	34.3%	34.5%	19.1%	21.4%	26.9%	33.9%	28.5%
B. Agree	28.3	30.6	20.7	25.1	32.1	35.3	27.8	20.3	27.0	29.3	22.2	26.8
C. Undecided	13.9	9.6	37.9	9.8	15.2	13.4	12.4	15.2	14.0	14.9	17.8	16.9
D. Disagree	22.6	10.1	18.0	23.9	13.8	12.9	20.7	25.6	26.7	21.2	21.0	23.8
E. Strongly disagree	6.9	4.0	2.1	4.0	2.4	3.3	4.6	17.9	9.9	5.3	5.1	4.1

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

	Class				
	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Strongly agree	20.8%	8.4%	9.1%	3.2%	2.4%
B. Agree	19.8	27.6	12.5	4.4	5.6
C. Undecided	16.7	18.9	13.0	18.0	14.4
D. Disagree	27.5	32.0	46.2	45.7	51.5
E. Strongly disagree	13.3	12.4	17.8	28.6	26.2

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

	1961	1962	1963	1969	1974	1975	1976	1977	1978	1979	1980	1981
A. Strongly agree	25.3%	27.8%	18.4%	21.3%	32.0%	31.0%	29.7%	28.3%	30.8%	40.4%	32.8%	30.4%
B. Agree	32.4	32.8	20.9	35.2	30.2	29.3	29.6	25.6	28.9	26.0	31.6	34.7
C. Undecided	15.5	13.3	35.8	13.7	13.1	14.8	10.4	13.0	15.8	7.7	12.7	10.5
D. Disagree	18.9	18.7	20.9	24.1	17.8	19.2	23.6	23.0	20.5	19.2	16.4	18.8
E. Strongly disagree	7.9	7.1	3.3	4.9	5.6	5.5	6.5	7.7	3.7	6.3	6.5	5.6

8. In general, academic courses are well-conducted and stimulating.

	1960	1961	1962	1963	1969	1974	1976	1977	1978	1979	1980	1981
A. Strongly agree	7.3%	8.6%	4.5%	3.1%	4.1%	4.4%	8.7%	6.0%	8.1%	12.0%	9.7%	7.3%
B. Agree	45.2	45.4	42.1	38.5	30.0	39.4	37.1	35.0	35.7	42.8	38.6	45.5
C. Undecided	16.9	15.3	17.8	15.9	15.4	22.3	15.1	14.0	15.8	17.3	19.9	19.5
D. Disagree	24.8 ^a	24.6	27.1	34.1	36.0	26.7	27.6	28.0	28.6	20.7	24.7	21.0
E. Strongly disagree	5.8	6.1	7.6	8.2	13.7	6.0	11.1	15.0	11.2	6.3	7.2	6.7

9. Most academic courses attempt to cover too much ground in the time available.

	Class											
	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1969</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Strongly agree	27.3%	20.9%	27.6%	16.8%	21.6%	28.0%	26.1%	26.4%	23.6%	34.6%	32.3%	28.3%
B. Agree	28.7	39.4	44.1	36.9	39.0	35.9	36.1	36.2	34.5	29.3	30.5	37.9
C. Undecided	11.8	12.8	10.6	17.8	18.7	18.4	13.2	16.2	20.8	13.9	20.3	15.8
D. Disagree	20.0	23.1	16.3	27.0	17.1	16.2	21.1	16.9	18.3	16.8	13.4	16.3
E. Strongly disagree	2.2	3.0	1.0	2.5	2.6	1.1	3.4	4.4	2.2	4.8	3.5	1.7

10. Interest in academics and the results attained would be higher if less time were required in class attendance and more time made available for study, reading and research.

	Class											
	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1969</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Strongly agree	12.8%	10.1%	12.8%	15.6%	16.5%	21.1%	17.5%	22.5%	11.2%	15.9%	13.2%	8.8%
B. Agree	19.3	16.3	20.9	23.6	26.5	23.8	19.6	23.4	20.2	19.7	17.3	13.9
C. Undecided	11.8	13.3	17.4	16.5	18.6	21.1	19.9	15.0	20.8	13.5	19.2	22.7
D. Disagree	37.1	41.8	36.0	35.4	29.9	28.2	30.7	27.5	35.7	31.7	36.0	39.2
E. Strongly disagree	19.1	17.4	12.8	9.1	7.4	5.2	12.2	9.4	11.8	17.8	14.1	15.4

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

	Class											
	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Strongly agree	13.7%	11.8%	11.3%	12.1%	5.4%	7.4%	7.5%	13.8%	8.7%	9.6%	9.2%	4.3%
B. Agree	32.4	27.5	27.8	26.4	14.0	15.3	15.1	19.3	22.4	23.1	14.3	13.1
C. Undecided	21.7	25.7	25.1	23.0	28.9	29.0	23.6	25.4	29.5	24.0	30.5	31.3
D. Disagree	28.4	29.9	32.2	33.5	44.1	37.5	45.8	32.4	36.5	36.1	36.7	44.8
E. Strongly disagree	3.8	5.1	2.9	4.8	6.1	9.9	7.8	7.0	4.7	6.3	9.0	6.4

12. The won-lost record of Army Corps Squad teams contributes significantly to cadet morale.

	CL '69			CL '80			CL '81		
A. Strongly agree			28.5%			14.8%			18.2%
B. Agree			39.9			32.8			37.5
C. Neither agree nor disagree			12.4			13.9			15.0
D. Disagree			13.4			23.6			20.6
E. Strongly disagree			4.9			15.0			8.8

PLANS FOR GRADUATE STUDY

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

	Class						
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Bachelor's Degree (B.S., B.A.)	3.0%	5.3%	4.4%	4.7%	5.3%	3.9%	3.9%
B. Master's Degree (M.S., M.A.)	58.6	57.8	56.5	57.5	56.3	61.0	59.1
C. Doctorate (other than medical or law)	28.8	24.5	25.9	27.0	29.3	23.1	26.6
D. M.D., D.D.S., or D.V.M.	3.0	4.6	4.6	4.7	3.9	6.2	4.9
E. LL.B. or J.D. (Law)	6.0	6.6	7.0	4.0	3.4	5.3	5.4
F. Bachelor of Divinity (B.D.)	0.3	0.4	0	1.2	0.5	0.5	0
G. Other	-	-	-	0.3	-	-	0.2

ETHICS AND PROFESSIONALISM

14. To what extent has the USMA curriculum (in particular, psychology, philosophy, law, military history and leadership) assisted you in developing well-reasoned moral beliefs?

	<u>CL '80</u>	<u>CL '81</u>
A. Strong negative influence	2.1%	2.9%
B. Moderate negative influence	3.7	4.2
C. Practically no influence	39.5	38.2
D. Moderate positive influence	45.3	43.3
E. Strong positive influence	8.8	11.3

15. To what extent has the USMA environment assisted you in your moral development?

	<u>CL '80</u>	<u>CL '81</u>
A. Strong negative influence	4.9%	5.0%
B. Moderate negative influence	14.3	17.2
C. Practically no influence	22.6	15.5
D. Moderate positive influence	45.5	48.3
E. Strong positive influence	12.2	13.9

16. To what extent have officers assigned at West Point influenced you in your moral development?

	<u>CL '80</u>	<u>CL '81</u>
A. Strong negative influence	2.8%	4.2%
B. Moderate negative influence	8.6	11.0
C. Practically no influence	28.4	24.5
D. Moderate positive influence	44.6	43.9
E. Strong positive influence	15.0	16.5

17. To what extent do you feel prepared to deal with the moral problems that you might face in the Army as an officer?

	<u>CL '81</u>
A. Strongly unprepared	4.7%
B. Moderately unprepared	7.6
C. Uncertain; don't know	15.3
D. Moderately prepared	40.7
E. Strongly prepared	31.8

WRITING SKILLS

	Class		
	1979	1980	1981
18. In my opinion, during my four years at the Military Academy, my writing skills have:			
A. Improved	79.3%	73.4%	85.4%
B. Remained about the same	13.9	17.8	9.0
C. Declined	5.8	7.9	5.6
19. The advice most helpful to me in improving my writing skills was:			
A. My instructors' cover comments on returned papers	19.2%	23.8%	17.7%
B. Notes in the margin of my papers	15.4	17.3	12.2
C. Conferences with instructors	22.1	23.6	32.1
D. Classroom instruction	16.8	13.4	16.9
E. Cadet coaches	6.3	7.2	7.2
F. Other: _____	18.8	13.4	13.9
20. 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%	28.6%	34.5%
B. Been assigned less writing	7.2	4.9	5.5
C. Been required to write longer papers	4.8	4.2	5.1
D. Been required to write shorter papers	14.4	15.2	17.0
E. Taken additional upperclass writing courses	28.4	24.3	25.1
F. Other: _____	13.9	19.2	12.8
21. The following activity helped me the <u>most</u> in developing my writing skills.			
A. Core courses in English	48.2%	50.8%	61.8%
B. Core courses in history	7.7	8.3	4.6
C. Core courses in social sciences	20.7	10.9	10.9
D. Other core courses (Specify: _____)	2.9	2.8	2.9
E. Elective courses	13.5	18.9	12.2
F. Official correspondence and papers that I prepared for my tactical officer or as a member of the chain of command	2.9	2.5	2.9
G. Other: _____	5.3	4.6	4.6
22. In comparison to underclass courses, I found that the level of sophistication of the writing required in 300-level and 400-level was:			
A. Considerably higher	16.4%	15.5%	12.2%
B. Somewhat higher	47.1	36.7	45.0
C. About the same	30.3	40.9	32.8
D. Lower	5.3	5.8	10.1

	Class.		
	1979	1980	1981
23. 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%	44.6%	40.3%
B. About the same	40.9	44.8	51.3
C. Lower	8.2	9.2	8.4
24. 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%	31.2%	30.0%
B. About the same	51.4	48.3	53.6
C. Lower	13.9	19.4	16.5

AREA OF CONCENTRATION

25. What is your present area of concentration?			
A. Applied Sciences and Engineering	35.4%	39.5%	41.2%
B. Basic Sciences	8.2	14.8	14.7
C. Humanities	9.7	15.5	14.7
D. National Security and Public Affairs	31.3	21.7	21.0
E. Management (Interdisciplinary)	7.7	7.4	8.4
F. General	3.6	0.5	0
26. Is your area of concentration the one you thought you would be interested in when you entered as a Fourth Classman?			
A. Yes			45.4%
B. No			30.3
C. I had made no definite choice at that time			24.4
27. Which of the following <u>most</u> influenced your initial choice of academic area?			
A. Information from my roommate(s)	1.4%	1.4%	N/A
B. Information (the "poop") from other cadets	7.2	3.0	0.4
C. My interest and previous success in courses involved in a specific academic field	65.	69.8	N/A
D. My interest in courses involved in a specific academic field	N/A	N/A	44.7
E. My previous success in courses like those involved in each academic field	N/A	N/A	14.8
F. Expected difficulties with the advanced courses in other areas	5.3	5.8	5.9
G. The characteristics of the instruction I received in courses related to each area	7.2	7.4	7.2
H. Differences in the assignment of grades in the courses related to each area	0.5	0.2	4.2
I. Graduate school interests	N/A	N/A	10.1
J. Development of my potential to serve in the Army	N/A	N/A	3.8
K. Other	10.1	11.8	8.9

28. Is your current field of study the one you originally selected as a Third Classman?

CL '81

A. No, I changed to another field <u>in another area</u> and prefer my current field	8.4%
B. No, I changed to another field <u>in the same area</u> and prefer my current field	5.5
C. No, I changed; but I now think my original field or another would have been better or just about as good	2.5
D. Yes, but I tried to change my field, and was unable to do so	1.7
E. Yes, but now wish I <u>had</u> tried to change <u>to another field</u> in another area	10.9
F. Yes, but would choose another field <u>in the same area</u> if I had it to do over	10.5
G. Yes, and would choose my current field again if I had it to do over	60.5

29. If you changed your field of study, or if you wanted to change, what was your primary reason (select one)?

A. Had no desire to change	53.1%
B. Thought I would enjoy the courses in another field more	16.5
C. Dissatisfied with my performance in my field	10.3
D. To prepare myself better for my chosen branch	4.5
E. To improve my chances for selection to receive advanced civilian schooling	4.0
F. To improve my preparation for another career after I leave the military service	7.1
G. Other: _____	4.5

30. If you had it to do over again, which area of concentration would you select?

Class

	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Applied Sciences and Engineering	30.3%	35.1%	42.5%
B. Basic Sciences	9.2	16.4	13.3
C. Humanities	5.6	11.8	14.2
D. National Security and Public Affairs	26.7	23.1	21.0
E. Management (Interdisciplinary)	10.3	10.2	9.0
F. General	6.7	2.1	N/A

31. 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%	26.8%	29.0%
B. Somewhat satisfied	18.3	29.3	20.2
C. Neutral	26.0	15.0	11.8
D. Somewhat dissatisfied	15.4	9.9	18.5
E. Very dissatisfied	10.6	8.8	11.3
F. Did not receive counseling from an Academic Department	11.5	9.7	9.2

32. 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?

	Class		
	<u>19</u>	<u>1980</u>	<u>1981</u>
A. The Redbook	39.5%	43.9%	44.7%
B. My Company Academic Counselor(s)	4.6	1.2	2.5
C. My Departmental Academic Counselor(s)	6.2	14.6	19.0
D. Other cadets	16.9	17.8	16.0
E. My Company Tactical Officer	0.5	0.9	0
F. Other Staff & Faculty members such as instructors, sponsors, coaches	14.4	17.3	15.2
G. Other sources	9.7	3.9	2.5

TACTICAL OFFICERS

Items 33-42. Future tactical officers will be sent to graduate schools to enhance the skills needed to perform a variety of tasks required by their job. These items will be used to help tailor the graduate training and design a developmental program for tactical officers, not for evaluation ratings or disciplinary actions.

33. My tactical officer as a communicator is:

CL '81

A. Very effective	26.5%
B. Effective	43.7
C. No opinion/don't know	6.3
D. Ineffective	13.0
E. Very ineffective	10.5

34. My tactical officer as a counselor is:

A. Very effective	17.2%
B. Effective	37.0
C. No opinion/don't know	17.6
D. Ineffective	16.8
E. Very ineffective	11.3

35. My tactical officer as a role model is:

A. Very effective	22.7%
B. Effective	39.1
C. No opinion/don't know	7.1
D. Ineffective	17.6
E. Very ineffective	13.4

36. My tactical officer as a teacher is:

A. Very effective	16.8%
B. Effective	32.4
C. No opinion/don't know	26.9
D. Ineffective	14.3
E. Very ineffective	9.7

37. My tactical officer as an administrator is:

CL '81

A. Very effective	25.6%
B. Effective	45.4
C. No opinion/don't know	13.4
D. Ineffective	9.2
E. Very ineffective	6.3

38. My tactical officer as a judge is:

A. Very effective	17.6%
B. Effective	33.2
C. No opinion/don't know	15.1
D. Ineffective	23.5
E. Very ineffective	10.5

39. My tactical officer as a disciplinarian is:

A. Very effective	22.7%
B. Effective	43.3
C. No opinion/don't know	11.8
D. Ineffective	14.7
E. Very ineffective	7.6

40. My tactical officer as a commander is:

A. Very effective	27.4%
B. Effective	35.9
C. No opinion/don't know	13.9
D. Ineffective	11.8
E. Very ineffective	11.0

41. How many times did your tactical officer counsel you this year?

A. 0 to 1 time	38.8%
B. 2 to 3 times	46.4
C. 4 to 5 times	7.2
D. 5 or more times	7.6

42. My tactical officer this year counseled me:

	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
A. Too frequently	7.7%	6.4%	4.8%	6.2%	9.4%
B. Just enough	62.1	64.3	59.6	58.2	59.1
C. Not frequently enough	28.5	26.4	33.2	35.3	31.5

TIME MANAGEMENT

43. My academic record would have been significantly improved if I had received training in time management skills as a plebe. CL '81
- | | |
|-------------------------------|-------|
| A. Strongly agree | 11.3% |
| B. Agree | 19.3 |
| C. Neither agree nor disagree | 21.8 |
| D. Disagree | 29.8 |
| E. Strongly disagree | 17.6 |
44. My academic record would have been significantly improved if I had received training in study skills as a plebe.
- | | |
|-------------------------------|-------|
| A. Strongly agree | 17.3% |
| B. Agree | 31.6 |
| C. Neither agree nor disagree | 17.3 |
| D. Disagree | 20.3 |
| E. Strongly disagree | 13.5 |
45. Did you know that the Cadet Counseling Center conducts training in time management and study skills?
- | | |
|--------|-------|
| A. Yes | 37.4% |
| B. No | 62.6 |

USMAPS

46. The mathematics course of instruction at USMAPS provided me with a sound basis for USMA instruction in math, science and engineering courses.
- | | |
|-------------------------------|-------|
| A. I did not attend USMAPS | 85.2% |
| B. Strongly agree | 7.5 |
| C. Agree | 2.8 |
| D. Neither agree nor disagree | 1.3 |
| E. Disagree | 1.9 |
| F. Strongly disagree | 1.3 |
47. The English course of instruction at USMAPS provided me with a sound basis for USMA instruction in English courses.
- | | |
|-------------------------------|-------|
| A. I did not attend USMAPS | 85.1% |
| B. Strongly agree | 7.7 |
| C. Agree | 2.8 |
| D. Neither agree nor disagree | 0.9 |
| E. Disagree | 2.2 |
| F. Strongly disagree | 1.3 |

PHYSICAL EDUCATION

48-50. Rate each combative course in terms of its value to you in your physical development.

Class of 1931

Class of 1980

	Male	Female	Total
48. Boxing:			
A. Not applicable--I did not take the course	1.0%		
B. Very valuable	53.3		
C. Valuable	26.2		
D. Borderline	8.6		
E. Of little value	5.7		
F. Of no value	5.2		
49. Wrestling:			
A. Not applicable--I did not take the course	0.5%		
B. Very valuable	38.1		
C. Valuable	31.9		
D. Borderline	11.4		
E. Of little value	9.0		
F. Of no value	9.0		
50. Self-defense:			
A. Not applicable--I did not take the course	75.7%	4.2%	68.1%
B. Very valuable	11.4	12.5	11.8
C. Valuable	8.1	29.2	10.5
D. Borderline	2.4	25.0	4.6
E. Of little value	0.5	20.8	2.5
F. Of no value	1.9	8.3	2.5
51. If I had to eliminate one of my required Fourth Class physical education courses, it would be:			
A. Boxing	19.7%	17.1%	19.5%
B. Gymnastics	38.2	34.3	37.9
C. Self-defense	7.8	45.7	10.9
D. Swimming	3.8	0	3.5
E. Wrestling	30.4	2.9	28.1
	14.5%	4.2%	14.0%
	34.8	50.0	36.2
	11.1	37.5	13.6
	4.3	8.3	5.1
	35.3	0	31.1

Class of 1981

	<u>Male</u>	<u>Female</u>	<u>Total</u>
27.8%	42.9%	29.0%	
53.5	45.7	52.9	
18.2	11.4	17.6	

	0.5%	2.9%	0.7%	1.0%	0	0.8%
A. Who was teaching the course	9.9	11.4	10.0	11.0	20.8	12.2
B. The grading policy	53.2	37.1	51.9	50.7	45.8	50.2
C. Learning a new skill	26.8	40.0	27.9	25.8	20.8	25.3
D. Previous skills and knowledge of the activity	9.6	8.6	9.5	11.5	12.5	11.4
E. None of the above						

54-58. Degree of satisfaction with the five major cadet development programs at the USMA.

54. Intellectual development.

46.8%	CL '81
11.8	
18.1	
5.5	
17.3	
0.4	

55. Moral/ethical development.

60.3%
4.6
19.4
7.2
3.4
5.1

56. Military development.

CL '81

A. Satisfied	43.6%
B. Dissatisfied--primarily my own fault	8.1
C. Dissatisfied--some programs not effective	21.6
D. Dissatisfied--USMA didn't devote sufficient time	22.5
E. Dissatisfied--not enough time of my own	3.8
F. Dissatisfied--other reasons	0.4

57. Physical development.

A. Satisfied	45.4%
B. Dissatisfied--primarily my own fault	14.7
C. Dissatisfied--some programs not effective	11.3
D. Dissatisfied--USMA didn't devote sufficient time	5.0
E. Dissatisfied--not enough time of my own	23.1
F. Dissatisfied--other reasons	0.4

58. Social development.

A. Satisfied	23.5%
B. Dissatisfied--primarily my own fault	8.4
C. Dissatisfied--some programs not effective	10.1
D. Dissatisfied--USMA didn't devote sufficient time	16.0
E. Dissatisfied--not enough time of my own	37.8
F. Dissatisfied--other reasons	4.2

INTERCOLLEGIATE ATHLETIC PROGRAM

59. About how many intercollegiate athletic contests did you attend as a spectator during the winter/spring season?

A. None	20.6%
B. 1 or 2	24.8
C. 3 or 4	16.8
D. 5 or 6	13.4
E. More than 6	24.4

60. I would have attended more intercollegiate athletic events had transportation been provided to and from the Field House and Smith Rink.

A. Strongly agree	14.7%
B. Agree	16.8
C. Neither agree nor disagree	21.4
D. Disagree	33.2
E. Strongly disagree	13.9

61. I would have attended more intercollegiate athletic events at the Field House had I been allowed to consume refreshments in the stands.

A. Strongly agree	6.3%
B. Agree	8.8
C. Neither agree nor disagree	34.9
D. Disagree	36.1
E. Strongly disagree	13.9

62. I would have attended more intercollegiate athletic events had I known that my date would not be charged for admission (except for football games).

CL '81

A. Strongly agree	8.8%
B. Agree	10.5
C. Neither agree nor disagree	29.0
D. Disagree	37.0
E. Strongly disagree	14.7

63. I would have attended more intercollegiate athletic events had the weekday time for night contests been 1900 hrs instead of 1930 hrs.

A. Strongly agree	4.2%
B. Agree	16.0
C. Neither agree nor disagree	24.4
D. Disagree	41.2
E. Strongly disagree	14.3

64. I would have attended more intercollegiate athletic contests if our teams had a better won/loss record.

A. Strongly agree	16.9%
B. Agree	32.6
C. Neither agree nor disagree	20.8
D. Disagree	20.8
E. Strongly disagree	8.9

65. If Plebes were allowed to attend night contests during the week, there would be a great deal of pressure from the upper classes for them to attend.

A. Strongly agree	6.3%
B. Agree	20.2
C. Neither agree nor disagree	19.7
D. Disagree	34.9
E. Strongly disagree	18.9

66. I would not have attended any more intercollegiate athletic contests regardless of what was done to boost attendance.

A. Strongly agree	10.1%
B. Agree	21.0
C. Neither agree nor disagree	19.7
D. Disagree	34.9
E. Strongly disagree	14.3

MILITARY SCIENCE COURSES

67. The amount of academic credit weight currently given to Military Science subjects is: CL '81
- | | |
|----------------------------|------|
| A. Very excessive | 4.6% |
| B. Excessive | 10.5 |
| C. About right | 45.1 |
| D. Insufficient | 20.3 |
| E. Very insufficient | 14.3 |
| F. No opinion or undecided | 5.1 |
-
68. If the academic weight assigned to Military Science courses were increased, I would probably study those courses more.
- | | |
|----------------------------|-------|
| A. Strongly agree | 16.4% |
| B. Agree | 40.8 |
| C. No opinion or undecided | 13.9 |
| D. Disagree | 19.7 |
| E. Strongly disagree | 9.2 |

LIBRARY SERVICES

69. In using the USMA Library for your studies, how would you rate the availability of library resources?
- | | |
|-----------------------|-------|
| A. Very adequate | 32.6% |
| B. More than adequate | 22.2 |
| C. Adequate | 30.9 |
| D. Barely adequate | 10.4 |
| E. Not adequate | 3.9 |
-
70. In general, how did you find the services provided by the library staff?
- | | |
|--------------|-------|
| A. Very good | 43.0% |
| B. Good | 43.9 |
| C. So-so | 10.9 |
| D. Poor | 1.3 |
| E. Very poor | 0.9 |

NCO CONTACTS

- 71 (48C). Were you aware of--or were you exposed to--the Bn TAC NCO program?
- | | |
|--|-------|
| A. No | 38.4% |
| B. No, but I had some contacts with the senior regimental NCO and/or other NCO's in my regiment or battalion | 12.7 |
| C. No, but I had frequent contact with senior regimental NCO and/or other NCO's in my regiment or battalion | 5.7 |
| D. Yes, but I had no contact with the Bn TAC NCO | 13.1 |
| E. Yes, and I had some contact with the Bn TAC NCO | 20.1 |
| F. Yes, and I had frequent contact with the Bn TAC NCO | 10.0 |

During your cadet years, you had opportunities to observe NCO's in the performance of their duties and to take part in both formal and informal discussions with NCO's. Items 49-55 below list periods of time when you may have had contact with NCO's. Use the scale below to rate the importance of these contacts in developing your ability to communicate with, and understand the role of, the NCO.

72 (49C). Cadet Basic Training (Beast Barracks).	CL '81
A. Extremely important	6.12
B. Major importance	4.8
C. Important	10.9
D. Minor importance	25.8
E. No importance	34.5
F. Not applicable	17.9
73 (52C). Cadet Field Training (Camp Buckner).	
A. Extremely important	13.52
B. Major importance	20.1
C. Important	34.9
D. Minor importance	23.1
E. No importance	6.1
F. Not applicable	2.2
74 (51C). Cadet Troop Leader Training.	
A. Extremely important	70.72
B. Major importance	24.0
C. Important	4.4
D. Minor importance	0.4
E. No importance	0.4
75 (52C). Cadet Military Specialty Training (Airborne, Ranger, etc.).	
A. Extremely important	26.62
B. Major importance	22.3
C. Important	17.5
D. Minor importance	15.3
E. No importance	3.9
F. Not applicable	14.4
76 (53C). Cadet Leadership Training (cadre detail during CBT or Camp Buckner).	
A. Extremely important	17.92
B. Major importance	23.6
C. Important	20.5
D. Minor importance	15.7
E. No importance	8.3
F. Not applicable	14.0
77 (54C). Academic Year contacts with NCO's involved in military instructions.	
A. Extremely important	3.92
B. Major importance	9.2
C. Important	21.9
D. Minor importance	31.6
E. No importance	20.6
F. Not applicable	12.7

78 (55C). Academic Year contacts with NCO's assigned to my battalion or regiment. CL '81

A. Extremely important	3.1%
B. Major importance	12.3
C. Important	19.3
D. Minor importance	28.5
E. No importance	25.0
F. Not applicable	11.8

AREA OF CONCENTRATION AND FIELD OF STUDY

Two years ago when you selected your academic area of concentration and field of study, relevant information and counseling were provided to assist you. Please help improve the academic counseling program by using the response code provided.

79 (59C). Record of your prior academic performance in each academic area. CL '81

A. It pointed me toward choosing a field I now know was wrong for me	6.6%
B. I do not remember it or don't know	15.0
C. It did not help me at all or was useless	16.8
D. It was somewhat helpful to me or confirmed or crystalized my choice	45.6
E. It was very helpful to me	15.9

80 (60C). Your Strong-Campbell Interest Profile.

A. It pointed me toward choosing a field I now know was wrong for me	4.8%
B. I do not remember it or don't know	12.7
C. It did not help me at all or was useless	61.8
D. It was somewhat helpful to me or confirmed or crystalized my choice	18.0
E. It was very helpful to me	2.6

81 (61C). The Dean's letter to the Class of 1981, concerning Field of Study Selection.

A. It pointed me toward choosing a field I now know was wrong for me	0.9%
B. I do not remember it or don't know	49.6
C. It did not help me at all or was useless	27.2
D. It was somewhat helpful to me or confirmed or crystalized my choice	20.6
E. It was very helpful to me	1.8

82 (62C). The Company Academic Counselor.

A. It pointed me toward choosing a field I now know was wrong for me	3.1%
B. I do not remember it or don't know	12.3
C. It did not help me at all or was useless	60.1
D. It was somewhat helpful to me or confirmed or crystalized my choice	21.5
E. It was very helpful to me	3.1

83 (63C). The Departmental Area/Field Counselors.

A. It pointed me toward choosing a field I now know was wrong for me	4.8%
B. I do not remember it or don't know	4.4
C. It did not help me at all or was useless	17.2
D. It was somewhat helpful to me or confirmed or crystalized my choice	45.4
E. It was very helpful to me	28.2

- 84 (64C). Special informational materials produced by the Academic Departments. CL '81
- | | |
|--|------|
| A. It pointed me toward choosing a field I now know was wrong for me | 0.92 |
| B. I do not remember it or don't know | 33.3 |
| C. It did not help me at all or was useless | 28.9 |
| D. It was somewhat helpful to me or confirmed or crystalized my choice | 30.3 |
| E. It was very helpful to me | 6.6 |
- 85 (65C). Area of Concentration enrollment worksheet.
- | | |
|--|------|
| A. It pointed me toward choosing a field I now know was wrong for me | 1.82 |
| B. I do not remember it or don't know | 48.7 |
| C. It did not help me at all or was useless | 20.6 |
| D. It was somewhat helpful to me or confirmed or crystalized my choice | 21.5 |
| E. It was very helpful to me | 7.5 |
- 86 (66C). Listed below are five general factors that cadets often consider in selecting a field of study. Which one do you now judge to be the most important in selecting a field of study.
- | | |
|--|-------|
| A. One's personal goals or other personal considerations | 29.42 |
| B. One's interest in and enjoyment of courses and materials like those related to the field of study | 57.0 |
| C. One's expected level of academic success in contemplated fields of study if work-study habits and motivation remain unchanged | 10.5 |
| D. The influence of choosing that field on one's chances of getting a preferred service branch at graduation | 0.4 |
| E. One's intentions concerning graduate school | 2.6 |
- 87 (67C). Which of the five general factors listed above do you now consider to be the least important in selecting one's field of study?
- | | |
|--|------|
| A. One's personal goals or other personal considerations | 0.42 |
| B. One's interest in and enjoyment of courses and materials like those related to the field of study | 1.3 |
| C. One's expected level of academic success in contemplated fields of study if work-study habits and motivation remain unchanged | 17.2 |
| D. The influence of choosing that field on one's chances of getting a preferred service branch at graduation | 66.1 |
| E. One's intentions concerning graduate school | 15.0 |

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