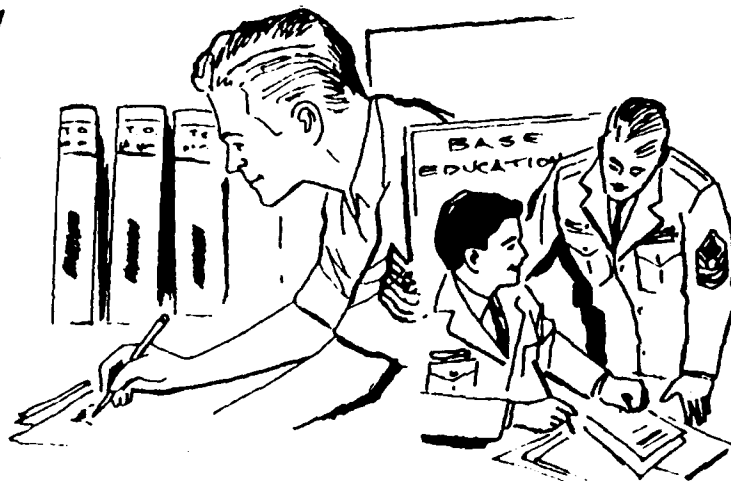


UNITED STATES AIR FORCE

AD-A225 015

# OCCUPATIONAL SURVEY REPORT



EDUCATION CAREER LADDER

AFSC 751X0

AFPT 90-751-881

JUNE 1990

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**OCCUPATIONAL ANALYSIS PROGRAM  
USAF OCCUPATIONAL MEASUREMENT CENTER  
AIR TRAINING COMMAND  
RANDOLPH AFB, TEXAS 78150-5000**

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## PREFACE

This report presents the results of an occupational survey of the Education career ladder, AFSC 751X0. Authority for conducting occupational surveys is found in AFR 35-2. Computer products used in this report are available for use by operations and training officials.

Captain Richard D. Ketch, Occupational Analyst, developed the survey instrument. Mr William C. Cosgrove analyzed the survey data and wrote the final report. Ms Becky Hernandez provided computer programming support, and Ms Raquel A. Soliz provided administrative support. This report has been reviewed and approved for release by Lieutenant Colonel Charles D. Gorman, Chief, Airman Analysis Branch, Occupational Analysis Division, USAF Occupational Measurement Center.

Copies of this report are distributed to Air Staff sections, major commands, and other interested training and management personnel. Additional copies may be requested from the Occupational Measurement Center, Attention: Chief, Occupational Analysis Division (OMY), Randolph AFB Texas 78150-5000.

BOBBY P. TINDELL, Colonel, USAF  
Commander  
USAF Occupational Measurement  
Center

JOSEPH S. TARTELL  
Chief, Occupational Analysis Division  
USAF Occupational Measurement  
Center

## SUMMARY OF RESULTS

1. Survey Coverage: Inventory booklets were administered worldwide to 234 incumbents. The 167 respondents in the final sample represent 61 percent of the assigned AFSC 751X0 personnel.
2. Specialty Jobs: Analysis of the survey data revealed a rather homogeneous job structure, with four jobs being identified. The jobs differ based on the scope of tasks performed and the degree of technical expertise required.
3. Career Ladder Progression: DAFSC was used for analysis of career ladder progression. The 3-skill level personnel have the narrowest job with comparatively few tasks performed, while 5-skill level personnel have a broader job with increased responsibility and a greater number of tasks performed. The 7-skill level personnel have the most extensive job, including supervisory and managerial responsibilities and additional technical task responsibility over and above those of the other two skill levels.
4. AFR 39-1 Specialty Descriptions: Both of the AFR 39-1 Specialty Descriptions (Education Specialist and Education Supervisor) were reviewed against survey data. Four areas are not supported by the survey data and should be reviewed by classification personnel.
5. Training: There is no formal resident training for personnel entering the Education career ladder. Individuals entering the career ladder receive all training through on-the-job training (OJT). The Specialty Training Standard (STS) was reviewed and analyzed, showing 11 percent of the matched STS elements not supported by survey data. Additionally, there are tasks not matched to the STS that require review.
6. Job Satisfaction: The job satisfaction of personnel in the survey sample, with a few exceptions, is not much different from the job satisfaction of a comparative group of personnel in similar AFSCs surveyed in 1989. Comparison with the previous 751X0 survey in 1981 shows very little difference in job satisfaction across time. As job responsibilities increase and become broader, the percentage of personnel responding favorably to job satisfaction questions also increases.
7. Implications: The career ladder has been rather stable over the last 9 years. The AFR 39-1 descriptions and the STS need to be reviewed for potential changes.

OCCUPATIONAL SURVEY REPORT  
EDUCATION CAREER LADDER  
(AFSC 751X0)

INTRODUCTION

This is a report of an occupational survey of the Education career ladder (AFSC 751X0) completed by the Occupational Analysis Division, USAF Occupational Measurement Center, in May 1990. The last occupational survey for this career ladder was a joint survey with the Training (AFSC 751X2) and Instructional Systems (AFSC 751X3) career ladders. The resulting OSR was published in February 1981. The present survey was requested by the OSR Priorities Working Group to obtain current task and equipment data for use in reviewing changes and additions to this Air Force specialty.

Background

As described in the current AFR 39-1 Specialty Description, Education (AFSC 751X0) personnel are responsible for providing education services program advice and assistance to airmen; preparing and maintaining education services records, files, and materials; and providing technical support and program resources for the operation of the Education Services program.

The 751X0 career ladder has been stable since 1963. Education offices are usually staffed with one or two 751X0 personnel and a number of civilian educational personnel. Civilian personnel perform much of the counseling responsibilities associated with Air Force education programs, while the military members perform more of the clerical assistance and support requirements.

There is no formal training course for 751X0 personnel. Individuals entering this career ladder are mostly cross-trained or reclassified from another career field, with a smaller number entering through directed duty assignment. Training is accomplished primarily by on-the-job training.

SURVEY METHODOLOGY

Inventory Development

Data for this survey were collected using USAF Job Inventory AFPT 90-751-881, dated May 1989. A preliminary task list was prepared by the Inventory Developer after a careful review of the previous OSR, the previous

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task list, current career ladder publications, training documents, and directives to determine the appropriateness of each task. This preliminary task list was then refined and validated through personal interviews with subject-matter experts from the Technical Training Center responsible for the career ladder and four other representative bases. Seventeen Education personnel from the five bases were interviewed during the development stage. The following are the bases visited and the rationale for the visit:

<u>BASE</u>	<u>RATIONALE FOR VISIT</u>
Sheppard AFB TX	Technical Training Center
Randolph AFB TX	Typical Education Center
Offutt AFB NE	MAJCOM Education Office and large education center
Scott AFB IL	Medium Education Center and recent overseas returnee
Carswell AFB TX	Small Education Center

Other significant contacts with personnel having career ladder involvement included Air Force Military Personnel Center (AFMPC) classification, functional, and resource managers; Air Force Functional Manager; and HQ ATC Training Staff Officer.

The final job inventory contains a comprehensive list of 238 tasks grouped under 9 duty headings. The survey has standard background questions asking for grade, duty title, educational level, time in service, time in present job, and time in career field. In addition, there are questions requesting such information as how an individual was assigned to the career ladder, organizational level of present assignment, type of equipment used, job satisfaction, and intent to reenlist.

#### Survey Administration

A computer-generated mailing list was provided by the Air Force Human Resources Laboratory (AFHRL) and used to mail out the job inventories. From May to August 1989, Consolidated Base Personnel Offices at operational bases worldwide administered the job inventory to personnel holding DAFSC 75130, 75150, and 75170.

All individuals who filled out an inventory first completed an identification and biographical information section. Next, they answered questions in the background portion of the inventory. They were then directed to go through the booklet and check each task performed in their current job. Finally, they were asked to go back and rate each task they had checked using a 9-point scale reflecting relative time spent on each task compared to all

other tasks. Ratings ranged from 1 (indicating a very small amount of time spent) to 9 (indicating a very large amount of time spent). The relative time spent on tasks was computed by first totaling all rating values on the inventory. Then the rating value for each task was divided by this total, and the result multiplied by 100. The percent time spent ratings were used with the percent members performing values to help describe the various groups in these occupations.

### Survey Sample

All eligible military Education personnel were provided survey booklets. The respondents represent an accurate and proportional representation of major commands (MAJCOMs) and paygrades for this career ladder. Table 1 reflects how the sample compares to the actual population of the career ladder in terms of the distribution across MAJCOM. Table 2 shows the paygrade distribution for the sample and assigned population. These data indicate a good representation of the actual career ladder population in the final sample.

### Task Factor Administration

Job descriptions alone do not provide sufficient data for making decisions about career ladder documents or training programs. Task factor information is needed for a complete analysis of the career ladder. To obtain the needed task factor data, NCO supervisors completed either a training emphasis (TE) or task difficulty (TD) booklet. These booklets were processed separately from the job inventories, and the TE and TD data were used in several analyses discussed later in this report.

Training Emphasis (TE). TE is the amount of structured training that personnel in their first job need to successfully perform tasks. Structured training is defined as training provided by resident technical schools, field training detachments (FTD), mobile training teams (MTT), formal OJT, or any other organized training method. Thirty-two Education supervisors from all MAJCOMs completed TE booklets. They rated the tasks on a 10-point scale ranging from no training required (0) to extremely high training emphasis (9). The average TE rating is 2.64, with a standard deviation of 1.54. Interrater agreement was acceptable.

When TE ratings are used with other information, such as percent members performing and TD, they can provide insight into training requirements and help validate the need for organized training for the career ladder.

Task Difficulty (TD). TD is defined as the length of time the average airman takes to learn how to perform a task. Thirty-five Education supervisors from all MAJCOMs rated the learning difficulty of the tasks on a 9-point scale ranging from 1 (easy to learn) to 9 (very difficult to learn). Ratings were adjusted so tasks of average difficulty have a value of 5.0, with a standard deviation of 1. Interrater agreement was also acceptable.

TABLE 1  
COMMAND DISTRIBUTION OF AFSC 751X0 PERSONNEL

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED*</u>	<u>PERCENT OF SAMPLE**</u>
SAC	32	29
ATC	12	15
MAC	12	13
TAC	9	8
USAFE	8	9
AU	7	6
AFSC	6	7
PACAF	6	4
AAC	2	2
AFDW	2	2
AFSPACECOM	2	3
OTHER	2	2

Total Assigned = 273

Total Eligible for Survey\*\* = 234

Total in Sample = 167

Percent of Assigned in Sample = 61%

Percent of Eligible in Sample = 71%

\* Assigned strength as of 19 June 1989

\*\* Excludes those personnel in PCS, student, or hospital status, or with less than 6 weeks on the job

TABLE 2  
PAYGRADE DISTRIBUTION OF 751X0 SURVEY SAMPLE

<u>GRADE</u>	<u>PERCENT OF ASSIGNED*</u>	<u>PERCENT OF SAMPLE</u>
AIRMAN	14	14
SRA/SGT	22	25
SSGT	33	31
TSGT	19	18
MSGT	11	10
SMSGT	2	2

\* Assigned strength as of June 1989

TD ratings, when used with percent members performing values and TE ratings, can provide a great deal of insight into training requirements, help validate the need for organized training, and be used to examine plans of instruction for a career ladder.

### SPECIALTY JOBS (Career Ladder Structure)

A USAF Occupational Analysis begins with an examination of the career ladder structure of jobs performed by personnel of the AFSC. Each individual in the sample performs a set of tasks called a job. For the purpose of organizing individual jobs into similar units of work, an automated job clustering program is used. This hierarchical grouping program is a basic part of the Comprehensive Occupational Data Analysis Program (CODAP) system for job analysis. Each individual job description (all the tasks performed by that individual and the relative amount of time spent on those tasks) in the sample is compared to every other job description in terms of tasks performed and the relative amount of time spent on each task in the job inventory. The automated system is designed to locate the two job descriptions with the most similar tasks and percent time ratings and combine them to form a composite job description. In successive stages, new members are added to initial groups or new groups are formed based on the similarity of tasks performed and similar time ratings in the individual job descriptions.

The basic identifying group used in the hierarchical job structuring process is the Job. When there is a substantial degree of similarity between jobs, they are grouped together and identified as a Job Cluster. Specialized jobs too dissimilar to fit within a job cluster are labeled Independent Jobs. The job structure information resulting from this grouping process (the various jobs within the occupation) can be used to evaluate the accuracy of that occupation's documentation (AFR 39-1 Specialty Descriptions and Specialty Training Standards) and gain a better understanding of current utilization patterns within the occupation. For this report, the career ladder structure is described in terms of jobs, since the career ladder is a very homogeneous one, with the jobs very closely related.

#### Overview of Specialty Jobs

Each job inventory can be broken down into at least two categories of duties which help identify and define specific jobs. The categories are conventionally separated into a general area dealing with supervisory, managerial, training, and administrative duties; and a technical area which includes the occupational-specific technical duties. Since the Education career ladder is primarily an administrative ladder, the first category of duties include three duty sections dealing with supervisory and managerial functions of organizing, planning, directing, implementing, inspecting, and evaluating. The six technical occupation-specific duties are General Records Maintenance Functions, Education Advisory Functions, Enrolling Personnel in Educational

Programs and Courses, Determining Educational Needs of Base Personnel, Advertising Educational Opportunities, and Performing Testing Functions. The relative time spent in a specific duty is not in itself indicative of a particular job. High relative time spent in a duty must also be viewed from the task level to properly identify a job. Tasks from a number of different duties may be combined to identify and define a job.

Responses from AFSC 751X0 personnel comprising the survey sample indicate a very homogeneous career ladder where most incumbents perform a variety of education functions and a number of common or core tasks. Even so, based on some variations in combinations of tasks performed and relative time spent on the tasks, job structure analysis identified four jobs within the survey sample. The division of jobs performed by Education personnel is illustrated in Figure 1, and a listing of those jobs is provided below. The stage (ST) number shown beside each title is a reference to computer printed information. The letter "N" stands for the number of personnel in each group.

- I. JUNIOR EDUCATION ASSISTANCE AND ENROLLMENT TECHNICIAN (ST023, N=26)
- II. EDUCATION RECORDS ADMINISTRATOR (ST020, N=7)
- III. SENIOR EDUCATION ASSISTANCE AND ENROLLMENT SPECIALIST (ST037, N=80)
- IV. EDUCATION CENTER NCOIC (ST053, N=30)

The respondents forming these groups account for 86 percent of the survey sample. The remaining 14 percent were performing tasks or series of tasks which did not group them with any of the defined jobs. Job titles given by respondents which were representative of these personnel included NCOIC Student Affairs, Formal Training Manager, and NCOIC Learning Resource Center.

Table 3 shows the relative time spent in each duty for each job, while selected background data for the jobs are provided in Table 4. Representative tasks performed in each job are contained in Appendix A.

The respondents of all four jobs perform a variety of tasks that deal with advising individuals on Air Force educational programs and helping them to enroll in selected courses or programs. The jobs also require performance of tasks associated with tuition-assistance requests and maintenance of education publications, forms, and files. The following eight common core tasks, having at least 67 percent members performing, are found in all four jobs:

- advise individuals on completion of AF Forms 1227  
(Authority for Tuition Assistance-Education  
Services Program)
- advise individuals on Extension Course Institute  
(ECI) courses or career development courses (CDCs)

# EDUCATION SPECIALTY JOBS

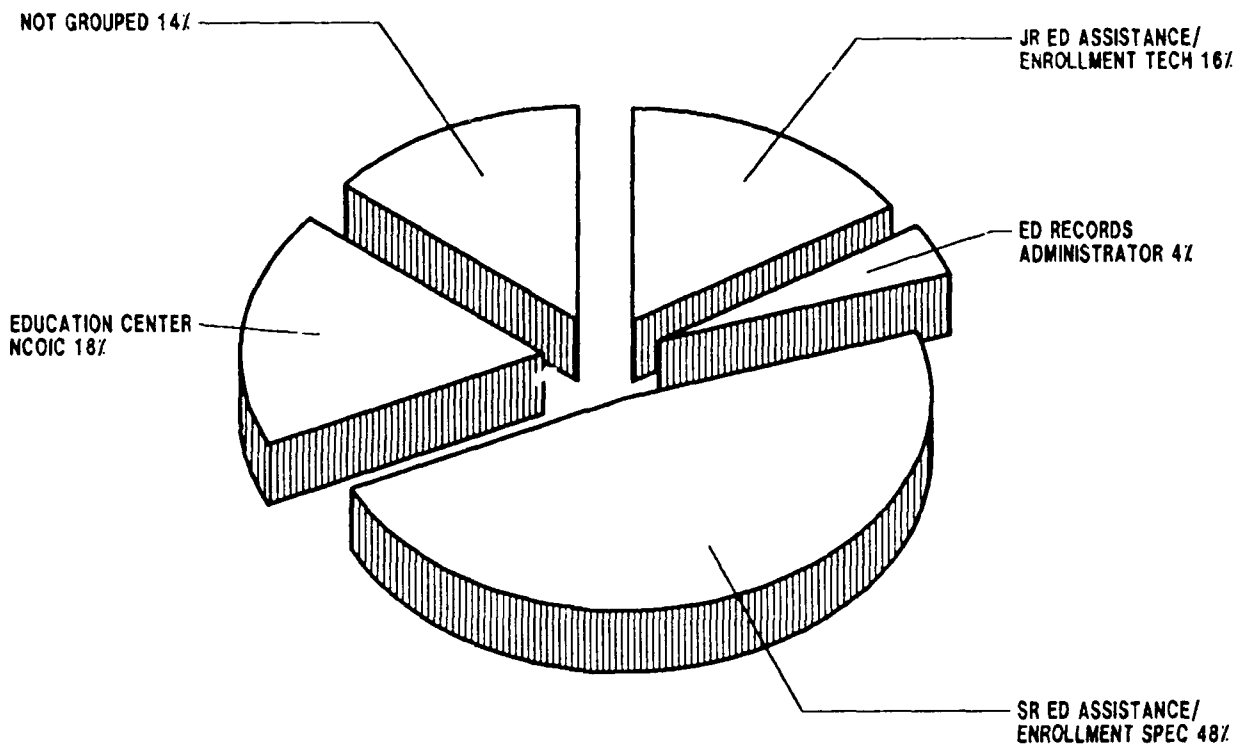


FIGURE 1

TABLE 3

RELATIVE PERCENT TIME SPENT PERFORMING DUTIES ACROSS EDUCATION JOB GROUPS

DUTIES	JUNIOR EDUCATION ASSISTANCE/ ENROLLMENT TECHNICIAN		EDUCATION RECORDS ADMINISTRATOR		SENIOR EDUCATION ASSISTANCE/ ENROLLMENT SPECIALIST		EDUCATION OFFICE NCOIC	
A ORGANIZING AND PLANNING	3	2	6	11				
B DIRECTING AND IMPLEMENTING	3	10	8	12				
C INSPECTING AND EVALUATING	1	2	4	9				
D PERFORMING GENERAL RECORDS MAINTENANCE FUNCTIONS	24	39	24	20				
E PERFORMING EDUCATION ADVISORY FUNCTIONS	28	17	24	17				
F ENROLLING PERSONNEL IN EDUCATIONAL PROGRAMS AND COURSES	34	23	28	19				
G DETERMINING EDUCATIONAL NEEDS OF BASE PERSONNEL	1	2	2	5				
H ADVERTISING EDUCATIONAL OPPORTUNITIES	3	4	3	5				
I PERFORMING TESTING FUNCTIONS	3	2	2	3				

TABLE 4

SELECTED BACKGROUND DATA FOR MEMBERS OF AFSC 751X0 JOB GROUPS

	JUNIOR EDUCATION ASSISTANCE/ ENROLLMENT TECHNICIAN	EDUCATION RECORDS ADMINISTRATOR	SENIOR EDUCATION ASSISTANCE/ ENROLLMENT SPECIALIST	EDUCATION OFFICE NCOIC
NUMBER IN GROUP	26	7	80	30
PERCENT OF TOTAL SAMPLE	16%	4%	48%	18%
PERCENT IN CONUS	96%	100%	78%	80%
DAFSC DISTRIBUTION				
75130	19%	14%	5%	3%
75150	73%	57%	60%	10%
75170	8%	29%	35%	87%
PAYGRADE DISTRIBUTION				
AIRMAN	43%	43%	9%	0
E-4	35%	29%	30%	7%
E-5	23%	0	40%	27%
E-6	0	29%	13%	40%
E-7	0	0	6%	27%
E-8	0	0	2%	0
AVERAGE MONTHS IN CAREER FIELD				
AVERAGE MONTHS TAFMS	18	52	53	88
PERCENT FIRST ENLISTMENT	56	80	120	190
PERCENT SUPERVISING	88%	57%	42%	27%
AVERAGE NUMBER OF TASKS PERFORMED	12%	14%	11%	67%
AVERAGE YEARS OF EDUCATION	32	37	73	134
	13.2	14.0	14.0	14.3

advise students on requests for assistance, such as  
ECI Form 17  
assist applicants in enrolling in ECI correspondence  
courses  
Assist applicants in enrolling in Professional Military  
Education (PME) nonresident courses  
assist individuals in preparation of AF Forms 2099  
(Request for CCAF Transcript)  
enroll individuals in ECI/AU correspondence courses  
initiate AF Forms 186 (Individual Record-Education  
Services Program)

The following paragraphs contain brief descriptions of the four specific jobs listed above:

I. JUNIOR EDUCATION ASSISTANCE AND ENROLLMENT TECHNICIAN (ST023, N=26). This job has 16 percent of the sample and represents the narrowest job within the career ladder. Eighty-six percent of the relative time of this job is spent performing tasks in three duties (Enrolling Personnel in Educational Programs and Courses, Performing Educational Advisory Functions, and Performing General Records Maintenance Functions). The remaining 14 percent of the time is spent performing the other six duties. The job encompasses 13 core tasks which take up approximately 40 percent of the technicians' time. This job entails providing the initial and basic advice and assistance for Air Force educational opportunities in the areas of the Extension Course Institute (ECI), Career Development Courses (CDC), and Community College of the Air Force (CCAF). This job differs from the other jobs in that the greatest amount of time is spent by the incumbents in the Enrolling Personnel in Educational Programs and Courses duty (34 percent), and less time is spent in the Inspecting and Evaluating, and Determining Educational Needs of Base Personnel duties than any of the other jobs. The data from this job indicate the average grade of the incumbents is E-3, and they average 18 months TICF. These airmen perform an average of 32 tasks and typical tasks include:

advise individuals on Community College of the  
Air Force (CCAF) programs  
assist individuals in preparation of AF Forms 968  
(CCAF Registration Application)  
complete AF Forms 1227 (Authority for Tuition  
Assistance-Education Services Program)  
initiate AF Forms 63 (Officer Active Duty Service  
Commitment (ADSC) Counseling Statement) for tuition  
assistance  
interpret CCAF progress reports  
process educational records of personnel going PCS,  
separating, or retiring

II. EDUCATION RECORDS ADMINISTRATOR (ST020, N=7). This job with 4 percent of the survey sample encompasses, in addition to advising and assisting airmen concerning educational programs, the responsibility for maintenance of automated and nonautomated records and files. Thirty-nine percent of the relative time in this job is spent in Performing General Records Maintenance Functions tasks, which is at least 15 percent greater than found in the other jobs identified. Another 50 percent of the relative time is spent in three duties, Enrolling Personnel in Educational Programs and Courses, Performing Education Advisory Functions, and Directing and Implementing. The remaining five duties take up the last 11 percent of relative time. Personnel in this job report performing 16 core tasks which take up 45 percent of their relative time. The average grade for this job is E-4, with 100 percent of the personnel indicating they are in CONUS, with an average 52 months TICF and an average 80 months TAFMS. Of the average 37 tasks performed by the incumbents, the following are representative:

- maintain automated report printouts
- maintain ECI enrollment record files
- manage automated education systems, such as Advance Personnel Data System (APDS II)
- update automated education records in APDS II, by
  - other than batch processing
- update automated education records via batch-processing disc
- update GI Bill status

III. SENIOR EDUCATION ASSISTANCE AND ENROLLMENT SPECIALIST (ST037, N=80). The 80 individuals in this job perform one which includes the requirements of the previous two jobs, but is broader than both. It is the largest job, accounting for 48 percent of the survey sample. Personnel in this job provide more in-depth assistance and advice concerning educational programs than the airmen in the previous jobs. Although 75 percent of their time is spent performing three duties (Enrolling Personnel in Educational Programs and Courses, Performing General Records Maintenance Functions, and Performing Education Advisory Functions), the time is more evenly distributed among the duties than found in the aforementioned jobs. The remaining 25 percent of the relative time spent in this job includes more time in the managerial, supervisory, and inspecting type duties (18 percent) and 7 percent in the other three duties. Survey data indicate there are 46 core tasks which take up 61 percent of the relative time of the incumbents. Airmen found in this job report an average grade of E-5, 22 percent overseas, a TICF average of 53 months, and 120 months TAFMS. The average number of tasks performed in this job is 73 and the following are typical:

- advise individuals on Community College of the Air Force (CCAF) programs
- advise individuals on off-duty education programs
- assist applicants in enrolling in off-duty classes
- correct erroneous data

record interviews and action taken on AF Forms 186  
update automated education records in APDS II, by other  
than batch processing  
interpret CCAF progress reports

IV. EDUCATION CENTER NCOIC (ST053, N=30). This is the broadest job in the career ladder, providing not only educational advice and assistance, but also the military supervisory and managerial expertise for education centers. Only 56 percent of the incumbents' relative time is spent performing tasks in the three major technical duties (Enrolling Personnel in Educational Programs and Courses, Performing Educational Advisory Functions, and Performing General Records Maintenance Functions), while 32 percent is spent on Organizing and Planning, Directing and Implementing, and Inspecting and Evaluating tasks. The data indicate a core of 87 tasks, taking up 61 percent of the relative time expended on the job. With an average of 88 months TICF and 190 months TAFMS, an average grade of E-6, and 67 percent supervising, these personnel have the career ladder expertise and are its supervisory backbone. Of the average 134 tasks performed, the following are representative:

advise individuals on Community College of the  
Air Force (CCAF) programs  
advise individuals on educational allowances under  
Montgomery GI Bill (MGIB)  
advise individuals on educational allowances under  
Vietnam Era Veteran's Administration (VA) programs  
correct erroneous data  
determine work priorities  
develop work methods or procedures  
establish organizational policies, office instructions  
(OIs), or standing operating procedures (SOPs)

#### Comparison of Current Survey to Previous Survey

The results of the Air Force specialty job analysis were compared to those of Occupational Survey Report (OSR) AFPT 90-751-408, EDUCATION CAREER LADDER, dated February 1981. Table 5 displays a comparison of the Education specialty jobs identified in each of the two studies. Analysis of each sample found four jobs, and these were compared. After reviewing the tasks comprising the jobs identified in 1981, it was determined that most of the groups could be linked with similar task performances of the present sample groups. One job from each sample (1981 Education Administrative Specialist and 1989 Education Records Administrator) were very similar, although they have slightly different names. The MAJCOM Education Personnel job from the previous survey was not identified with any job in the present sample. Three of the present survey specialty jobs (Junior Education Assistance and Enrollment Technician, Senior Education Assistance and Enrollment Specialist, and Education Center NCOIC) reflect the same responsibilities and similar task performance as the two major jobs (Education Advising and Enrollment Personnel and

TABLE 5

## SPECIALTY JOBS COMPARISON BETWEEN CURRENT AND 1981 SURVEY

<u>CURRENT SURVEY (N=167)</u>	<u>PERCENT OF SAMPLE</u>	<u>1981 SURVEY (N=168)</u>	<u>PERCENT OF SAMPLE</u>
JUNIOR EDUCATION ASSISTANCE/ENROLLMENT TECHNICIAN	16%	EDUCATION ADVISING AND ENROLLMENT PERSONNEL	32%
SENIOR EDUCATION ASSISTANCE/ENROLLMENT SPECIALIST	48%	BASE EDUCATION SERVICES NCO	38%
EDUCATION CENTER NCOIC	18%		
EDUCATION RECORDS ADMINISTRATOR	4%	EDUCATION ADMINISTRATIVE SPECIALIST	4%
NOT IDENTIFIED		MAJCOM EDUCATION PERSONNEL	3%
UNGROUPED	14%		23%

Base Education Services NCOs) in the previous sample. These differences can be attributed to modifications to the task list or the analysis and analytical approach used.

Aside from some minor variations involving small numbers of personnel, it can be stated that the vast majority of the current sample could be matched to the Education Services jobs identified in 1981, thus displaying a relatively stable career ladder over time.

#### Summary

Overall, the Education career ladder was found to be a rather homogeneous ladder, with job analysis identifying four similar jobs. The jobs differ basically in their scope of tasks and the degree to which the incumbents are capable of advising individuals on educational programs available and helping them to enroll in selected courses or programs. No notable degree of specialization within the career ladder was identified.

#### ANALYSIS OF DAFSC GROUPS

Duty Air Force Specialty Code (DAFSC) group analysis allows identification of similarities and differences in task and duty performance at the various skill levels. This information may be used to evaluate how well career ladder documents, such as AFR 39-1 Specialty Descriptions and the Specialty Training Standard (STS) reflect what is actually being done by career ladder personnel in the field.

The distribution of skill-level personnel across the four specialty jobs is shown in Table 6. Table 7 reflects the relative time spent by the DAFSC groups on each duty.

The Education data (DAFSC 751X0) show a typical occupation progression pattern as one advances from skill level to skill level. As experience is gained in the career ladder, the nature of the job expands. From a narrow job, providing very limited educational advice and assistance, it broadens into one capable of providing the gamut of educational assistance and supervisory support necessary to sustain the Air Force educational program.

Comparison of the duty and task performance between DAFSCs 75130, 75150, and 75170 personnel indicates that, while there are similarities, the jobs they perform are not necessarily the same. Although the 3- and 5-skill level groups have a 73 percent time-spent overlap on common tasks, there is sufficient reason to consider them as different and discuss them separately. Of the 238 tasks in the job inventory, 3-skill level personnel perform 183 of them, averaging 41 tasks. The 5-skill level group performs 218 of the 238

TABLE 6

DISTRIBUTION OF DAFSC 751X0 MEMBERS ACROSS SPECIALTY JOBS

SPECIALTY JOBS	DAFSC 75130		DAFSC 75150		DAFSC 75170	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
I. JUNIOR EDUCATION ASSISTANCE/ENROLLMENT TECHNICIAN	5	36%	19	23%	2	3%
II. EDUCATION RECORDS ADMINISTRATOR	1	7%	4	5%	2	3%
III. SENIOR EDUCATION ASSISTANCE/ENROLLMENT SPECIALIST	4	29%	48	59%	28	39%
IV. EDUCATION CENTER NCOIC	1	7%	3	4%	26	36%
NOT GROUPED	3	21%	7	9%	14	19%
		100%		100%		100%

TABLE 7  
 AVERAGE PERCENT TIME SPENT  
 PERFORMING DUTIES BY DAFSC 751X0 GROUPS

<u>DUTIES</u>	<u>DAFSC 75130 (N=14)</u>	<u>DAFSC 75150 (N=81)</u>	<u>DAFSC 75170 (N=72)</u>
A ORGANIZING AND PLANNING	4	6	11
B DIRECTING AND IMPLEMENTING	7	8	12
C INSPECTING AND EVALUATING	3	4	8
D PERFORMING GENERAL RECORDS MAINTENANCE FUNCTIONS	29	24	20
E PERFORMING EDUCATION ADVISORY FUNCTIONS	20	23	19
F ENROLLING PERSONNEL IN EDUCATIONAL PROGRAMS AND COURSES	29	29	21
G DETERMINING EDUCATIONAL NEEDS OF BASE PERSONNEL	1	1	3
H ADVERTISING EDUCATIONAL OPPORTUNITIES	4	3	4
I PERFORMING TESTING FUNCTIONS	4	3	2

tasks, while averaging 57. Additionally, as shown in Table 7, the percent-time-performing differs in all but Duties F (Enrolling Personnel in Educational Programs and Courses) and G (Determining Educational Needs of Base Personnel).

The percent time-spent overlap on common tasks between the 5-skill level group and the 7-skill level group is 78 percent, indicating these two groups are similar, but also sufficiently different to consider them individually. The 7-skill level group performs 237 tasks compared to the 218 of the 5-skill level group and average 92 tasks. Table 7 shows that percent-time-spent differs between these two groups for all duties.

Table 7 indicates that personnel in all skill levels are spending the majority of their time in three technically related duties (Duties D, E, and F). The relative time spent in these duties does, however, decline with an increase in skill level. It drops from a high of 78 percent for 3-skill level airmen, to 73 percent for 5-skill level personnel, to 60 percent for the 7-skill level group. The reverse is true for the supervisory/managerial duties (Duties A, B, and C), where the average percent time spent increases with skill level. These data indicate a career ladder with a logical and typical progression.

#### Skill-Level Descriptions

DAFSC 75130. The 14 individuals in this group (representing 8 percent of the survey sample) have a very narrowly defined role in education service, even though, as shown in Table 6, they are found in all four jobs. The 3-skill level is the apprentice stage, where individuals start to learn their jobs through limited responsibility and task performance. This is particularly true in the education field since there is no formal technical resident training course. These airmen perform an average of 41 tasks, with 7 core tasks accounting for 19 percent of their relative time. Ninety-three percent of the 75130 personnel report being in grade E-3 or below, with an average grade of E-2. Ninety-two percent of the incumbents report having 24 months or less TAFMS, with the average time in the career field being 6 months.

DAFSC 75150. Personnel with a 5-skill level make up 49 percent of the sample population. As designed, this group provides the transition from Apprentice (3-skill level) Education Specialist to the fully qualified Education Technicians, the 7-skill level group. They are found in all four jobs described in this report. The increased number of tasks performed, an average of 57 of which 26 are core, and the greater responsibility given this group are indicative of the expanding and important role these airmen have in the Education career ladder. Five-skill level personnel expand their knowledge and develop their skills through continued OJT and an increased role in serving the Education Center clientele. Eighty-three percent of the 75150 personnel report holding the grade E-4 or E-5, with the average grade being E-4. The incumbents report averages of 41 months TICF and 88 months TAFMS.

DAFSC 75170. This group, 43 percent of the survey sample, has the expert military education personnel who are the backbone of the Education career ladder. They perform an average of 92 tasks, of which 44 are core tasks. Fifty percent of the 75170 personnel report supervising at least one individual, and the entire group indicates that 31 percent of its relative time is spent on tasks in the usual supervisory and managerial duties (A through C), as shown in Table 7. Although the incumbents are found in all four jobs, 75 percent are in the Senior Education Assistance and Enrollment Specialist and the Education Center NCOIC jobs (see Table 6). These data indicate that in addition to supervisory tasks, 75170 personnel are also deeply involved in performing tasks required for the day-to-day technical operation of the Education Center. Ninety-two percent of the incumbents report they are in grades E-5 through E-7, with the average grade being E-6. The average TICF for this group is 82 months, with an average of 182 months TAFMS.

#### Summary

The 751X0 career ladder is a homogeneous one, where career ladder progression is evident. The 3-skill level group has the narrowest job, comprised of comparatively few tasks, while 5-skill level personnel have a broader job, performing a greater number of tasks and having increased responsibility. The 7-skill level personnel have the most extensive job, including supervisory and managerial responsibilities, in addition to more detailed technical aspects of the support provided by the other two skill levels.

#### ANALYSIS OF AFR 39-1 SPECIALTY DESCRIPTION

The results of the skill level and job structure analysis were compared with the AFR 39-1 Specialty Descriptions, dated 1 February 1988, for the Education Specialist and Education Supervisor specialties. The descriptions in AFR 39-1 describe in broad terms the tasks and duties performed by members of the various skill level groups of the career ladder. With few exceptions, the descriptions for 751X0 personnel are supported by the survey data and do provide an accurate description, in general terms, of the overall career ladder.

The Education Specialist description, however, includes four areas where survey data reflect low percent members performing at the 3- and 5-skill levels. One of these areas also shows low percent-members-performing for the Supervisor description. Table 8 lists the four areas and the tasks associated with them. The low percent-members-performing for the tasks corresponding to the area indicates the area needs review for possible deletion from the description.

The administration of, and the advice and assistance given on, the Individual Development and Educational Advancement (IDEA) programs is an area that both the Education Specialist and Education Supervisor descriptions touch

TABLE 8

AFR 39-1 DUTIES REQUIRING REVIEW  
(LOW PERCENT MEMBERS PERFORMING)

	PERCENT MEMBERS PERFORMING		
	DAFSC 75130 (N=14)	DAFSC 75150 (N=81)	DAFSC 75170 (N=72)
<b>AFR 39-1 DUTIES (WITH SELECTED TASKS)</b>			
<b>ADMINISTERS, ADVISES, AND ASSISTS PERSONNEL ON INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ADVANCEMENT PROGRAM (IDEA)</b>			
E142 Advise individuals on Individual Development and Education Advancement (IDEA) programs	14	6	14
F160 Assist applicants in enrolling in IDEA programs	0	7	11
G205 Negotiate with civilian schools to offer IDEA courses	0	0	4
<b>ADVISES PERSONNEL ON AIR FORCE INSTITUTE OF TECHNOLOGY</b>			
E126 Advise applicants on preparation of requests for entry into Air Force Institute of Technology (AFIT)	6	9	35
D91 Initiate AFIT Forms 95 (Education Record)	14	7	10
<b>ASSISTS IN COMPILING DATA AND PREPARING RECURRING STATISTICAL EDUCATION SERVICES PROGRAM REPORTS</b>			
G192 Complete AF FORMS 1007 (Education Services Program Report)	7	14	36
G193 Complete AF FORMS 1008 (Annual Reporting of Education Services Provided by Civilian Schools)	0	9	33
G195 Conduct educational surveys	14	9	35
G196 Develop educational interest surveys	7	4	25
G199 Evaluate education program statistical data	7	7	22
<b>MAINTAINS RECORDS OF COURSE ATTENDANCE</b>			
D100 Maintain class attendance records	7	6	22

NOTE: AFR 39-1 duties displayed in capital letters  
Job inventory tasks relating to AFR 39-1 duties in lower case

on. As shown in Table 8, the survey data show that the highest percent members performing figure for any task associated with the area is 14 percent. This low percentage indicates an area not normally performed by members of the career ladder and makes its retention in the descriptions suspect.

Advice to individuals on the educational opportunities of the Air Force Institute of Technology (AFIT) appears to be an area that should be included in the 7-skill level description, rather than the specialist description. Table 8 reflects very few 3- and 5-skill level personnel perform either of the tasks associated with the area. The percentages for the two skill levels equate to eight individuals or less than 10 percent of the combined group performing either task. On the other hand, the survey data indicate that 35 percent of the 7-skill level personnel report advising applicants on the preparation of the request for entry into the program. These data support retention of the area in the supervisor description, but the low percent member performing for the 3- and 5-skill level raises the question as to the advisability of retaining the area in the specialist description.

The area of assisting in compiling data and preparing recurring statistical education service program reports is one not accomplished by many 3- or 5-skill level personnel. Of the five tasks shown in Table 8 dealing with this area, the highest percent members performing for any task by either group is 14 percent. The data for the 7-skill level personnel, with 22 to 36 percent members performing the tasks, affirm that the area is one more apt to be performed by more experienced individuals and should be included in the 7-skill level description and considered for deletion from the specialist description.

Maintaining records of course attendance is not an area supported by the survey data for 3- or 5-skill level personnel. Data for task D100 reflect that only 7 percent of the 3-skill level members are performing the task, and 5-skill level data show even a lower percentage. These low percentages suggest that deletion from the specialist description might be in order.

Based on these data, the four areas discussed should be reviewed for potential change to the AFR 39-1 descriptions.

#### TRAINING ANALYSIS

Occupational survey data are one of the many sources of information that can be used to assist in the development of a training program which is relevant to the needs of personnel in their first enlistment (1-48 months TAFMS). Factors which may be used in evaluating training include the overall description of the job being performed by first-enlistment personnel and their overall distribution across the occupation's jobs, percentages of first-job

(1-24 month TAFMS) or first-enlistment (1-48 months TAFMS) members performing specific tasks or using certain equipment, as well as TE and TD ratings (previously explained in the SURVEY METHODOLOGY section).

To assist specifically in the examination of the 751X0 STS, technical school personnel matched job inventory tasks from the task inventory to the appropriate sections of the STS. Additionally, subject-matter expert members of the 751X0 Specialty Knowledge Test (SKT) team also reviewed the STS and task list, providing supplemental matches. It was this matching upon which comparison to the STS was based. A complete copy of the STS matching, displaying the STS elements, the matched tasks, the percent members performing the tasks, and the TE and TD ratings for each task, has been forwarded to the technical school for their use in further detailed reviews of that training document. A summary of this information is presented below.

#### First-Enlistment Personnel

There were 39 Education Specialists in their first enlistment, representing 23 percent of the survey sample. As reflected in Table 9, 82 percent of their duty time is devoted to performing tasks in the three major technical duties of Performing General Records Maintenance Functions (27 percent), Performing Education Advisory Functions (24 percent), and Enrolling Personnel in Educational Programs and Courses (31 percent). A very small percent of their time is spent on tasks dealing with Determining Educational Needs of Base Personnel (1 percent), Advertising Educational Opportunities (3 percent), and Performing Testing Functions (4 percent). The remaining 11 percent of their time is spent performing tasks in the supervisory and managerial duties. Distribution of these personnel across the Education jobs is displayed in Figure 2. This shows 41 percent of the respondents working in the Junior Education Assistance and Enrollment Technician job, 38 percent in the Senior Education Assistance and Enrollment Specialist job, and 8 percent in the Education Records Administrator job. The remaining 13 percent perform tasks or series of tasks which did not group them with any of the defined jobs. Table 10 shows representative tasks performed by first-enlistment 751X0 personnel.

One of the objectives of this survey project was to gather data pertaining to equipment used by personnel in the field. Table 11 shows the 9 items listed in the job inventory, with the percent of first-enlistment personnel indicating their use. From the write-in comments received, it appears that a great portion of the 21 percent of 751X0 first-enlistment indicating the "other" category was referring to use of a typewriter or word processor. This type of information is useful to the technical school personnel to assist them in focusing on areas that should be covered in the Career Development Courses (CDC) used in the career field.

TABLE 9  
 RELATIVE TIME SPENT ON DUTIES  
 BY FIRST-ENLISTMENT AFSC 751X0 PERSONNEL  
 (1-48 MONTHS TAFMS)

<u>DUTIES</u>	<u>PERCENT TIME SPENT (N=39)</u>
A ORGANIZING AND PLANNING	3
B DIRECTING AND IMPLEMENTING	6
C INSPECTING AND EVALUATING	2
D PERFORMING GENERAL RECORDS MAINTENANCE FUNCTIONS	27
E PERFORMING EDUCATION ADVISORY FUNCTIONS	24
F ENROLLING PERSONNEL IN EDUCATIONAL PROGRAMS AND COURSES	31
G DETERMINING EDUCATIONAL NEEDS OF BASE PERSONNEL	1
H ADVERTISING EDUCATIONAL OPPORTUNITIES	3
I PERFORMING TESTING FUNCTIONS	4

# EDUCATION SPECIALTY FIRST-ENLISTMENT JOBS

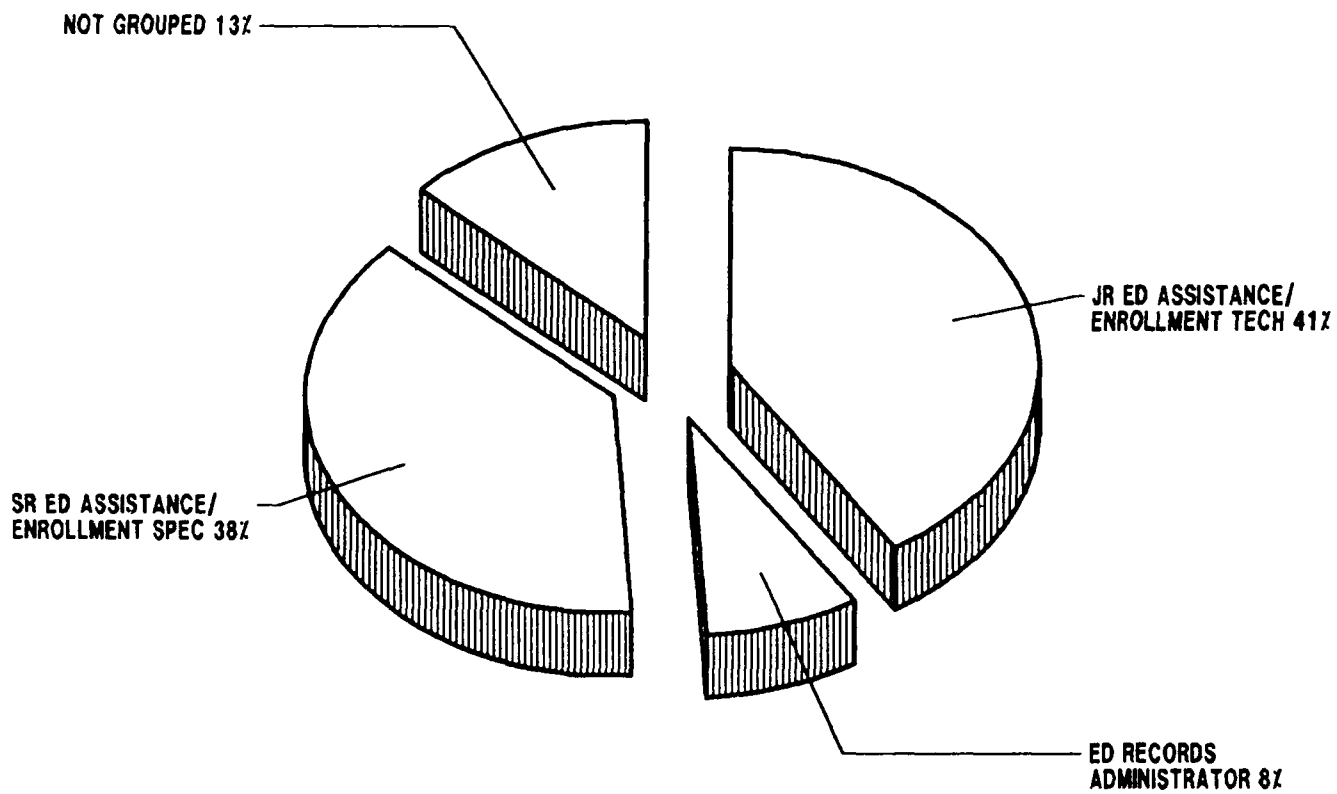


FIGURE 2

TABLE 10  
 REPRESENTATIVE TASKS PERFORMED  
 BY AFSC 751X0 FIRST-ENLISTMENT PERSONNEL  
 (1-48 MONTHS TAFMS)

TASKS	PERCENT MEMBERS PERFORMING (N=39)
ASSIST APPLICANTS IN ENROLLING IN ECI CORRESPONDENCE COURSES	90
ASSIST INDIVIDUALS IN PREPARATION OF AF FORMS 2099 (REQUEST FOR CCAF TRANSCRIPT)	87
ADVISE INDIVIDUALS ON COMPLETION OF AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM)	87
INITIATE AF FORMS 186 (INDIVIDUAL RECORD-EDUCATION SERVICES PROGRAM)	87
ENROLL INDIVIDUALS IN ECI/AU CORRESPONDENCE COURSES	84
ADVISE STUDENTS ON REQUESTS FOR ASSISTANCE, SUCH AS ECI FORM 17	84
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES OR CAREER DEVELOPMENT COURSES (CDCS)	79
COMPLETE AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM)	79
ASSIST INDIVIDUALS IN PREPARATION OF AF FORMS 968 (CCAF REGISTRATION APPLICATION)	76
ASSIST APPLICANTS IN ENROLLING IN OFF-DUTY CLASSES	72
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER MONTGOMERY GI BILL (MGIB)	69
PROCESS EDUCATIONAL RECORDS OF PERSONNEL GOING PCS, SEPARATING, OR RETIRING	69
REVIEW EDUCATION FOLDERS OF PERSONNEL TO VERIFY TUITION ASSISTANCE ELIGIBILITY	69
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	67
SCHEDULE TESTING APPOINTMENTS	67
INITIATE AF FORMS 63 (OFFICER ACTIVE DUTY SERVICE COMMITMENT (ADSC) COUNSELING STATEMENT) FOR TUITION ASSISTANCE	64
RECORD INTERVIEWS AND ACTION TAKEN ON AF FORMS 186	64
PREPARE EDUCATION UPDATES	62
RECORD COURSE ENROLLMENTS	62
REVIEW EDUCATION FOLDERS OF PERSONNEL TO VERIFY TUITION ASSISTANCE ELIGIBILITY	62

\* Average Number of Tasks Performed - 40

Cumulative average percent time spent by all members on above tasks - 45.5 percent

TABLE 11

EQUIPMENT USED BY  
FIRST-ENLISTMENT AFSC 751X0 PERSONNEL  
(1-48 MONTHS TAFMS)

<u>EQUIPMENT USED</u>	<u>PERCENT MEMBERS RESPONDING (N=39)</u>
COMPUTER	95
MICROFICHE READER/PRINTER	67
CALCULATOR	64
TELEVISION	23
VIDEOTAPE RECORDER (VTR)	23
TAPE RECORDER	17
PROJECTOR, SLIDE	15
PROJECTOR, FILM	13
PROJECTOR, OVERHEAD VIEWGRAPH	13
OTHER (NOT SPECIFIED)	21

### Training Emphasis and Task Difficulty Data

TE and TD data are secondary factors that can assist technical school personnel in deciding what tasks should be emphasized in entry-level training. These ratings, based on the judgements of senior Education NCOs working in the field, were collected to provide training personnel with a rank-ordering of those tasks considered important for first-enlistment individual training (TE), along with a measure of the difficulty of those tasks (TD). When combined with data on the percentages of first-enlistment personnel performing tasks, comparisons can then be made to determine if training adjustments are necessary. For example, tasks receiving high ratings on both task factors, accompanied by moderate to high percentages performing, may warrant formalized OJT in all units having first-enlistment personnel. Those tasks receiving high task factor ratings, but low percentages performing, may be more appropriately planned for OJT programs in those organizations requiring it. Low task factor ratings may highlight tasks best omitted from OJT for first-enlistment personnel, but this decision must be weighed against percentages of personnel performing the tasks, organizational concerns, and criticality of the tasks. Various lists of tasks, accompanied by TE and TD ratings, are contained in the TRAINING EXTRACT package and should be reviewed in detail by technical school personnel.

Tasks having the highest TE ratings are listed in Table 12. Included for each task are also the percent of first-assignment personnel performing and the TD rating. The tasks listed are predominately technical in nature, and most reflect a high percentage of first-enlistment personnel performing them. This combination suggests these are tasks first-term personnel should be taught. The tasks in this table should not be considered as all-inclusive or the only ones to be reviewed.

Table 13 lists the tasks having the highest TD ratings. The percentages for first-enlistment, 5-, and 7-skill level personnel performing and the TE ratings are also included for each task. These tasks are considered by the raters as the most difficult to learn. As can be seen, with one exception, the tasks shown are performed by a greater percentage of the more experienced 7-skill level personnel than by the other two categories of personnel. These data indicate that great numbers of first-termers are less likely to perform the more difficult tasks of the career ladder because of the OJT necessary to gain the experience to perform the tasks.

Four raters provided write-in comments at the end of their TE booklets. The comments were general in nature, with one individual suggesting that emphasis be placed on time management in order to organize work around additional duties. Typing skills and rudimentary counseling skills were also mentioned as areas that should be emphasized for first-enlistment personnel.

There were also four TD raters who provided comments. These comments mentioned tasks performed at the raters organization and have no overall impact on the career ladder.

TABLE 12  
 TASKS WITH HIGHEST TRAINING EMPHASIS RATINGS  
 (AFSC 751X0)

TASKS	TNG EMP	PERCENT 751X0 FIRST ENLISTMENT (N=39)	TASK DIF
ADVISE INDIVIDUALS ON COMPLETION OF AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM)	6.75	87	5.74
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	6.69	67	5.92
*MANAGE AUTOMATED EDUCATION SYSTEMS, SUCH AS ADVANCE PERSONNEL DATA SYSTEM (APDS II)	6.28	41	6.48
UPDATE AUTOMATED EDUCATION RECORDS IN APDS II, BY OTHER THAN BATCH PROCESSING	6.22	62	6.34
INTERPRET CCAF PROGRESS REPORTS	6.22	59	6.14
MAINTAIN AF FORM 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM) RECORD FILES	6.19	54	5.96
UPDATE AUTOMATED EDUCATION RECORDS VIA BATCH PROCESSING DISC	5.88	41	6.16
CODE TRANSCRIPTS FOR ENTRY IN MILITARY RECORDS	5.84	46	5.31
ASSIST INDIVIDUALS IN PREPARATION OF AF FORMS 968 (CCAF REGISTRATION APPLICATION)	5.75	77	5.01
CORRECT ERRONEOUS DATA	5.75	54	5.92
COMPUTE GRADES	5.72	54	5.63
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES OR CAREER DEVELOPMENT COURSES (CDC)	5.66	79	5.55
INITIATE AF FORMS 186 (INDIVIDUAL RECORD-EDUCATION SERVICES PROGRAM)	5.63	87	4.99
*ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER MONTGOMERY GI BILL (MGIB)	5.59	69	6.93
REVIEW EDUCATION PROGRAM NONCOMPLETIONS OR FAILURES TO DETERMINE REIMBURSEMENT DUE GOVERNMENT	5.59	31	6.10
ADVISE STUDENTS ON REQUESTS FOR ASSISTANCE, SUCH AS ECI FORM 17	5.56	85	5.22
*ADVISE INDIVIDUALS ON VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	5.56	28	6.24
ASSIST APPLICANTS IN ENROLLING IN PROFESSIONAL MILITARY EDUCATION (PME) NONRESIDENT COURSES	5.56	69	5.17
*MAINTAIN AF FORM 118 (REFUND OF TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM) RECORD FILES	5.53	23	6.21
*ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VIETNAM ERA VETERAN'S ADMINISTRATION (VA) PROGRAMS	5.47	44	7.18

\* Indicates tasks also appearing on TABLE 13

TABLE 13

TASKS WITH HIGHEST TASK DIFFICULTY RATINGS  
(AFSC 751X0)

TASKS	TASK DIF	FIRST ENLISTMENT (N=39)	5-SKILL LEVEL (N=81)	7-SKILL LEVEL (N=72)	TNG EMP
PREPARE CONTRACTS FOR SERVICES, SUCH AS TEST EXAMINERS OR COUNSELING	7.76	0	1	14	2.25
COMPLETE AF FORMS 1007 (EDUCATION SERVICES PROGRAM REPORT)	7.67	3	14	36	3.84
COMPLETE AF FORMS 1008 (ANNUAL REPORTING OF EDUCATION SERVICES PROVIDED BY CIVILIAN SCHOOLS)	7.51	3	9	33	3.34
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VIETNAM ERA VETERAN'S ADMINISTRATION (VA) PROGRAMS	7.18	44	68	83	5.47
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER MONTGOMERY GI BILL (MGIB)	6.93	69	67	83	5.59
EVALUATE INDIVIDUALS EDUCATIONAL BACKGROUND, EXPERIENCE, OR TRAINING	6.88	18	37	49	3.31
ADVISE APPLICANTS ON AIRMAN EDUCATION AND COMMISSIONING PROGRAMS (AACP)	6.77	15	22	47	4.31
ADVISE INDIVIDUALS ON FINANCIAL AID PROGRAMS, OTHER THAN TA OR VA BENEFITS, SUCH AS PELL GRANTS	6.61	36	51	60	3.97
ADVISE INDIVIDUALS ON GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)	6.52	10	20	39	2.31

TABLE 13 (CONTINUED)  
 TASKS WITH HIGHEST TASK DIFFICULTY RATINGS  
 (AFSC 751X0)

TASKS	TSK DIF	FIRST ENLISTMENT (N=39)	5-SKILL LEVEL (N=81)	7-SKILL LEVEL (N=72)	TNG EMP
MANAGE AUTOMATED EDUCATION SYSTEMS, SUCH AS ADVANCE PERSONNEL DATA SYSTEM (APDS II)	6.48	41	57	74	6.28
EVALUATE PERSONNEL FOR COMPLIANCE WITH PERFORMANCE STANDARDS	6.48	3	17	40	2.09
ADVISE INDIVIDUALS ON OFF-DUTY EDUCATION PROGRAMS	6.45	54	75	81	5.38
UPDATE AUTOMATED EDUCATION RECORDS IN APDS II, BY OTHER THAN BATCH PROCESSING	6.34	62	77	76	6.22
PLAN CCAF GRADUATION CEREMONIES	6.33	13	26	42	3.03
ADVISE APPLICANTS ON DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) PROGRAMS	6.30	41	54	69	4.81
BRIEF INCOMING PERSONNEL ON EDUCATIONAL SERVICES	6.25	18	43	57	3.97
DRAFT BUDGET	6.25	0	2	25	2.81
ADVISE INDIVIDUALS ON VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	6.24	28	54	76	5.56
INITIATE DEGREE PLANS	6.22	8	21	28	2.38
MAINTAIN AF FORM 118 (REFUND OF TUITION ASSISTANCE- EDUCATION SERVICES PROGRAM) RECORD FILES	6.21	23	40	58	5.53

### Specialty Training Standard (STS)

Data were displayed for the first-job, first-enlistment, 5-skill level, and 7-skill level groups matched to the elements of the STS. STS paragraphs containing general knowledge information, subject-matter knowledge requirements, or supervisory responsibilities were not evaluated. Any subparagraph which was supported by at least one task with 20 percent members performing from any of the groups was considered to be a valid area to be included in the STS. Where a change is suggested by the survey data and the area is included in a table, only the task reflecting the highest percent members performing is used to support the finding. Complete data are available in the computer printouts provided with this report.

Survey data support inclusion of the majority of the paragraphs and subparagraphs in the STS. There are, however, 8 of 75 paragraphs or subparagraphs that do not have a task with 20 percent or more members performing matched. These STS items, shown in Table 14, may be performed by personnel in the Education Center, but the survey data suggest they are not accomplished by many DAFSC 751X0 personnel. These duties should be reviewed to determine if retention in the STS is warranted.

Tasks not matched to any element of the STS are listed at the end of the STS computer listing. These were reviewed to determine if there were any tasks concentrated around any particular functions or jobs. No particular trends were noted. Examples of technical tasks performed by 20 percent or more respondents of the STS target groups, but not referenced to any STS element, are shown in Table 15. Training personnel and MAJCOM subject-matter experts should review these and other unreferenced tasks to determine if the areas they pertain to are justified to be included in the STS.

### CONUS VERSUS OVERSEAS GROUPS

A comparison was made of the survey data for the DAFSC 75150 personnel in CONUS (70 individuals) and overseas (11 individuals) to determine if there is a difference between the two groups. One difference is that there are no overseas personnel found in the Education Records Administrator job. Table 16 shows that the average percent time spent in the various duties differs to some degree, but overall are close. Table 17 provides a look at the percent members performing for the tasks most commonly performed by both groups. The overseas job, with an average of 73 tasks, is broader than the CONUS job, with an average of 54 tasks. The average grade for overseas is E-5 compared to E-4 for CONUS. The average TICF is greater for overseas personnel (76 months to 35 months), as is the average TAFMS (128 months to 82 months). The overseas job appears to be a little more demanding, explaining the need for a more experienced individual. Even with these differences, however, the data showing that there is an 81 percent overlap on common tasks indicate the jobs are very similar.

TABLE 14

751X0 STS ELEMENTS REQUIRING REVIEW  
(NOT SUPPORTED)

STS ITEM (WITH SELECTED SAMPLE TASK)	PERCENT MEMBERS PERFORMING					TE* RATING	TD** RATING
	3LVL PROF CODE	1ST JOB (N=22)	1ST ENL (N=39)	DAFSC 75150 (N=81)	DAFSC 75170 (N=72)		
3c. ADVISE PERSONNEL ON AVAILABLE EDUCATIONAL OPPORTUNITIES THROUGH (12) INDIVIDUAL DEVELOPMENT FOR EDUCATIONAL ADVANCEMENT (IDEA) E142 ADVISE INDIVIDUALS ON INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ADVANCEMENT (IDEA)	1a	9	10	6	14	1.2	2.9
4d. DETERMINE ELIGIBILITY FOR TDY PHASES OF OPERATION BOOTSTRAP F185 REVIEW COURSE DESCRIPTIONS FOR CONFORMITY TO BOOTSTRAP REGULATIONS	1b	0	0	1	14	1.9	5.5
5f. RECOMMEND COURSES TO SATISFY NEEDS OF BASE PERSONNEL G200 EVALUATE EDUCATIONAL SURVEY INFORMATION TO DETERMINE BASE REQUIREMENTS FOR EDUCATIONAL SERVICES PROGRAMS	-	0	0	2	15	1.5	5.7

\* Mean Rating is 2.64, and standard deviation is 1.54 (High TE = 4.18)

\*\* Average TD Rating is 5.00

TABLE 14 (CONTINUED)

751X0 STS ELEMENTS REQUIRING REVIEW  
(NOT SUPPORTED)

STS ITEM (WITH SELECTED SAMPLE TASK)	3LVL PROF CODE	PERCENT MEMBERS PERFORMING				TE* RATING	TD** RATING
		1ST JOB (N=22)	1ST ENL (N=39)	DAFSC 75150 (N=81)	DAFSC 75170 (N=72)		
5g. RECOMMEND QUALIFIED INSTRUCTORS G202 EVALUATE TEACHING TECHNIQUES OF COURSE INSTRUCTORS	-	0	0	0	0	.5	3.7
6d. INTERPRET DATA TO DETERMINE COURSES DESIRED BY BASE PERSONNEL B30 DIRECT ANALYSIS OF STATISTICAL DATA	-	5	5	9	19	2.0	5.7
6h. PARTICIPATE IN USAF GRADUATE EVALUATION PROGRAM C82 PARTICIPATE IN USAF GRADUATE EVALUATION PROGRAM	-	0	0	0	6	1.4	2.8
7k. ADMINISTERS THE IDEA PROGRAM G205 NEGOTIATE WITH CIVILIAN SCHOOLS TO OFFER IDEA COURSES	-	0	0	0	3	.8	3.4
8k. MAINTAIN LIAISON WITH LOCAL EDUCATIONAL INSTITUTIONS C61 EVALUATE HOST TENANT AGREEMENTS FOR COMPLIANCE WITH EDUCATIONAL REQUIREMENTS	-	0	0	0	13	2.0	5.8

\* Mean Rating is 2.64, and standard deviation is 1.54 (High TE = 4.18)

\*\* Average TD Rating is 5.00

TABLE 15

EXAMPLES OF EDUCATION TASKS PERFORMED BUT NOT REFERENCED TO 751X0 STS

TASKS	PERCENT MEMBERS PERFORMING				TE* RATING	TD** RATING
	1ST JOB (N=22)	1ST ENL (N=39)	DAFSC 75150 (N=81)	DAFSC 75170 (N=72)		
I235 SCHEDULE TESTING APPOINTMENTS	64	67	68	58	2.6	3.8
F182 REVIEW AF FORMS 1227	59	59	74	79	4.9	5.1
D122 UPDATE GI BILL STATUS	41	59	59	57	4.8	5.0
E124 ADVISE APPLICANTS ON DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) PROGRAM	23	41	54	69	4.8	6.3
F166 ASSIST INDIVIDUALS IN PREPARATION OF DANTES FORMS	23	23	42	49	3.5	4.9
B33 DIRECT MAINTENANCE OF BUILDINGS, OTHER THAN CLASSROOMS	14	13	22	50	2.5	5.4
F172 COMPLETE DD FORMS 2366 (VETERANS' EDUCATION ASSISTANCE ACT OF 1984)	14	21	30	50	3.2	4.3
B28 COUNSEL PERSONNEL ON PERSONAL OR MILITARY-RELATED MATTERS	9	21	35	50	2.7	5.7
A13 DEVELOP WORK METHODS OR PROCEDURES	9	15	28	60	2.5	6.1
A6 DETERMINE WORK PRIORITIES	9	8	23	69	3.5	5.9
B42 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	9	8	17	50	1.8	5.7
A21 PLAN OR SCHEDULE WORK ASSIGNMENTS	0	3	16	53	1.8	5.3

TABLE 16  
 DUTY COMPARISON CONUS AND OVERSEAS  
 (AVERAGE PERCENT TIME SPENT)

<u>DUTIES</u>	<u>CONUS</u>	<u>OVERSEAS</u>
A ORGANIZING AND PLANNING	6	5
B DIRECTING AND IMPLEMENTING	8	7
C INSPECTING AND EVALUATING	4	3
D PERFORMING GENERAL RECORDS MAINTENANCE FUNCTIONS	24	22
E PERFORMING EDUCATION ADVISORY FUNCTIONS	23	27
F ENROLLING PERSONNEL IN EDUCATIONAL PROGRAMS AND COURSES	29	29
G DETERMINING EDUCATIONAL NEEDS OF BASE PERSONNEL	1	1
H ADVERTISING EDUCATIONAL OPPORTUNITIES	3	4
I PERFORMING TESTING FUNCTIONS	3	2

TABLE 17

COMPARISON CONUS AND OVERSEAS SAMPLE TASK PERFORMANCE  
(PERCENT MEMBERS PERFORMING)

<u>TASKS</u>	<u>CONUS</u>	<u>OVERSEAS</u>
D86 ADVISE STUDENTS ON REQUESTS FOR ASSISTANCE, SUCH AS ECI FORM 17	90	82
D90 INITIATE AF FORMS 186 (INDIVIDUAL RECORD-EDUCATION SERVICES PROGRAM)	90	91
E131 ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	74	100
E132 ADVISE INDIVIDUALS ON COMPLETION OF AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAMS)	91	82
E136 ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES OR CAREER DEVELOPMENT COURSES (CDCs)	89	100
E152 INTERPRET CCAF PROGRESS REPORTS	79	100
E155 RECORD INTERVIEWS AND ACTION TAKEN ON AF FORMS 186	71	100
F158 ASSIST APPLICANTS IN ENROLLING IN ECI CORRESPONDENCE COURSES	87	100
F162 ASSIST APPLICANTS IN ENROLLING IN PROFESSIONAL MILITARY EDUCATION (PME) NONRESIDENT COURSES	87	100
F164 ASSIST INDIVIDUALS IN PREPARATION OF AF FORMS 2099 (REQUEST FOR CCAF TRANSCRIPT)	87	100
F165 ASSIST INDIVIDUALS IN PREPARATION OF AF FORMS 968 (CCAF REGISTRATION APPLICATION)	80	100
F170 COMPLETE AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM)	83	91
F173 ENROLL INDIVIDUALS IN ECI/AU CORRESPONDENCE COURSES	89	83
F174 INITIATE AF FORMS 63 (OFFICER ACTIVE DUTY SERVICE COMMITMENT (ADSC) COUNSELING STATEMENT) FOR TUITION ASSISTANCE	74	100

## JOB SATISFACTION ANALYSIS

Examination of the job satisfaction indicators for various groups gives career ladder managers a better understanding of some of the factors which may impact on job performance of personnel in the career ladder. Attitude questions covering job interest, perceived utilization of talents and training, sense of accomplishment from work, and reenlistment intentions were included in the survey booklet. The information from these questions is provided in Tables 18, 19, and 20 and discussed below.

Job satisfaction data presented in Table 18 show the TAFMS groups for Education matched with similar data for a comparative sample of Direct Support career ladders surveyed in 1989, which are the latest comparative data. These data provide a relative measure of how job satisfaction of Education personnel compares with that of other similar specialties. The data reflect comparable percentages, with the education sample being slightly higher in some areas and the comparative group higher in others. There are 5 areas, however, where the percentage difference is 10 or greater. Four of these (first-enlistment group perception on how interesting the job is and second-enlistment group perception about the job, use of talent, and sense of accomplishment from work) have data favorable to the education sample, while one (career group perception on use of training) has data that favor the comparative sample. There is no specific indication in the data to account for these differences. The low area for the career group may reflect that training received prior to acquiring the Education AFSC (76 percent of the sample indicated having had another AFSC) is not of great value in the education career ladder.

An indication of how job satisfaction has changed over time is provided in Table 19, where data for TAFMS groups from this survey are compared to those of the previous survey conducted in 1981. The present survey data compare well with the previous survey data, and no exceptional difference is evident.

Table 20 provides data on personnel in the specialty jobs discussed in the SPECIALTY JOBS section of this report. An examination of the data may show how overall job satisfaction may be influenced by the type of job performed. A good percentage of the personnel in the Junior Education Assistance and Enrollment and Education Records Administrator jobs do not find their jobs interesting, feel their talents are being used, or get a sense of accomplishment from their work. This may be accounted for by the type of jobs they are, being entry-level type jobs, with limited responsibilities. It is interesting to note that a good percentage of personnel in each job feel that their jobs utilize their training, when the training consists of OJT rather than formal resident training. Survey data support the concept that the more responsibility associated with the job, the higher percent of personnel will respond positively to the job satisfaction questions.

TABLE 18

COMPARISON OF TAFMS GROUP JOB SATISFACTION INDICATORS  
(PERCENT MEMBERS RESPONDING)

JOB SATISFACTION INFORMATION	1-48 MOS TAFMS		49-96 MOS TAFMS		97+ MOS TAFMS	
	751X0 (N=39)	1989 COMP* SAMPLE (N=1,142)	751X0 (N=30)	1989 COMP* SAMPLE (N=1,930)	751X0 (N=98)	1989 COMP* SAMPLE (N=954)
<u>PERCEIVED JOB:</u>						
INTERESTING	72	56	67	57	77	72
SO-SO	8	24	20	22	11	17
DULL	21	18	10	20	10	10
<u>PERCEIVED USE OF TALENT:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	59 41	59 41	77 20	66 34	74 23	83 16
<u>PERCEIVED USE OF TRAINING:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	87 8	91 9	80 20	87 13	70 29	86 14
<u>SENSE OF ACCOMPLISHMENT FROM WORK:</u>						
SATISFIED	62	61	77	58	72	71
NEUTRAL	15	18	13	17	9	12
DISSATISFIED	23	20	10	24	17	16
<u>REENLISTMENT INTENTIONS:</u>						
WILL/PROBABLY WILL REENLIST	56	61	67	72	70	75
WILL NOT/PROBABLY WILL NOT REENLIST	44	38	33	26	9	9
WILL RETIRE	0	1	0	1	20	16

\* Comparative sample composed of Direct Support career ladders surveyed in 1989 (includes AFSC 231X3 and 631X0)

Category percentages may not add to 100 percent due to rounding or nonresponse by members of the sample

TABLE 19

COMPARISON OF JOB SATISFACTION FOR 751X0 CURRENT AND 1981 SURVEYS  
(PERCENT MEMBERS RESPONDING POSITIVELY)

<u>JOB SATISFACTION INFORMATION</u>	<u>1-48 MOS TAFMS</u>	<u>49-96 MOS TAFMS</u>	<u>97+ MOS TAFMS</u>
	CURRENT 1981 (N=39)	CURRENT 1981 (N=45)	CURRENT 1981 (N=39)
JOB FAIRLY INTERESTING OR BETTER	72	67	77
TALENT UTILIZED FAIRLY WELL OR BETTER	59	77	74
TRAINING UTILIZED FAIRLY WELL OR BETTER	87	80	70
FAVORABLY CONSIDERING REENLISTMENT	56	67	70

TABLE 20

COMPARISON OF JOB SATISFACTION INDICATORS FOR SPECIALTY JOBS  
(PERCENT MEMBERS RESPONDING)

JOB SATISFACTION INFORMATION	JUNIOR EDUCATION ASSISTANCE/ENROLLMENT TECHNICIAN		EDUCATION RECORDS ADMINISTRATOR	SENIOR EDUCATION ASSISTANCE/ENROLLMENT SPECIALIST		OFFICE EDUCATION NCOIC
<u>PERCEIVED JOB:</u>						
INTERESTING	50		57	80		80
SO-SO	15		14	10		13
DULL	31		29	10		0
<u>PERCEIVED USE OF TALENT:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	50 46		57 43	75 25		83 10
<u>PERCEIVED USE OF TRAINING:</u>						
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	85 15		71 29	77 20		83 17
<u>SENSE OF ACCOMPLISHMENT FROM WORK:</u>						
SATISFIED	46		14	79		87
NEUTRAL	35		43	4		10
DISSATISFIED	19		43	16		3
<u>REENLISTMENT INTENTIONS:</u>						
WILL/PROBABLY WILL REENLIST	62		57	71		63
WILL NOT/PROBABLY WILL NOT REENLIST	38		29	20		10
WILL RETIRE	0		14	9		27

Category percentages may not add to 100 percent due to rounding or nonresponse by members of the sample

When there are serious problems in an occupation, survey respondents are usually quite free with write-in comments to complain about perceived problems in the field. Twenty-eight percent of the individuals in the survey sample used the write-in feature. The majority of the write-in comments (81 percent) deal with explaining the type of job held, tasks not listed but performed, expansion on answers to background questions, etc. Nine individuals, 5 percent of the sample, provided comments that might be considered complaints or recommendations. These airmen did not necessarily limit their comments to a single idea. The following are the main thoughts of the comments:

Training, preferably a formal technical school course, is needed for education specialists (four individuals).

Additional duties take up a great deal of the educational specialists time (one individual).

Promotion opportunity in the career ladder is not good (one individual).

Civilian education personnel and particularly, civilian supervisors do not appreciate 751X0 airmen and do not treat them very well (four individuals).

Education specialists are not permitted to perform the duties and tasks authorized for their specialty (one individual).

The comments represent a small percentage of the surveyed population and do not necessarily reflect large scale dissatisfaction with the career ladder.

#### IMPLICATIONS

The 751X0 career ladder has remained rather constant over the past 9 years, with the personnel in the specialty performing assistance and enrolling functions for Air Force education programs. There is no indication that career ladder personnel are not required to provide support for base education offices.

The AFR 39-1 description for both Education Specialist and Education Supervisor, although generally supported by the survey data, should be reviewed for potential update. The STS, with 11 percent of the matched duties not supported, should be reviewed for possible revision. The tasks not matched to the STS elements need to be reviewed for possible creation of additional duties in the Education career ladder.

APPENDIX A  
SELECTED REPRESENTATIVE TASKS PERFORMED  
BY CAREER LADDER JOB GROUPS



TABLE II

GROUP NUMBER AND TITLE: STG20, EDUCATION RECORDS ADMINISTRATOR  
 GROUP SIZE: 7 PERCENT MEMBERS OF SAMPLE: 4%  
 AVERAGE GRADE: E-4 AVERAGE TAFMS: 80  
 AVERAGE TICF: 52 AVERAGE TASKS PERFORMED: 37

TASKS ARE LISTED IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

TASKS	PERCENT MEMBERS PERFORMING
D119 UPDATE AUTOMATED EDUCATION RECORDS IN APDS II, BY OTHER THAN BATCH PROCESSING	100
D120 UPDATE AUTOMATED EDUCATION RECORDS VIA BATCH PROCESSING DISC	100
F158 ASSIST APPLICANTS IN ENROLLING IN ECI CORRESPONDENCE COURSES	100
B46 MANAGE AUTOMATED EDUCATION SYSTEMS, SUCH AS ADVANCE PERSONNEL DATA SYSTEM (APDS II)	86
D90 INITIATE AF FORMS 186 (INDIVIDUAL RECORD-EDUCATION SERVICES PROGRAM)	86
D122 UPDATE GI BILL STATUS	86
E136 ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES OR CAREER DEVELOPMENT COURSES (CDCs)	86
F162 ASSIST APPLICANTS IN ENROLLING IN PROFESSIONAL MILITARY EDUCATION (PME) NONRESIDENT COURSES	86
F164 ASSIST INDIVIDUALS IN PREPARATION OF AF FORMS 2099 (REQUEST FOR CCAF TRANSCRIPT)	86
D86 ADVISE STUDENTS ON REQUESTS FOR ASSISTANCE, SUCH AS ECI FORM 17	71
D97 MAINTAIN AUTOMATED REPORT PRINTOUTS	71
D102 MAINTAIN ECI ENROLLMENT RECORD FILES	71
D110 PREPARE EDUCATION UPDATES	71
F173 ENROLL INDIVIDUALS IN ECI/AU CORRESPONDENCE COURSES	71
E132 ADVISE INDIVIDUALS ON COMPLETION OF AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM)	71
D88 COMPUTE GRADES	57
D94 MAINTAIN AF FORM 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM) RECORD FILES	57
D113 REQUEST DESIRES	57
D121 UPDATE CHANGES RELATED TO TRANSACTION REGISTERS	57
F161 ASSIST APPLICANTS IN ENROLLING IN OFF-DUTY CLASSES	57
F182 REVIEW AF FORMS 1227	57
D116 REVIEW DATA CHANGE TRANSACTION REGISTERS	43
E131 ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	43
E144 ADVISE INDIVIDUALS ON OFF-DUTY EDUCATION PROGRAMS	43
E156 SCHEDULE COUNSELING APPOINTMENTS	29



TABLE IV

GROUP NUMBER AND TITLE: STG53, EDUCATION CENTER NCOIC  
 GROUP SIZE: 30 PERCENT MEMBERS OF SAMPLE: 18%  
 AVERAGE GRADE: E-6 AVERAGE TAFMS: 190  
 AVERAGE TICF: 88 AVERAGE TASKS PERFORMED: 134

TASKS ARE LISTED IN DESCENDING ORDER OF PERCENT MEMBERS PERFORMING:

TASKS	PERCENT MEMBERS PERFORMING
D86 ADVISE STUDENTS ON REQUESTS FOR ASSISTANCE, SUCH AS ECI FORM 17	100
D89 CORRECT ERRONEOUS DATA	100
E132 ADVISE INDIVIDUALS ON COMPLETION OF AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM)	100
E133 ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER MONTGOMERY GI BILL (MGIB)	100
E134 ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VIETNAM ERA VETERAN'S ADMINISTRATION (VA) PROGRAMS	100
E131 ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	100
E144 ADVISE INDIVIDUALS ON OFF-DUTY EDUCATION PROGRAMS	100
F162 ASSIST APPLICANTS IN ENROLLING IN PROFESSIONAL MILITARY EDUCATION (PME) NONRESIDENT COURSES	100
F164 ASSIST INDIVIDUALS IN PREPARATION OF AF FORMS 2099 (REQUEST FOR CCAF TRANSCRIPT)	100
A6 DETERMINE WORK PRIORITIES	97
D90 INITIATE AF FORMS 186 (INDIVIDUAL RECORD-EDUCATION SERVICES PROGRAM)	97
D94 MAINTAIN AF FORM 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM) RECORD FILES	97
E136 ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES OR CAREER DEVELOPMENT COURSES (CDCs)	97
E147 ADVISE INDIVIDUALS ON VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	97
F161 ASSIST APPLICANTS IN ENROLLING IN OFF-DUTY CLASSES	97
F170 COMPLETE AF FORMS 1227 (AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM)	97
F182 REVIEW AF FORMS 1227	97
D93 MAINTAIN AF FORM 118 (REFUND OF TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM) RECORD FILES	93
D98 MAINTAIN BILL AND VOUCHER RECORD FILES, SUCH AS DD FORMS 1131 (CASH COLLECTION VOUCHER)	93
E152 INTERPRET CCAF PROGRESS REPORTS	93