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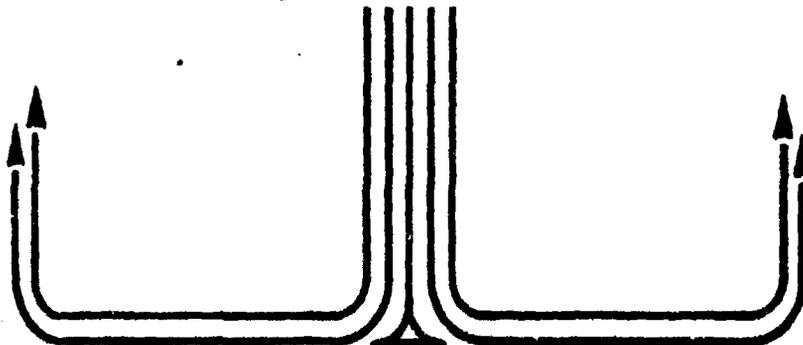
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**STUDENT REPORT**

A COMPARATIVE ANALYSIS OF THE AMOUNT  
OF COUNSELING TIME PROVIDED BY ESOS  
AND THEIR STAFFS TO THE NUMBER OF  
GRADUATES OF THE CCAF

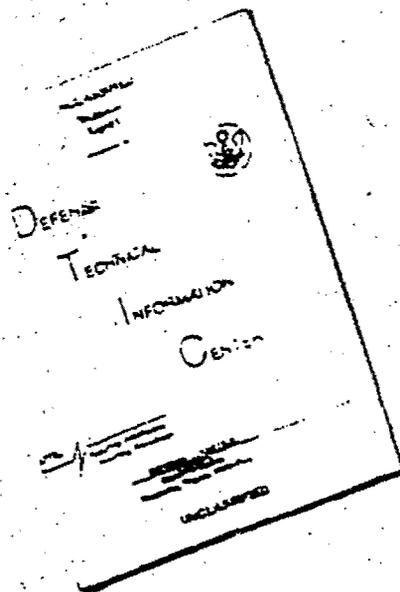
MAJOR EDDIE R. MIMS 88-1850

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**REPORT NUMBER** 88-1850

**TITLE** A COMPARATIVE ANALYSIS OF THE AMOUNT OF COUNSELING TIME PROVIDED BY EDUCATION SERVICES OFFICERS AND THEIR STAFFS TO THE NUMBER OF GRADUATES OF THE CCAF

**AUTHOR(S)** MAJOR EDDIE R. MIMS, USAF

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Submitted to the faculty in partial fulfillment of requirements for graduation.

**AIR COMMAND AND STAFF COLLEGE  
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## PREFACE

The focus of this study is how do Education Services Officers and their staffs support the Community College of the Air Force student. This investigation specifically examined the question of is there a relationship between the number of CCAF graduates and the amount of time spent in counseling by ESOs and their staffs. To answer this question, ESOs were asked to complete a survey that indicated the time their staffs spent on various services provided to CCAF students. It was discovered during the investigation that a current project of the Air Force Education Services involves the review of education services provided to all military personnel. This study complements the Air Force study and will provide HQ CCAF and ESOs with an indication of how CCAF students in particular are being supported.

The results of this study will be sent to the Education Services Advisor, HQ CCAF, Maxwell AFB, Alabama for his use in helping ESOs better manage their educational service programs.

I wish to acknowledge the uplifting and literary support provided by my advisor, Lt Col Richard A. Ranker, Ed.D., Associate Programs, Air Command and Staff College, Maxwell AFB, Alabama; the untiring willingness to always assist without prior notification of my sponsor, Captain David M. Stamper, HQ CCAF, Maxwell AFB, Alabama; the expert guidance in developing and reviewing the statistical packages for this investigation of Raymond L. Lewiski, Ed.D., HQ CCAF, Maxwell AFB, Alabama; James Larkin, HQ CCAF, Maxwell AFB, Alabama for the numerous contacts. Finally, I want to also thank: the people I interviewed who are listed in the bibliography; Ann Castro for typing and proofing this project; and my wife, Del, for her acknowledgement that I required the time alone to complete this investigation.

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## EXECUTIVE SUMMARY



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**REPORT NUMBER** 88-1850

**AUTHOR(S)** MAJOR EDDIE R. MIMS, USAF

**TITLE** A COMPARATIVE ANALYSIS OF THE AMOUNT OF COUNSELING TIME PROVIDED BY EDUCATION SERVICES OFFICERS AND THEIR STAFFS TO THE NUMBER OF GRADUATES OF THE CCAF

I. **PURPOSE:** To provide HQ CCAF with information to assist them in the continuing assessment of how ESOs support the CCAF student progress toward program completion. Additionally, the findings of this study are intended to help ESOs focus their efforts in the support of the CCAF student.

II. **OBJECTIVE:** To determine the amount of time dedicated to counseling CCAF students at stateside military installations. Moreover, to determine if there is a correlation in the amount of time spent counseling these students and the number of graduates from the CCAF in 1987.

III. **FINDINGS:** As anticipated, the results of this study revealed that there is a statistically significant relationship between the amount of time spent counseling by ESOs and their staffs and the number of CCAF graduates in 1987 at stateside military installations. Based on the sample responses, 56 percent of the ESOs indicated that counselor performance appraisals are not linked to CCAF registration and/or graduation

## CONTINUED

and 44 percent indicated that they do make this link. A closer examination of these two groups showed that the group using the appraisals as a tool had an average of 16.4 more graduates for the year; spent an average of 8.2 hours less per week counseling; spent 8.8 fewer hours per week providing the full complement of all follow-up counseling services; and always established goals and timetables for the CCAF students more frequently than ESOs that do not link counselor appraisals and registration and/or graduation totals. It should be noted that while the investigation revealed a positive correlation between the time spent counseling and the number of graduates, no statistically significant differences were noted in the other elements of follow-up counseling. However, the group that averaged the higher number of graduates, spent the least amount of time counseling but had a greater number of their staff members who had attended ESO workshops offered by HQ CCAF.

IV. CONCLUSIONS: Continued emphasis needs to be given to the amount of time spent counseling CCAF students. Between 1983 and 1987, the number of CCAF graduates increased by approximately 73 percent. If ESOs and their staffs are to provide students the vital information needed to progress toward program completion, they must know where to place the emphasis. Uniformity in these programs is beneficial to the student, the Air Force Educational Services Program, and HQ CCAF and may help increase graduation rates.

V. RECOMMENDATIONS: HQ CCAF brief these findings at ESO workshops to give ESOs and their staffs another means for assessing their own programs.

## Chapter I

### INTRODUCTION

The Community College of the Air Force (CCAF) is the only military sponsored institution in the United States that awards a college degree to enlisted personnel (2:1). Moreover, it is recognized as the largest multicampus community, junior or technical college in the nation (20:1-3). The success of this institution may be dependent upon the amount of counseling support provided to CCAF students by the base Education Services Officers and their staffs. The extent of counseling is vital since the student normally contacts the Education Services Officers (ESO) or their staffs at their respective military installation for virtually all administrative and counseling support. Unlike civilian educational institutions that service military installations, CCAF does not provide on-base counselors (21:--). According to Air Force Regulation (AFR) 53-29, the ESO and staff provide the liaison between CCAF and Air Force enlisted personnel and will advise enlisted personnel about CCAF services and associate degree programs (8:2).

In the last five years from 1983 to 1987, the number of graduates from CCAF has increased by approximately 73 percent (15:19). This increase represents added emphasis by Air Force commanders and supervisors on the importance of career broadening

education and technical skills enhancement (19:--).

Additionally, it may show that enlisted personnel recognize that program completion aids them in promotion selection and provides broadening qualifications for jobs outside the military

(6:73-78). This increase in graduation has tasked the ESOs and their staffs to increase service to the CCAF students (19:--).

The frequency and quality of this support directly affects the US Air Force, the CCAF administrative center, and the CCAF student.

Booth (1984) states, "the Air Force must educate and keep high quality technicians and managers to operate and maintain the increasingly complex weapons systems that are essential to our defense. CCAF helps provide this combination of skills" (10:7).

Yet the support from ESC personnel may vary from base to base.

### Background

Testerman (1979) revealed in his survey of CCAF graduates that 49.5 percent of respondents found it necessary to contact the CCAF staff directly for service. He concluded that this situation affected CCAF personnel, causing them to spend an inordinate amount of time answering inquiries which should normally be resolved at the local Education Service Centers (ESC) (13:25). Currently there are guidelines provided to ESOs by CCAF that identify the general areas of support that should be provided to CCAF students. These are published in the General CCAF Catalog and Counselor Handbook. However, there is no established procedure to determine the quantity of students that

education and technical skills enhancement (19:--). Additionally, it may show that enlisted personnel recognize that program completion aids them in promotion selection and provides broadening qualifications for jobs outside the military (6:73-78). This increase in graduation has tasked the BSOs and their staffs to increase service to the CCAF students (19:--). The frequency and quality of this support directly affects the US Air Force, the CCAF administrative center, and the CCAF student. Booth (1984) states, "the Air Force must educate and keep high quality technicians and managers to operate and maintain the increasingly complex weapons systems that are essential to our defense. CCAF helps provide this combination of skills" (10:7). Yet the support from ESC personnel may vary from base to base.

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take advantage of the ESO's services (17:--). Additionally, there is no way to determine if the support provided by ESOs is consistent throughout the Air Force Education Services Centers. Finally, there is no research to indicate whether such base-level counseling services affect participation or graduation rates, even though such assertions are made.

The support that the ESO's staff provides directly impacts the students' chances of successfully completing the program. Experience levels of ESOs and their staff vary but basic information and guidance is required for all students. Lack of information or misinformation impacts the student's selection of future courses and timely completion of program requirements.

HQ CCAF is concerned about the continued success of this program and the variations in the number of CCAF graduates that exist among bases (21:--). While CCAF may be pleased with the overall increase in the number of graduates, they seek to increase program graduation rates at all military installations. The staff at the CCAF postulates that increased emphasis on vital areas of support such as counseling by the ESOs is a major factor that contributes to the advancement of the CCAF program, and therefore increases the number of graduates (21:--).

#### Statement of the Problem

The question of "How do ESOs and their staffs support the CCAF student?", has not been answered. This question will provide the focus for this study. The problem addressed by

this study is to determine if there is a relationship between the number of Community College of the Air Force graduates and the amount of effort in counseling by the Education Service Officer and their staff for the year 1987 at stateside military installations.

#### Importance of the Study

In 1987, nearly 335,000 students were enrolled in CCAF (21:--). Data indicates that in 1987, over 9,000 students completed this program (15:19). According to a 1982 study done at HQ CCAF the time required to graduate after having registered is 3.2 years (19:--). CCAF program completion means the Air Force receives a better informed and educated enlisted force. At the same time, the CCAF administrative center meets its mission of facilitating the training of these individuals without being involved in routine questions which can be answered at ESCs. Finally, the enlisted force can satisfy their professional and personal education objectives (2:1). This study will determine if the ESC-provided counseling support is a key factor in affecting graduation, and these listed benefits to the Air Force, CCAF, and the student.

In September 1987, approximately 20 ESCs, counselors, and technicians convened to conduct a manpower study to identify services rendered to all Air Force personnel. As a result of this conference, 35 selected Education Service Centers throughout the Air Force were to establish a procedure to identify the areas

their offices support (19:--). Although this conference has implications for this study, there are distinct differences in these studies. First, unlike the manpower study that looked at the general services provided to all Air Force personnel, this study examines only the counseling services provided to students enrolled in CCAF. Second, but of equal importance, this study attempts to determine if there is any relationship in the amount of counseling offered and the number of individuals that complete the program at different military installations.

For the purpose of this study, only the counseling support provided to CCAF students at stateside locations will be examined. This is of particular importance because, "By virtue of his educational guidance and counseling role, the ESO performs functions analogous to a student's academic advisor in a civilian institution" (14:9). In addition, it is important to identify the amount of counseling support that ESO personnel provide since, in many cases, this is the only contact the student will ever have with the college (11:22). The staff at the CCAF is interested in knowing the answers to the research questions addressed in this study. Additionally, William A. Gill, Jr., Chief of Education Services for the US Air Force, strongly endorsed this study and indicated that it could help ESOs at military installations throughout the Air Force (16:--).

### Research Questions

The research questions addressed in this study are:

1. What follow-up services are ESO staffs performing in support of CCAF students?
2. What is the weekly average amount of time devoted to the follow-up services provided to CCAF students at stateside military installations?
3. Is there a relationship between the time devoted to counseling CCAF students and the number of CCAF graduates at stateside military installations?
4. In relation to other on-base degree programs, what priority are CCAF programs given?
5. Which individual(s) in the Education Service Center most frequently counsels CCAF students?

### Assumptions

This study is based on the following assumptions:

1. ESOs will respond honestly.
2. ESOs and their staffs can accurately identify the portion of their time they support the CCAF student.
3. All bases surveyed have the same need for CCAF programs.

### Limitations

This study has the following limitations:

1. The mission of the different military installations may impact the capability of the ESO to provide guidance to CCAF students. For example, installations with high temporary

duty assignment rates and missions that require personnel to work at remote locations, such as missile sites, may have lower enrollments and graduation rates.

2. ESCs vary from base to base. The capability of each ESC to support the CCAF student is dependent upon the number of staff members and their knowledge of CCAF programs.
3. The sample of Air Force bases used in this study was limited and represents only a portion of the actual Air Force population.
4. Some ESCs may fail to respond honestly. Since the survey instrument is an officially endorsed document of the Air Force, they may provide the response they believe desirable to the Air Force.

#### Delimitations

The delimitations of this study are:

1. This study was conducted using only active duty enlisted Air Force personnel. Air National Guard (ANG) and Air Force Reserve personnel are not included in the graduation totals. These organizations are not addressed in this study because the majority of the enlisted individuals in these units do not have a full-time military obligation. For this reason, they are not subject to the same restrictions to educational opportunities that active duty enlisted personnel encounter. Currently, the Air Force Reserves utilize the services of ESCs assigned to active duty installations. Conversely,

there is no formal ESO organization used by the Air National Guard. All educational support and counseling is accomplished by individuals in the ANG unit assigned with this responsibility (17:--).

2. Only ESOs at stateside United States Air Force Installations will be surveyed. ESOs assigned overseas are not included because enlisted members assigned to remote locations may require special servicing and thus impact the ESO's ability to support. Additionally, inherent USAF overseas manning policies may impact CCAF students' abilities to fulfill personal educational objectives in a timely fashion. Finally, there is a greater variance in the educational offerings available at overseas bases. For these reasons, the services provided at overseas locations require additional considerations.
3. For the purpose of this study, the time spent recruiting students for the program by the ESO and their staff is not addressed. It is recognized that recruiting is a major part of supporting the program; however, this study will address only the support given to the students already enrolled in the CCAF program.

#### Definition of Terms

The following terms are defined relative to their use in this study.

Air Force Regulation (AFR): "A controlled, legal directive

on a specific topic" (13:11)

Community College of the Air Force (CCAF): The CCAF is a degree granting institution operated by the Air Force for its enlisted personnel. It was organized to validate and accredit the Air Force technical training programs. The Associate of Applied Science degree is granted for completion of a combination of Air Force technical schools, by-pass tests, and civilian college (11:6).

Education Services Center (ESC): This term is synonymous with base education office. It is the organization under the direction of the Education Services Officer that is responsible for providing counseling, testing and administrative assistance, and serves as the liaison between the CCAF and the student (2:2).

Enlisted personnel: All Air Force personnel from the grade of Airman Basic (E-1) to Chief Master Sergeant (E-9).

Follow up counseling: All counseling activities that occur after the individual is officially registered with the CCAF. For the purpose of this study, follow-up counseling and support are synonymous (See Support).

Major Air Command (MAJCOM): A primary Air Force organization having the responsibility for a specific mission(s) and whose commander reports directly to the Chief of Staff of the Air Force (13:17).

CCAF Support: The time spent and task accomplished doing any of the following: providing and evaluating course guidance for

the future, testing students and recording their test scores, clarifying requirements, completing all required and requested documentation by CCAF and local institutions, preparing graduation ceremonies, and communicating with the CCAF administrative center on behalf of currently enrolled students.

### Organization of the Study

Chapter I contains the introductory material. It covers the purpose, importance, assumptions, the limitations and delimitations of the study, definitions of terms, and organization of the study.

Chapter II presents a review of the literature that is pertinent to this study. A review of the number of active duty CCAF graduates at stateside locations is included, along with a review of ESO's responsibilities as outlined by Air Force regulations and CCAF guidelines.

Chapter III describes the procedures and methodology used in this study. Information is included on the sampling procedures and statistical analysis of the data.

Chapter IV states the findings on the study. It also provides the discussion of the findings.

Chapter V summarizes the study and its major findings. It includes the summary, conclusions, and recommendations.

## Chapter II

### INTRODUCTION

As an area of vital interest to the Air Force and HQ CCAF, the amount of time spent counseling by ESOs and their staffs of active duty personnel is somewhat unclear (21:--). In addition, the students awareness of the role of the ESO may impact the students' ultimate success or failure. For these reasons, any discussion concerning the amount of support provided to CCAF students must include a review of literature that examines both the growth of the CCAF program, specifically the increase in the number of CCAF graduates, and the responsibilities of the ESO as outlined by Air Force regulations and CCAF policies.

#### Growth of the CCAF Program

According to CCAF President, Colonel Rodney V. Cox, Jr., "The fact that CCAF has grown to its present size in little more than 11 years says something about the Air Force's commitment toward having highly trained enlisted technicians and managers" (5:14). The current CCAF Servicing MAJCOM report shows that for the first eight years of existence the college graduated a total of 13,194 students for a yearly average of approximately 1,646. However, in 1987 the number of graduates totaled 9,267 (including Reserve and Air National Guard students) (15:19). Since the CCAF

officially opened its doors on April 1, 1972, the CCAF has awarded some 58,559 degrees (5:108-113; 15:19). To reach this level the CCAF has relied on the base education office to serve as the liaison between the student and HQ CCAF. This reliance is necessary because of the nontraditional structure of CCAF that was discussed in Chapter 1.

Additionally, William A. Gill, Jr., indicated that some MAJCOMS have significantly increased their emphasis on participation in CCAF programs (16:--). A review of the bases with the most graduates for the April 1987 graduating class indicates that, in each of the four categories where installations were grouped according to enlisted population, Air Training Command had the most graduates (17:--). These results could be an indication of the emphasis on CCAF graduation by this MAJCOM. Therefore the continued growth, which may be equated to success of the CCAF, might be realized by maintaining an Air Force-wide emphasis on the program and the constant review by HQ CCAF of the services provided to students. In addition to the other programs that ESOs support, they must continue to provide basic administrative services to CCAF students and also provide guidance to these students as they progress towards a degree. To effectively advise a student the counselor must take into account Air Force and CCAF policies that govern program requirements.

#### Air Force Regulations and CCAF Policies

According to AFR 213-1, Operation and Administration of the

Air Force Education Services Program, the Base Education Services Officer is responsible for providing an effective education program (9:1). The armed forces need for an effective education program is extremely important as indicated by Ranker (1987), who stated that "the U.S. military has sponsored education for several purposes" (12:13). For one reason, "The services began to heavily rely on education as a recruiting tool with the inception of the All-Volunteer Force in 1973" (12:13). To show its commitment to education the Air Force states in AFR 213-1 that, "All interested officers and airmen must be provided counseling and guidance within 60 days after arrival at the first duty station ...." and "full information must be provided on the opportunities available through the Education Services Program on or near the installation" (9:2-3). Additionally, when individuals transfer to a new duty station they must be counseled on available services in the proximity of the installation by a professionally qualified counselor, preferably using individual counseling sessions. In instances when individuals have not reported for counseling, the RSOs' staff must take prompt follow up action to assure counseling is provided (9:2-3). The concern for adequate counseling is further shown as every attempt should be made to counsel individuals before they enroll in any programs sponsored by the education services program. This is an attempt to identify and match the individual's educational background, educational needs, and military training with

programs and opportunities available to the student (9:2). These counseling sessions help to insure the desires of the individual are considered and the needs of the Air Force are met. The nontraditional structure of CCAF makes these counseling sessions all the more important, yet they are frequently overlooked by civilian institutions. Ranker notes that studies of nontraditional programs often criticized the quality of student services offered. "Student services; counseling, job placement, extracurricular activities, and similar services for students were found inferior to those available at main campuses" (12:137).

The Air Force recognized the responsibilities of this nontraditional institution and issued AFR 53-29 to specifically cite the duties of ESOs and their staffs as they apply to the CCAF (8:1). It identifies the missions and goals of the CCAF and additionally, this regulation indicates that ESOs will:

- a. Advise enlisted personnel about CCAF services and associate degree programs.
- b. Assist potential registrants to obtain and consolidate the documents needed to register in a CCAF degree program.
- c. Assist registrants to complete the AF Form 968, Community College of the Air Force Registration Application. They also serve as the office of record for submitting these forms, with complete supporting documentation, to CCAF/RRRA.
- d. Provide individual counseling to students who register and take part in CCAF degree programs.
- e. Nominate, as candidates for the CCAF associate degree, students who, in their judgement, have completed all requirements for that degree (8:2).

Based on the duties and responsibilities outlined above and in the Community College of the Air Force General Catalog, the Air Force and HQ CCAF encourage students to use the services of the Education Service Centers. Furthermore, the CCAF Counselor Handbook is yet another document "designed to assist education services personnel... in counseling and advising persons interested in CCAF programs" (1:1). The CCAF Counselor Handbook provides the counselor with general information on CCAF including procedures for: interpreting progress reports, awarding examination and internship credit, coordinating independent study courses, and identifying other correspondence services available.

#### Summary

A review of the literature indicates that studies done on the CCAF are limited at best. Moreover, the review of literature and interviews with ESOs and key CCAF staff members reveals that there is not a published study concerning the subject of this investigation.

However, the Air Force and CCAF recognize that counseling is vital and suspects that the degree of counseling by ESOs and their staffs may impact the number of individuals graduating from this program. Although these organizations have provided regulations for ESOs to use in assisting CCAF students, these regulations are general in nature. The amount of time devoted to counseling CCAF students is at the discretion of the ESOs and their staffs. For this reason, the continued growth of this

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program may be dependent upon the resolve of the ESOs and their staffs when providing counseling service to the CCAF student.

The emphasis placed by ESOs and their staffs on the counseling time devoted to CCAF students and its effect on graduation rates has not been studied. This study will attempt to determine if such a correlation exists.

The following chapter will describe the procedures used to gather and analyze survey data collected to study this important topic.

## Chapter III

### PROCEDURES OF THE STUDY

The procedures to be used to conduct this study are found in this chapter. The population to be sampled, the description of the survey instrument, the data collection procedure, statistical treatment of the data, and the report maintained by CCAF that indicates the number of active duty graduates by base by year form the basis of this chapter.

#### Population

The population surveyed will be the Education Services Officers working at stateside United States Air Force bases. Since this is the first known study on this subject, it was determined that all stateside ESOs would be surveyed and responses must be obtained from at least 38 of the 90 stateside ESOs for an adequate sample. This was calculated using the Table for Sample Sizes (3:321). In order to obtain as broad a statistical base as possible and to aid in receiving the required responses, the Chief of Education Services for the Air Force was asked to endorse this study. The sample of the ESO population will be analyzed at the .05 level of confidence. Because of the time limitations for this study key HQ CCAF staff indicated that there will be no requirement for an additional

mailing if the desired sample size is obtained.

#### Description of the Survey Instrument

A review of the literature revealed no existing survey instrument which could be used for this study. While there are official directives that outline duties and responsibilities of the ESO, several sources were used in developing the questions necessary to determine the degree of counseling support provided to CCAF students. A draft of the questionnaire was developed and copies provided to individuals experienced in the Air Force education services area, my Air Force advisor, key members of the CCAF staff, and HQ AU/XPZ. After receiving their comments and suggestions, revisions were made to the instrument. The final instrument consisted of twenty questions, and a copy is in Appendix A.

The research questions and corresponding survey item(s) are shown below.

Research Question	Survey Item(s)
1	1, 2, 3, 4, 14, 15
2	10, 14
3	14
4	11, 14, 20a
5	12

The first ten questions on the survey are designed to obtain demographic and background information about the ESO and their staffs. These questions addressed the number and positions of

staff members, work experience, and attendance at CCAF workshops.

Questions 11 through 17, and 20 concern the degree and types of support that ESCs provide the CCAF student.

Questions 18 through 19 were included at the request of CCAF staff members for the purpose of a separate study being conducted.

The content of the survey instrument used in this research was based on the expert opinions of the Air Force advisor, key HQ CCAF staff members and several ESC staff members. In their opinion, this instrument included the activities carried at Education Service Centers. External evaluation was accomplished by Headquarters, Air Force Military Personnel Center. After their review and validation, it was assigned USAF Survey Control Number 87-136, which was printed on each instrument.

#### Procedures for Conducting the Survey

The questionnaires were mailed to the base Education Services Officer at 90 stateside Air Force installations. A copy of the questionnaire is shown in Appendix A. A courtesy copy was mailed to the Chief of Education Services of the United States Air Force. At the request of the investigator, the Chief of Education Services sent a message to all United States Air Force bases announcing the forthcoming survey and requesting maximum support from all BSOs.

Recipients were asked to mail the completed questionnaire

to HQ CCAF/SC. Upon receipt, the data were compiled and analyzed.

#### Statistical Treatment

The CCAF Servicing MAJCOM Report for 1987 reflects the number of graduates by base for the period of this study. A Pearson correlation coefficient was calculated using the number of active duty graduates and the time spent counseling CCAF students for each base from question fourteen. Additionally, MAJCOMs were analyzed to determine their degree of participation. The sample was divided into groups A and B dependent upon their response to Survey Question 20a, which was whether counselor performance appraisals were linked to CCAF registration and/or graduation totals. The mean score and/or percentage of responses for the Sample, Group A (those bases indicating counselors performance appraisals were linked to CCAF registration and/or graduation), and Group B (those bases not linking performance appraisals to registration and/or graduation) was determined for each related survey question. Survey data were summarized in tabular form based on the responses. The research questions were then answered based on responses from the sample and/or groups. Chi-square was used to analyze the frequency of responses at the .05 level of confidence for survey questions 11 and 15 to determine the degree of significance.

#### CCAF Servicing MAJCOM Report

The 1987 CCAF Servicing MAJCOM Report identifies active duty,

reserve, and air national guard graduates world-wide by base and MAICOM from 1981 through 1987. For purposes of this study, only active duty graduate figures were used.

#### Summary

This chapter summarized the procedures used to conduct this study. It discussed the population surveyed, a description of the survey instrument, the procedures for conducting the survey, the statistical treatment of the survey data, and the method used to identify the 1987 CCAF graduates. These data will be analyzed in the following chapter.

## Chapter IV

### FINDINGS

This chapter presents and analyzes the findings that resulted from the investigation. First, the survey questions applicable to the research questions will be presented in tabular form and described using the methods described in Chapter III. Next, each of the five research questions will be discussed separately and related to the findings which answer those questions.

The table below summarizes the survey responses according to MAJCOM.

Table 1

#### Summary of Survey Responses

Command	Population	Sample Responses	Percentage
ATC	13	9	69
SAC	24	13	54
MAC	13	9	69
TAC	17	11	65
AFLC	6	3	50
AFSC	8	4	50
AAC	2	1	50
PACAF	1	1	100
SPACE COM	1	1	100
AFDW	3	0	0
USAFPA	1	0	0
AU	1	0	0
TOTAL	90	52	58

Table 1 shows that there were 52 responses and that 58 percent of the stateside military installations responded. As previously discussed in Chapter III, these 52 responses exceed the required response rate (38) for this study to be representative of the sample population.

The results of survey questions one, two, three, and four are presented below. The mean score for the number and type of staff members is shown and these data were used in answering Research Question 1.

Table 2  
Summary of ESC Staffs

	Sample	Group A	Group B
Counselors	1.8	2.0	1.7
Ed Techs	1.9	1.8	2.0
Civ Techs	1.3	1.6	1.0
Part Time	0.9	1.2	0.7
Total	5.9	6.5	5.4

Table 2 shows that the number of staff members is slightly higher for Group A (6.5) versus Group B (5.4). The mean number of the counselors and education technicians is approximately the same for both groups. However, Group A has an average of more civilian technicians and part-time employees.

The percentage of ESC staff members that have attended an HQ CCAF sponsored ESO workshop is presented in Table 3 below. These data help to answer Research Question 1 and were obtained from responses to survey question 10 which asked: How many staff members have attended one or more CCAF Education Services Workshops?

Table 3  
Percentage of Staff Members Attending Workshops

Number of Individuals	Sample	Group A	Group B
1	12%	0%	21%
2	12%	9%	14%
3	14%	13%	14%
4	29%	39%	21%
5 or more	33%	39%	39%
Total	100%	100%	100%

Note: The mean score for individuals attending workshops: Group A = 4.2 and Group B = 3.3.

Table 3 shows that 100 percent of the sample had at least one member of their staffs who had attended an HQ CCAF sponsored ESO workshop. Group A had at least 2 members of each staff who had attended one or more workshops while Group B had 21 percent of their staffs who had only attended one or more workshops. Based on these responses, Group A averaged slightly more than 4

persons who had attended workshops while Group B averaged slightly more than 3 persons.

The following table summarizes responses of the sample concerning priority given to the CCAF program relative to other on-base degree programs. These data were used to answer Research Question 4. The survey question asked: Compared to other on base degree programs, CCAF programs are routinely given:

- a. much higher priority
- b. higher priority
- c. about the same priority
- d. lower priority
- e. much lower priority

Table 4

Summary of Priority Given to CCAF Programs

	Sample	Group A	Group B
Much higher priority	45%	44%	46%
Higher priority	47%	56%	39%
About the same priority	8%	0%	15%
Lower priority	0%	0%	0%
Much lower priority	0%	0%	0%
	100%	100%	100%

Data indicated in Table 4 shows that the majority of both groups give CCAF programs at least a HIGHER priority. However, 15 percent of Group B respondents only give the program ABOUT THE SAME PRIORITY as other on-base education programs that RSCs service, while more of the Group A respondents answered similarly.

The following table indicates the percentage of time each member of the ESC is involved in providing counseling to the CCAF student. This question was used to answer Research Question 5. Survey question 12 asks: Regarding follow-up counseling, which individual or group of individuals in your office most frequently counsels CCAF students?

- a. guidance counselor
- b. education technicians
- c. part-time employee(s)
- d. ESO
- e. Other(s)

Table 5

Summary of Individual(s) Providing Counseling

	Sample	Group A	Group B
Guidance Counselor	46%	70%	34%
Education Technician	8%	9%	3%
Part-time Employee	4%	4%	3%
ESO	2%	0%	3%
Other	0%	0%	0%
Counselor and Ed Tech	16%	9%	24%
Counselor and Part-time Employee	10%	4%	10%
Counselor and ESO	4%	0%	7%
Counselor, Ed Tech, and ESO	4%	4%	3%
Counselor and other (CCAF Advisor)	2%	0%	7%
Ed Tech and Part-time Employee	4%	0%	0%
	100%	100%	100%

Table 5 indicates that generally the same individuals in every ESC provide counseling to the CCAF students. Although closer examination of this data reveals that the counselor provides this service twice as often for Group A (70%) as

Group B (34%). Additionally, Group B utilizes the counselor and education technician and counselor and part-time employee 24 and 10 percent of the time, respectively. Each of these represent twice the usage of this combination of individuals by Group A which uses the counselor and education technician (9%) and counselor and part-time employee only 4 percent of the time. It should be noted that Group B does involve the CCAF advisor in the counseling process and Group A does not.

The following table indicates those services provided on behalf of CCAF students. Data reflected in the table helped to answer Research Questions 1,2,3,and 4. Survey question 14 asked ESOs to indicate the total time spent in support of CCAF students. Data were collected concerning hours spent counseling, contacting or locating students, testing students, evaluating test results, ordering transcripts, photocopying documents, submitting follow-up packages to CCAF, contacting the CCAF administrative center, accomplishing OTHER tasks, regarding CCAF students, and completing all other non-CCAF activities.

Table 6  
Summary of Services Provided

Type Service	Number Responses	Percentage
Counseling	52	100%
Contacting Students	47	90%
Testing	46	88%
Evaluating Test	44	85%
Ordering Transcripts	47	90%
Photocopying Documents	47	90%
Submitting Packages	46	88%
Contacting CCAF	46	88%

Table 6 shows that except for counseling, from 85% to 90% of the sample provides each of the services listed. The table clearly indicates that counseling is the only area that 100 percent of the respondents accomplish in support of the CCAF student.

The table below summarizes the responses of ESOs to survey question 15 which asked: Do advisors establish goals or timetables for students? The results were used in answering Research Question 1.

Table 7

Summary of the ESCs that Establish Goals or Timetables

	Sample	Group A	Group B
Always	23%	35%	14%
Most of the time	59%	57%	62%
Sometimes	14%	4%	21%
Hardly ever	4%	4%	3%
Never	0%	0%	0%
	100%	100%	100%

The majority (62%) of the sample established goals or timetables for students at least MOST OF THE TIME. Group A indicated that 4 percent of the time goals or timetables are only SOMETIMES established while this event occurred nearly 21 percent of the time for Group B.

The hours spent counseling came from survey question 14 and help to answer Research Question 3, and are summarized in Table 8 which follows.

Table 8

Summary of Counseling Time  
(hours per base per week)

	Sample	Group A	Group B
Counseling Hours per Week	2614	1051	1563
Total Responses	52	23	29
Avg Counseling Time Per Base	50.3	45.7	53.9

Data in Table 8 show that Group A spent an average of 45.7 hours per week counseling in contrast to 53.9 hours for Group B.

The number of graduates were obtained from the 1987 CCAF Servicing MAJCOM Report. This table is also used in answering Research Question 3.

Table 9

Summary of Graduates  
(1987)

	Sample	Group A	Group B
Total Graduates	3729	1859	1870
Total Responses	52	23	29
Avg Graduates Per Base	71.7	80.8	64.4

Table 9 shows Group A averaged 80.8 graduates and Group B averaged 64.4 graduates. These figures represent an average of 16.4 more graduates per base in 1987 for members of Group A. The analysis of variance indicated no significant difference in the number of graduates,  $F(1,50) = 2.83, P < .05$ .

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Data in Table 10 below show the average time per week spent on each item considered in this study as an element of follow up counseling. These data were used to answer Research Question 2.

Table 10

Average Time Per Week Spent On Follow-up Counseling  
(hours)

Type Service	Sample	Group A	Group B
Counseling	50.3	45.7	53.9
Contacting students	6.8	8.3	5.6
Testing	8.9	8.3	9.4
Evaluating test	4.7	4.9	4.5
Ordering transcripts	4.0	3.9	4.0
Photocopying	3.9	3.9	4.0
Submitting packages	8.6	8.5	8.6
Contacting HQ CCAF	3.7	3.3	4.0
Other CCAF task	5.0	4.1	5.7
Total	95.9	90.9	99.7

As reflected in Table 10, the overall time spent on follow up counseling by the sample is 95.9 hours per week. Group B spends an average of 8.8 hours more during a week on follow up counseling than Group A. The most notable contrast in this table is the amount of time spent contacting students. Group A spends 8.3 hours per week compared to 5.6 hours per week by Group B. All other categories are relatively comparable.

Data shown in Table 11 indicate the responses of RSOs to the question: Are counselors' performance appraisals linked to CCAF registration and/or graduation totals. This question is item 20a shown below and in the survey provided in Appendix A. These data

were used to determine the composition of each group examined in this investigation.

- a. Counselor performance appraisals are linked to CCAF registration and/or graduation totals.
- b. Education records are screened periodically in search of additional CCAF graduates.
- c. Counselors are assigned responsibility for base units in support of CCAF registration and graduation.
- d. Counselors visit students in assigned units in support of the CCAF program.
- e. Special status code rosters are obtained periodically in support of the CCAF program.
- f. Students who have attained Advanced Standing are identified and given special emphasis.
- g. Students eligible for second or subsequent CCAF degrees are identified and given special emphasis.
- h. CCAF is contacted for interpretation of policies, rules, procedures, and course applicability.

Table 11

Summary of Appraisals Linked to CCAF

	Group A	Group B
Appraisals linked to registration and/or graduation totals	23	0
Appraisals NOT linked to registration and/or graduation totals	0	29

Item 20a of this question was used as a key to determine the elements of each group. From the sample, 23 respondents selected this item and 29 did not mark this item. The remaining seven parts of question 20 (items b through h) provided no significant response pattern.

## Research Questions

The five research questions presented in Chapter I are addressed separately.

### Research Question 1.

What follow-up services are ESO staffs performing in support of CCAF students?

Data for this question are reflected in Tables 2, 6, and 7. ESOs were asked to indicate the numbers of individuals on their staffs as shown in Table 2. A profile of the typical ESC developed from this table showed that there were an average of 1.8 full time counselors, 1.9 education technicians, 1.3 civilian technicians and 0.9 part-time employees. This is an average (excluding the ESO) of 5.9 or nearly 6 persons per ESC staff.

In addition, ESOs were asked to indicate the services they provided to CCAF students shown in Table 6. Discussions with key CCAF staff members, and counselors at various locations indicated that these are the most common services needed to support the CCAF student. This question was asked to determine if the services offered to CCAF students are consistent among stateside military installations. Table 6 shows that all 52 (100%) of the sample provide counseling and at least 44 (85%) respondents provide service in all remaining areas.

Moreover, as shown in Table 7, ESOs were asked if advisors establish goals and timetables for students. This was asked to determine if students are assisted in focusing their efforts on specific areas and in meeting suspenses. Of the 52 responses to

the question, 33 percent answered ALWAYS, 59 percent answered MOST OF THE TIME, 13 percent answered SOMETIMES, and 4 percent responded HARDLY EVER. Group A answered ALWAYS 35 percent while Group B indicated 14 percent. Additionally, 4 percent of Group A established goals SOMETIMES while that figure increased to 21 percent for Group B. From an analysis of the data, Chi Square of 2.137 indicates no significant difference between groups concerning "do you establish goals or timetables for CCAF students"  $X^2 (1, N = 52) = 3.84, p < .05$ . Although there is no statistically significant difference, the tabulations indicate that Group A ALWAYS establishes goals 2 and 1/2 times more frequently than Group B.

This 2 and 1/2 to 1 ratio may exist because counselors in Group A have their appraisals linked to successful program completion, thus they spend a greater amount of time and effort in making sure the student meets goals and deadlines to ensure successful program completion. Both groups have approximately six members on their staffs and the majority establish goals and/or timetables MOST OF THE TIME for CCAF students. Finally, and overwhelming majority indicated that they provide the follow up services identified as most needed by the CCAF student.

Research Question 2:

What is the weekly average amount of time devoted to follow up counseling provided to CCAF students at stateside military installations?

Data supporting these findings are located in Tables 10 and

3. Table 10 reflects the weekly average time spent on follow-up counseling. The average time for the sample is 95.9 hours. However, those who link counselors appraisals to registration and/or graduation (Group A) spent an average of 90.9 hours versus 99.7 hours for those not linking appraisals to registration and/or graduation (Group B). Further analysis shows the time spent on testing is less for Group A than for Group B, but Group A spends more time evaluating test results 4.9 hours and Group B only spends 4.5 hours per week.

Additionally, as noted in Table 3, the mean score for the number of individual(s) attending education workshops is 4.2 and 3.3 for Group A and Group B respectively. The higher attendance at CCAF sponsored workshops may contribute to an increased awareness by the staff members in Group A of the needs of the students and CCAF requirements. Therefore they can more efficiently counsel students. This emphasis in counseling efficiency may contribute to the lower average time spent counseling by Group A and the higher number of graduates.

Research Question 3:

Is there a relationship between the time devoted to counseling CCAF students and the number of CCAF graduates at stateside military installations?

The total time spent counseling (shown in Table 8) and the total number of graduates (shown in Table 9) for the sample were analyzed to determine their relationship. Utilizing the Pearson Correlation Coefficient, Figure 1 in Appendix B indicates

that there is a positive correlation between the time devoted to counseling CCAF students and the number of graduates. The correlation is depicted by the scatterplot in Figure 1. Pearson  $r$  for the sample is shown to be .4897 and  $r = .354$ . It should be noted that 9 responses were shown to have negative correlation. However, the results from the sample show that there is a statistically significant correlation between the time spent counseling CCAF students and the number of graduates.

Research Question 4:

Compared to other on-base degree programs, what priority are CCAF programs given?

This was asked to determine if ESOs and their staffs felt that a greater effort was being expended to support the CCAF program. The data that answers this question are reported in Table 4. Sample responses to this question were: 45 percent indicated a MUCH HIGHER PRIORITY, 47 percent indicated a HIGHER PRIORITY, 8 percent indicated ABOUT THE SAME PRIORITY. No installations indicated that it was given LOWER or MUCH LOWER PRIORITY than other on-base degree programs. This may be the result of the emphasis that the Air Force has put on education and promotion of this program by HQ CCAF. Group A indicated that CCAF programs had a MUCH HIGHER PRIORITY 44 percent of the time and a HIGHER PRIORITY 56 percent of the time, while Group B gave it a MUCH HIGHER PRIORITY 46 percent, HIGHER PRIORITY 39 percent, and ABOUT THE SAME PRIORITY 15 percent of the time. However, there was no significant difference between groups as indicated

by Chi Square of 4.107  $X^2$  (2,  $N = 52$ ) = 5.99,  $p < .05$ .

An assessment of the priority given to the CCAF program by ESCs shows that a fundamental characteristic of Group A, which is not seen in Group B, is the consistent attention to factors that daily impact the success of the CCAF program. A much higher or higher priority should be considered necessary as HQ CCAF does not provide on-base counselors as other degree programs operating on military installations typically provide. If follow-up counseling is not provided, or if CCAF students receive ABOUT THE SAME PRIORITY as other students, they do not have the additional resources available. For these reasons, the consistently higher priority given by Group A that is exemplified in such ways as the time spent contacting students and the time they spend on evaluating test results as shown in Table 10, may contribute to the higher average of graduates that they produce. The capability to provide the student with information is vital and the results of linking counselors' performance appraisals to CCAF registration and/or graduation totals, may motivate counselors to help students to achieve their objectives. The ESC staff is designated by Air Force directives to support the CCAF student and the success of this program is dependent the ESC staff following those directives.

Research Question 5:

Which individual(s) in the Education Service Center most frequently counsels CCAF students?

Data for this question is presented in Table 5. Forty-six

percent of the time the counselor alone provides this service and is involved in this service 86 percent of the time, as shown in this table. However, 70 percent of Group A and 34 percent of Group B indicated that the counselor alone most frequently counsels students. The groups indicated that after the counselor, both the counselor and education technician share in providing this service.

### Summary

The findings of this investigation were presented in tabular and verbal forms. ESO responses were based on whether they indicated they linked counselors' performance appraisals to CCAF registration and/or graduation totals. Data revealed that there was a correlation between the time spent counseling and the number of CCAF graduates. While generally all bases provided the same types of follow-up counseling services, there were no statistically significant differences among the respondents in the time spent providing these services. However, those bases linking appraisals to registration and/or graduation totals: averaged more graduates; sent more staff members to CCAF sponsored workshops; and gave the CCAF program a higher priority than other on-base degree programs. These results indicate that the time spent providing counseling services is important, and emphasis should be given to which services will receive the greater emphasis.

The final chapter will present the summary, conclusions, and recommendations.

## Chapter V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This chapter provides the summation of this study. It is divided into three sections that summarize, draw conclusions, and make recommendations.

The purpose of this study was to investigate whether the time spent in providing counseling by Air Force Education Services Officers and their staffs impacted the number of CCAP graduates at the surveyed bases. Subjects for this study were 67 ESOs at stateside military installations. This evaluation examined the active duty graduates during 1987 from the CCAP.

The review of literature examined the graduation rates of the CCAP and Air Force and HQ CCAP regulations and policies pertaining to counseling assistance required for CCAP students. Indications from this review are that the emphasis placed on education has caused the enlisted population to increase program participation and completion. Although this is a nontraditional approach to education, graduation rates continue to rise. The responsibilities of the ESOs and their staffs are annually increasing as the numbers of graduates increase. The training of

their staffs and the time spent providing guidance to CCAF students can impact the success of the program. ESOs are experiencing this increased workload and are seeking ways to identify how they are expending their effort, but no Air Force wide procedures are currently in place. The expansion of educational opportunities for military personnel requires ESOs to have a well-defined and efficient program. Evaluation of the counseling services and time spent providing these services is a step in that direction. Since there was no mechanism in place to determine the level of support ESOs provide CCAF graduates, this study set out to answer this question. The sample of ESOs was divided into groups according to their response to the question, "Are counselor performance appraisals linked to CCAF registration and/or graduation totals". These groups were then analyzed based on their responses to the relevant survey items in order to answer the following five questions.

Question 1.

What follow-up services are ESO staffs performing in support of CCAF students?

Question 2.

What is the weekly average amount of time devoted to the follow up services provided to CCAF students at stateside military installations?

Question 3.

Is there a relationship between the time devoted to counseling CCAF students and the number of CCAF graduates at stateside military installations?

Question 4.

In relation to other on-base degree programs, what priority

are CCAF programs given?

Question 5.

Which individual(s) in the Education Service Center most frequently counsels CCAF students?

Both groups were found to provide generally the same services and spend approximately the same amount of time providing these services. The sample was also analyzed to determine if there was a correlation between the number of graduates and the time spent counseling. The results indicated this correlation to be significant and it must be considered in an assessment of predictors when analyzing factors that contribute to successful program completion. However, there were no statistically significant differences between the groups in either the priority given to the CCAF program versus other on-base programs or in which individual(s) most frequently counsels CCAF students.

#### Conclusions

The emphasis placed on the value of military education by Air Force and HQ CCAF contributes to the continuing success of the program. ESOs and their staffs are meeting this challenge by providing the full complement of services to the CCAF student. However, at this continued rate of growth, ESOs and their staffs will have to provide even greater service. Their ability to account for their time and further streamline the information and guidance provided to the CCAF student grows increasingly important. Although there were no statistically significant differences found between groups at the .05 level of

confidence in the services provided, the survey data indicate a definite trend in the operation of the ESCs sampled. Those ESCs who link the counselors' performance appraisal to registration and/or graduation average generally: have more graduates; spent less time counseling; sent more staff members to HQ CCAF sponsored education workshops; established goals and timetables more frequently; and gave the CCAF program a higher priority than other on base degree programs. When considering the question: "How do ESCs support the Community College of the Air Force?", this investigation showed that the areas in which ESCs focus their time have a direct impact on the number of graduates from the CCAF program.

#### Recommendations

There are six recommendations suggested based on the findings of this investigation.

RECOMMENDATION 1: ESCs should link counselors' performance appraisals to CCAF registration and/or graduation totals. However, ESCs should be cautioned that this measure must be considered in conjunction with related factors associated with the CCAF program. Utilizing this recommendation as one of their tools will aid ESCs in promoting the CCAF program and encourage staff members to maintain a level of efficiency that will better serve the CCAF student.

RECOMMENDATION 2: ESCs should establish a program to track the amount of time spent on follow-up counseling provided to CCAF students. This will assist in identifying areas of

strengths and weakness and allow all ESOs to redirect their emphasis, if necessary.

RECOMMENDATION 3: The Air Force and HQ CCAF should continue its emphasis on maintaining a strong CCAF associate degree program for the enlisted force. This emphasis will serve as a reminder to ESOs; when planning their programs that support the CCAF student, ESOs must realize that this is an area of vital interest in the spectrum of military education programs.

RECOMMENDATION 4: ESOs should increase their effort to send more of the staff members to CCAF- sponsored ESO workshops, so they may become better informed of CCAF policies and procedures. This will aid in providing guidance to the students and also minimize the time required to clarify new and unfamiliar CCAF policies and procedures.

RECOMMENDATION 5: HQ CCAF should brief the results of this investigation at the ESO workshops. This will provide the attendees with an indication of potential areas in which they may want to pay special attention in support of the CCAF program.

RECOMMENDATION 6: Further study should be done of the time spent providing counseling to CCAF students by the ESOs and their staffs. Subsequent studies should separately survey each member of the staff who provides counseling. Such a study may be able to determine the most effective techniques for counseling and increasing the graduation rate.

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**CCAF - ESO SURVEY**

**USAFSCN87-136**

**GENERAL INSTRUCTIONS**

**NOTE:** For the purpose of this survey, follow-up counseling is defined as all support provided to a student who is enrolled in a CCAF degree program.

**INSTRUCTIONS:** Please provide the information requested by marking (X) in the appropriate choice.

For questions 6 you may indicate more than one choice.

For questions 14 and 15 please fill in the blanks.

Please return your survey in the enclosed envelope by **NOT LATER THAN 29 FEBRUARY 88.**

**PRIVACY STATEMENT**

In accordance with paragraph 8, AFR 12-35, Air Force Privacy Act Program, the following information about this survey is provided:

- a. Authority, 10 U.S.C., 8012, Secretary of the Air Force: Powers and Duties, Delegation by.
- b. Principal Purposes. This survey is being conducted to identify the frequency and types of support provided to CCAF students by the ESO community.
- c. Routine Use. The survey data will be reported to the CCAF staff and the ESO community for their use in improving services to students. Data may be used by students pursuing graduate work.
- d. Participation in this survey is entirely voluntary.
- e. No adverse action of any kind may be taken against any individual who elects not to participate in this survey.
- f. If you have any questions contact Captain David Stamper Autovon 875-6683 or via letter CCAF/SC Maxwell AFB AL 36112-6655.

SURVEY

1. How many full-time counselors are on your staff? \_\_\_\_\_
2. How many military education technicians are on your staff? \_\_\_\_\_
3. How many civilian education technicians are on your staff? \_\_\_\_\_
4. How many part-time employees are on your staff? \_\_\_\_\_
5. How many years' experience do you have working in an Air Force Education Office? \_\_\_\_\_
6. Please indicate each position in which you have worked in an Air Force education center?
  - a.  Counselor
  - b.  Civilian Education Technician
  - c.  Military Education Technician
  - d.  Part-time Employee
  - e.  Other
7. How many years have you been an ESO? \_\_\_\_\_
8. How long have you been assigned at your present location? \_\_\_\_\_
9. What is your present command of assignment?
  - a.  Air Force Logistics Command (AFLC)
  - b.  Air Force System Command (AFSC)
  - c.  Air Training Command (ATC)
  - d.  Military Airlift Command (MAC)
  - e.  Strategic Air Command (SAC)
  - f.  Tactical Air Command (TAC)
  - g.  Other, Please list \_\_\_\_\_
10. How many of your staff members have attended one or more CCAF Education Services Workshops? \_\_\_\_\_
11. Compared to other on-base degree programs, CCAF programs are routinely given:
  - a.  much higher priority
  - b.  higher priority
  - c.  about the same priority
  - d.  lower priority
  - e.  much lower priority

12. Regarding follow-up counseling, which individual or group of individuals in your office most frequently counsels CCAF students?
- a. ( ) guidance counselor(s)
  - b. ( ) education technician(s)
  - c. ( ) part-time employee(s)
  - d. ( ) ESO
  - e. ( ) Other(s) \_\_\_\_\_

13. Regarding the previous question, how many hours during a 40-hour week do they spend counseling CCAF students? \_\_\_\_\_

14. Please coordinate with members of your staff and give the total hours for each response: During a typical 40-hour week, please indicate the total amount of time spent in support of CCAF students by you and your staff on each of the following items?

\_\_\_\_ hr(s) counseling

\_\_\_\_ hr(s) contacting or locating students

\_\_\_\_ hr(s) testing students

\_\_\_\_ hr(s) evaluating test results

\_\_\_\_ hr(s) ordering transcripts

\_\_\_\_ hr(s) photocopying documents

\_\_\_\_ hr(s) submitting follow-up packages to CCAF

\_\_\_\_ hr(s) contacting the CCAF administrative center

\_\_\_\_ hr(s) accomplishing OTHER tasks, regarding CCAF students, please list.

\_\_\_\_ hr(s) spent on all other non-CCAF activities.

15. Do CCAF advisors establish goals or timetables with students for their program completion?
- a.  Always
  - b.  Most of the time
  - c.  Sometimes
  - d.  Hardly ever
  - e.  Never
16. Which statement best describes base funding support for CCAF graduation ceremonies?
- a.  Base funding support is routinely requested and provided.
  - b.  Base funding support has been requested but not provided.
  - c.  Base funding support has not been requested.
  - d.  Funding support is requested and provided but none comes from base funds.
  - e.  Our base does not conduct graduation ceremonies.
17. Please indicate the approximate number of hours you spend preparing for a CCAF graduation ceremony? \_\_\_\_\_
18. Which of the following best describes your feelings about CCAF registration?
- a.  It should be mandatory for all enlisted personnel and done automatically by CCAF after completion of basic technical school.
  - b.  It should be mandatory for all enlisted personnel, and registration responsibility should belong to the education services system.
  - c.  It should be optional for all enlisted personnel and the decision to register the individual should be determined by the MAJCOM, local commander, or local ESO.
  - d.  It should be strictly voluntary for all enlisted personnel.
  - e.  I have no opinion on this issue.
19. Approximately how many associate degrees are awarded annually to enlisted personnel at your base by schools other than CCAF? \_\_\_\_\_

20. Please indicate by marking (X) each statement that is applicable to your base?

- a. ( ) Counselor performance appraisals are linked to CCAF registration and/or graduation totals.
- b. ( ) Education records are screened periodically in search of additional CCAF graduates.
- c. ( ) Counselors are assigned responsibility for base units in support of CCAF registration and graduation.
- d. ( ) Counselors visit students in assigned units in support of the CCAF program.
- e. ( ) Special status code rosters are obtained periodically in support of the CCAF program.
- f. ( ) Students who have attained Advanced Standing are identified and given special emphasis.
- g. ( ) Students eligible for second or subsequent CCAF degrees are identified and given special emphasis.
- h. ( ) CCAF is contacted for interpretation of policies, rules, procedures, and course applicability.

I WOULD LIKE TO RECEIVE A COPY OF THE STUDY WHICH SUMMARIZES THE DATA FROM THIS SURVEY.

\_\_\_ Yes. Send it to the following address:

\_\_\_ No.

The space below is for any additional comments you might wish to make. Your thoughts would be appreciated. Thank you again for your cooperation in this research.

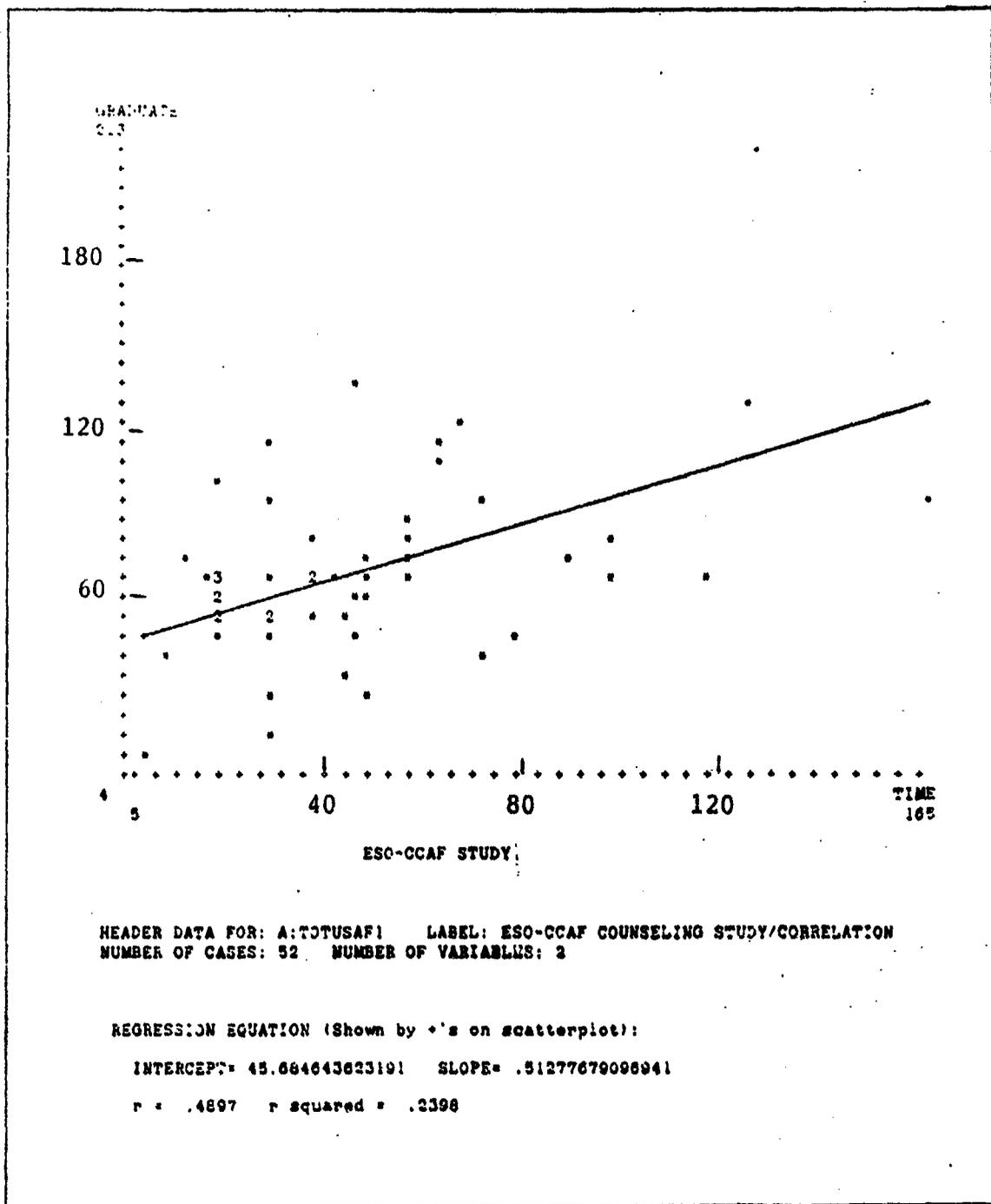


Figure 1. Correlation of Counseling Time and CCAF Graduates