AN ANALYSIS OF THE WITHDRAWAL PHENOMENON

OF MILITARY STUDENTS ATTEMPTING

COLLEGE COURSES DURING

OFF-DUTY TIME AT AIR

FORCE BASES

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Almost since its inception, the Air Force's policy has been to
encourage and promote off-duty education (Shershun, 1961). Air Force
regulations direct all education offices to provide graduate degree
opportunitites for officers and associate and bachelor degree opportun-
ities for the enlisted personnel. The educational goals established
for Air Force personnel require that officers earn an advanced degree
and all senior noncommissioned officers strive for a baccalaureate
degree (United States Air Force (USAF), 1983).

The Air Force supports its educational policies with concrete
actions. It provides for sufficient funding and command support to make
off-duty education a real benefit to its active duty members. McConnell
Air Force Base (AFB), as a typical and representative Air Force base,
has an education staff which includes two guidance counselors to coor-
dinate educational services for the base. Several institutions of
higher education are provided with on-base facilities to conduct classes
and administrative services in the educational center. During the 1983
fall semester, Butler County Community College offered over 100 classes
on the base and enrolled over 1,100 students at McConnel AFB. In
addition to the military students, there are dependents, retirees, civil
servants and civilians making up the total student body (Education, 1984).
The Air Force further supports the off-duty education program by

providing 75 to 90 percent tuition assistance to active duty airmen for almost any course or program desired (USAF, 1983).

Strong emphasis on education, along with adequate financial support, has resulted in large numbers of airmen participating in the off-duty education program. However, high levels of enrollments in undergraduate classes are often accompanied by large numbers of people who withdraw from classes or who fail courses because of lack of attendance. Dropping out often represents abbreviated education goals (Darkenwald, 1981). Furthermore students who withdraw are often required to reimburse the Air Force for the provided tuition assistance. Even though the Air Force is primarily concerned with the military student's educational develoment, it nevertheless finds it expensive to process the required paperwork to recoup its funds from those students who drop classes. The Air Force as well as the supporting academic institutions would prefer that the students, once enrolled, stay in the program and complete their course work.

Statement of the Problem

The specific problem of the study is the large percentage of airmen who withdraw from or stop attending college level courses offered on McConnell AFB. At the completion of the 1983 fall semester, the education office at McConnell AFB found that a large percentage of the military students attending Butler County Community College (BCCC) on base were not completing courses in a satisfactory manner. The Butler County Community College registrar, in response to a request for information regarding disenrollments, provided the following statistics: of

391 students enrolled during the 1983 fall term in off-duty classes,
34.3 percent did not complete their courses as a result of poor
attendance.

Although the Air Force policy requires that airmen who withdraw
from classes reimburse the Air Force unless it can be shown that mili-
tary approved cirucmstances precluded attendance for the full semester,
the administrative cost of handling the reimbursement procedures is
high for the Air Force as well as for the college in which the student
was enrolled. Of course, it might be beneficial for some students to
stop attending college courses. However, it is generally recognized
that dropping out is an impediment to a student's educational develop-
ment, is a futile expenditure of time, and is a waste of limited educa-
tional resources (Astin, 1976). Since McConnel AFB is one of 26
similar Air Force bases within the Strategic Air Command and one of
about 120 U.S. air bases located all over the world, the identification
of a problem which is shared by other bases and the isolation of its
causes could lead to positive steps being taken to benefit all concerned.

Purpose of the Study

The purpose of this study was first to determine whether the high
attrition rate at McConnell AFB was unique and whether the problems
faced by Butler County Community College on base were the results of
institutional policies that could be changed. Second, the study was
to determine whether schools at other bases similarly situated have
instituted intervention techniques which have helped to increase the
retention rate and to what degree these techniques have been success-
ful. Third, the study was to identify selected factors controlled by

the colleges which have an impact on retention. Finally, the study was to identify causes for the high attrition rate among military students in the education program at McConnell AFB. It was felt that intervention techniques could be developed based upon knowledge gained through research and could be instituted by both the college and the base alike to improve the student retention rate.

Research Questions

In order to determine the scope of the retention problem at McConnell AFB, as well as at other Air Force bases, and to help determine the probable causes of the high withdrawal rate, 126 Air Force bases were surveyed to determine the following:

1. What are the attrition rates of military students attending classes at Air Force bases?

2. Are there institutional factors, such as cost per credit hour, length of term and length of time allowed for penalty-free withdrawals, which potentially impact on the withdrawal rate.

3. Are there intervention techniques which have proved effective in reducing the attrition rate?

4. Are there identifiable characteristics which impact on persistence of military students attending Butler County Community College classes at McConnell Air Force Base?

To help answer this latter question, the records of military students enrolled during the 1983 fall semester with Butler County Community College at McConnell AFB were examined to determine the significance of the following individual variances. The following

hypotheses were tested.

    a. Ho1: There is no significant relationship in the retention rate between male and female students.

    b. Ho2: There is no significant relationship in the retention rate between black and white students.

    c. Ho3: There is no significant relationship in the retention rate between younger and older students.

    d. Ho4: There is no significant relationship in the retention rate between higher and lower ranking airmen.

    e. Ho5: There is no significant relationship in the retention rate between high and low scorers on the Air Force Qualification Exam (AQE).

    f. Ho6: There is no significant relationship in the retention rate between new and more experienced students.

Significance of the Study

Past research on retention has traditionally focused on the full-time college student entering college straight from high school. Similar studies have not been conducted for the military student participating in off-duty education. In recent years, participation and enrollments in on-base college courses by military students have increased drastically. Large numbers of military students benefit from the educational opportunities that are available to them through the on-base education programs. However, this increase has been accompanied by a substantial number of disenrollments. If this study provides information which is useful to the administrators responsible

for the off-duty education of part-time students in the military in helping to reduce the attrition rate, then this study would indeed meet a significant need.

Limitations

Since time and distance do not allow for a comprehensive and in-depth study at every Air Force base located throughout the world, this study was limited to Air Force personnel attending classes during off-duty hours at military bases. No effort was made to compare and contrast civilians attending the same classes. Furthermore, no attempt was made to expand the study to include Army and Navy education programs. Although much useful statistical information was obtained from institutions of higher learning at bases in addition to McConnell AFB, personal contrasts between persisters were conducted only at McConnell AFB.

A further limitation of this study is that no effort was made to develop a long-term longitudinal study which traces students throughout the college degree. This study considered only military students who drop classes during a given semester. It also examined intervention techniques which have impacted favorably on retaining these students in class up to that semester.

Definition of Terms

This study was primarily concerned with adult students who were in the Air Force or National Guard attending college courses during their off-duty hours. These students will be referred to as military students. Other terms which are found in this study are as follows:

Air Fore Bases: Only those Air Force installations which are
large enough to provide an education office and an education program
for off-duty education.

College Courses: Those courses offered by a college or university
at an Air Force installation.

Dropout/Non-persister: Terms used interchangeably to describe
students who do not complete a class for which they were enrolled.

Intervention Technique: Measures taken by a college in order to
reduce the attrition rate of its students.

Off-Duty Education: Voluntary participation in educational activi-
ties which are not part of the Air Force work schedule.

Older Students: Students who are 24 years or older.

Withdrawal: Used to describe the process, either formal or
through non-attendance, by which students disengage from a particular
class.

Organization of the Study

Chapter I introduces the study, presents the problem, outlines the
major questions which are researched, defines the terms used in the
study and outlines the limitations of the study. Chapter II presents
a review of the literature pertaining to off-duty education in military
bases. It also presents a review of past attrition and retention
studies conducted at civilian colleges. Chapter III discusses the pro-
cedures utilized in this study, including the population surveyed, the
survey itself, the personal interviews and the research methodology.

Chapter IV includes the findings which are further summarized in
Chapter V. Chapter V also includes conclusions and recommendations for
further research on this topic.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Although this research was involved primarily with the off-duty
military student, the concepts delineated in the study are just as
appropriate to civilians similarly situated. Furthermore, the colleges
offering programs on military bases are equally as concerned with
civilian retention as they are with military student retention. An
action taken which impacts favorably on retention has a more lasting
impact than a successful recruiting action (Noel, 1979), To understand
the scope of the problem one should first have an understanding of the
off-duty education program as it exists on military installations. The
literature review in this chapter included material covering past and
present Armed Forces Education Programs, research questions on college
dropouts, current studies on dropouts in colleges and new attrition
and retention studies being conducted by the American College Testing
Board and others.

The Armed Forces Education Program

The off-duty voluntary education program at military bases
throughout the world has grown into a very large enterprise. The
majority of the students are in the military attending classes during

their normal off-duty or leisure time. The voluntary education program is also attended by civilians working on the base, military dependents and civilians living or working near the military base. At the present time the Air Force provides substantial funds and support staff to the education program. The Air Force, in addition to providing education administrative staff and education facilities, pays between 75 and 90 percent of the tuition for military students attending approved schools and colleges (Edwards, 1977).

Historical Development of Education Programs on Military Bases

The first education programs on military installations began in 1883 as a result of a law which allowed each army post to hire a chaplain who would act as schoolmaster. Additional steps were taken during the Civil War when the army provided for the education of its black soldiers. In 1866, the army, in one of its reorganization bills, provided for the establishment of post schools for enlisted men. These schools were to concentrate on the study of United States history to instill patriotism (Galfo, 1976). A major reason given for establishing these schools was to reduce crime and vice rates by eliminating idleness. The 1866 Congressional Bill was largely unknown and ignored. To illustrate how little was known of this bill, in 1871 General Ord requested authority to open such a post school even though that authority had been granted five years earlier. Furthermore, controversy prevailed in Congress and among the military. Idealists claimed that education makes better citizens, whereas others claimed that the army's duty is to defend the nation, not to educate or to civilize it.

In the late 1800's, the implementation of educational opportunities passed on to civilian welfare and religious agencies. During World War I, personal educational goals were taken to be a facet of welfare and morale, and the program was turned over to volunteer civilian organizations. The War Department backed efforts of the YMCA and other groups to provide off-duty education (Galfo, 1976).

After World War I, a change of attitude took place, and YMCA educational offerings were transferred into the Army Education Corps. Commitment during the next 20 years, however, was rather limited. In 1939, new initiatives took place in the off-duty education programs. By 1941, the Morale Branch of the Army included an education section, and the name was changed to Special Services (McTaggart, 1976).

During the World War II years, emphasis in the education program was on correspondence instruction under the auspices of the United States Armed Forces Institute (USAFI). In 1945, the Information and Education Branch was separated from Special Services and became the Information and Education (I&E) Division. During World War II, many base schools and programs were established, often using the USAFI textbooks in group study classes. In the fifties and sixties, a few colleges started to make an appearance on military bases. The University of Maryland stands out among its peers in providing a wide range of classes on military bases throughout the world (McTaggart, 1976).

The Education Program in the Military Today

Today over 1,500 community colleges, four-year institutions and universities offer academic programs to an estimated 85,000 servicemen and women all over the world. These service personnel receive

a variety of support services and encouragement from the government to attend off-duty classes (McTaggart, 1976).

With the advent of the no draft/all volunteer military force in 1970, the education programs received major command support when it was determined through a series of surveys conducted by all the services that young people were primarily attracted to the service by opportunities for education and training. The services responded by hiring guidance counselors to support the existing education programs. Furthermore, several new, exciting and innovative programs were initiated by the services to boost the concept of the voluntary education programs.

Based on the surveys, the Army incorporated the Army Help for Education and Development (Project AHEAD) within its education programs. Project AHEAD provides a liaison between colleges and the Army so that an enlistee can identify with a hometown school, take courses anywhere in the world while serving in the Army, complete the coursework and graduate from the hometown school (Edwards, 1977). The Navy designed the "Navy Campus for Achievement." This system utilizes a network of professional civilian education advisors (Edwards, 1977).

The Air Force took a different direction in trying to find an education program which would serve as an attractor to young people. In 1972, the Community College of the Air Force (CCAF) was officially opened. Without offering any courses itself, CCAF has managed to get most of the Air Force Techncial schools accredited, which in turn encourages enlisted people to supplement their Air Force technical instruction with relevant and voluntary off-duty education (CCAF, 1977).

CCAF provides two major services to the Air Force enlisted

personnel. It supplies a transcript for technical schools attended, one which breaks out the subject matter in understandable terms; and it allows enlisted personnel to work toward an associate of applied science degree, which it grants when the appropriate course of study is accomplished.

In an effort to minimize the impact of frequent transfers, the Department of Defense supported the development of a network of colleges and universities called the Servicemen's Opportunity College (SOC). SOC does not address itself to quality of the degree programs since this responsibility remains rightfully with the participating institutions.

Department of Defense also sponsors the Defense Activity for Non-Traditional Education Support (DANTES). DANTES was created in 1974 after the disestablishment of USAFI which had served the needs of the military since World War II. Major services provided by DANTES include a transcript service for tests and courses taken with either USAFI or DANTES. DANTES also provides a major testing program. DANTES provides cost-free to military personnel, the College Level Examination Program (CLEP), High School General Educational Development Tests (HS GED), Standardized Subject Tests (SST), and a score of other popular tests. DANTES also provides a system which facilitates independent study programs through participating colleges (DANTES, 1977).

Current Education Programs on Military Bases

Through the years a fairly consistent pattern of educational opportunities has evolved at Air Force bases. Most bases offer a small high school completion program, an extensive undergraduate program and an effective graduate program for officers. Due to the support and efforts

expended by the colleges and universities at Air Force bases, the number
of non-high school graduates was only 3,629 or .7 percent of the total
enlisted force. On the other hand, 146,947 airmen, which represents
30.6 percent of the total force in 1982 have completed at least some
college work (See Appendix A for Air Force education statistical data).
Since the Air Force officers must have a bachelors degree upon entry into
the service, it is interesting to note that currently 40.1 percent of
the officers hold a graduate degree (SAC, 1983).

Even though participation in education is encouraged by the Air
Force, the main reasons young people, in general, give for pursuing
higher education are as follows: to secure a degree, to be guaranteed
of professional status, to increase their income and to have the satis-
faction of a rise in social status (Matthews, 1976). In addition,
young Air Force people also often attend classes for the opportunity
it gives them to earn a commission (USAF, 1983). Other sources give
a variety of reasons students participate in certain kinds of education
programs. Adult students at Wichita State University appear to have
educational goals based primarily on work related reasons (Matthews,
1976). Still others in the civilian world, as well as the military,
take classes for personal reasons but often prefer classes which are
low in cost, classes close to home and classes which are taught at
convenient times (Brummer, 1976).

Research Studies on College Dropouts

Until recent years, the quality of dropout research has been
described as poor and flawed (Avakian, 1982). Samples were deemed too
small, and the findings were described as unrepresentative and misleading.

In the first model, the dropouts were compared to persisters; and in the reactional model, dropouts were compared to persisters; and in the reactional model, dropouts were asked what they thought about a variety of subjects which might have influenced their withdrawal from college (Avakian, 1982). In addition, most of the research was founded on the standard college student entering college right out of high school. Astin's (1976) work is a prime example and is frequently quoted in much of the literature pertaining to dropouts. His studies seem to be the standard for typical follow-on studies of college students. Astin's study included a very large sampling and involved different types of learning institutions. His findings identified the dropout prone student as one having a poor academic record, low aspirations, poor study habits, relatively undedicated parents, small town background and one who smoked in high school. Additionally, Astin found that receiving G.I. Bill benefits was a negative factor and ROTC support a positive factor, and being part-time employed was beneficial and fully employed detrimental to persistence in college.

Cope (1978) several years later, provided some advice to college officials which seemed to be based on Astin's findings. Cope suggested that to increase the retention rate, administrators needed to recruit intelligent men and women with sound academic backgrounds from families with high expectations. In fact, Cope made an argument for an active intervention program. He stated that historically 40 percent of all freshmen entering community colleges will never graduate, 40 percent will graduate on time and another 20 percent will eventually earn an associate degree.

Current Status of Dropouts in Colleges

Other studies support the figures quoted by Cope (1978). At Wichita State University (WSΠ), which is an urban state-supported school, the attrition rate seems to be even higher. In a study which was completed in 1978, statistics show that 70 percent of all students had left WSU prior to fall 1978 without graduating. Twenty percent of the 1973 class graduated and 9.8 percent was still enrolled. Dutton (1979) states that these averages are indicative of the averages reported for public state-supported urban schools. Dutton's study shows evidence that the first year of enrollment is the most crucial.

For comparison purposes, the United States Air Force Academy (USAFA) reported an attrition rate for the class of 1983 of 36.6 percent with 40.8 percent of women cadets leaving. The other academies show a similar pattern of attrition with fewer men and more women leaving the academies prior to graduating (USAFA, 1983). The academy leadership express a concern for this high attrition rate, especially since the academies have been able to attract high achievers into their programs. The services recognize the actual costs, as well as human costs, involved.

Lenning (1980) mirrors this concern and spells out the need for increased awareness of the costs of attrition to students as well as the institutions. He warns that institutions must overcome their casual attitude of the past toward attrition. Naylor (1982) points out that there is often a misconception of equating retention for retention's sake with success. The point is made that retention should not be the all pervasive goal of an institution of higher learning. However, an

enrollment report produced by the Kansas Board of Regents #42 dated October, 1972 which states that of the 13,011 freshmen enrolled in community colleges in Kansas, only 5,903 returned as sophomores (Haen, 1975). Haen, who presented these figures in a dissertation, went on to say that his research indicates that part-time students tend to be non-persisters more often than full-time students. Non-persisters tend to be less satisfied with college and student services. He also indicated that women were less persistent than men (Haen, 1975). Haen's study encompassed a student body similar to that found at many Air Force bases. Haen based his dissertation on the 1973 freshmen class of the Kansas City Community College, where most of the students work full-time and take classes on a part-time basis. With the Air Force reporting an undergraduate enrollment figure of 215,194 for fiscal year 1982 at a cost of 22.3 million dollars in direct tuition assistance (DANTES, 1982), attrition rates such as the ones previously mentioned are high and represent an unnecessary expense.

The attrition rate reported for Strategic Air Command (SAC) does not seem to be as high as those reported earlier. For the period of April 1 through September 20, 1983, SAC reported 17,135 military students enrolled in 25,672 courses. The attrition reported was 2,221 or 12.96 percent (SAC, 1983). As a contrast, the military student disenrollment rate for the military enrollees at Butler County Community College at McConnell AFB was 34.27 percent for the fall 1983 term. Part of the discrepancy can be explained in that the attrition rate reported by SAC includes students participating in all levels of undergraduate work. Naylor and Sanford (1983) help explain this inconsistency of attrition rates by reporting in their findings that the

largest reduction in the attrition rate occurs after the first year
of study. They also state that before one can design a useable reten-
tion strategy, one must have a thorough picture of the attrition problem.

Since much of the concern about the attrition rate involves adults,
albeit military adults, the attrition studies accomplished by
Darkenwald (1981) are applicable. Darkenwald found that the data showed
that only small differences in attrition occurred between men and women
but that larger differences occurred between black and white students.
He also found large differences in the attrition rate among students
with different levels of education.

Interest and concern in student attrition is not new. Many studies
have been conducted to examine various aspects of student dropouts.
Astin and Panos, Astin, Kesler, and Bayer, Roger and Webb are some of
the authors who have conducted comprehensive works which have been pub-
lished on the subject (Astin, 1975). Much of Astin's work dates back
to the long term series of national studies of college students which
began in the early 1960's at the National Merit Scholarship Corporation.
This work was later moved to the American Council of Education.

Retention studies usually targeted the traditional student and
pretty much ignored the adult students. A recent study conducted by
the American College and Testing Program indicated that adult dropout
studies have been conducted by only 77 out of 517 or 15 percent of
responding institutions (Levitz, 1980). This information is relevant
since studies show that adult enrollment is increasing at a faster
rate than that of the younger full-time students (Levitz, 1980).

The literature indicated that this trend will continue and that
dramatic changes can be expected in the makeup of the student body.

Hodgkinson's (1983) paper, "Guess Who's Coming to College: Your Students in 1990," presents the idea that the new demographics will impact differently on the colleges and universities and will require different strategies for recruitment, instruction, and retention. There will be fewer traditional students, and more attention will need to be provided to adult students and minorities. A similar point was made in an article, which discussed race and sex differences in student retention, at an urban university (Avakian, 1982). Lenning (1980) states that urban students, like students at military bases, are older, have family obligations, work full- or part-time jobs, and frequently enroll for part-time study.

According to Hodgkinson (1983), attrition and retention of students have become issues of great concern, especially since the effects of the decline in the birth rate after 1964 have now reached the college level. Lenning (1980) believes that colleges and universities are eager for information that can help them better understand the reasons for attrition and give directions to their efforts in retraining students. Lenning also states that although some students take college courses for experimental reasons, leaving college, for many, turns out to be a traumatic experience which could have been averted.

New Attrition and Retention Studies

The American College Testing Program, the National Center for the Advancement of Educational Practices and the National Center for Higher Education Management Systems have conducted a series of studies and published several recent books on the attrition problems and possible remedial steps to retard the flow of disenrolling students. These

organizations conducted a national survey in the spring of 1979

entitled "What Works in Student Retention (WWISR) (Beal, 1980). The

survey found that colleges were more concerned about attrition than

they had been in the past and that distinct efforts were under way to

improve student retention. The findings were not much different from

findings reported by Astin in 1975. The respondents to the ACT study

report that characteristics associated with dropout-prone students were

as follows:

    Low academic achievement,
    Limited educational aspirations,
    Indecision about major/career goals,
    Inadequate financial resources for education,
    Economically disadvantaged background,
    First generation college student,
    Commuter student (Beal, 1980, p. 45).

The study not only tried to identify the dropout prone students

but also made a conscientious attempt to find out what administrators

were doing about the problem and tried to reasonably assess the effec-

tiveness of the intervention programs (Project ASSET, 1983). The per-

ceived position campus characteristics were identified in order of

importance to be:

    Caring attitude of faculty and staff,
    High quality of teaching,
    Adequate financial aid,
    Student involvement on campus,
    High quality of advising,
    Excellence of counseling services,
    Concern for student/institutional fit,
    Admissions geared toward graduation,
    Alert systems for detecting academic difficulties
    (p. 2).

The 1979 WWISR study led to a series of publications and reports.

One of the first of the reports was a compilation of selected retention

programs/activities. In it, the study provides 150 retention activity

report forms which were selected for 1024 submitted by 387 of the 947

institutions participating in WWISR (Noel, 1979). The activity report

forms are self-reporting instruments which have the institutions detail

what intervention action they have instituted to reduce the attrition

rate, the target group that was reached, the impact on the institutions,

satisfaction with the program and the effect on retention (Beal, 1979).

In a random review of 262 activity report forms, it was noted that only

two institutions rated their efforts less than four on a five point

scale, and only one school rated the success rate of effectiveness less

than three on a five point scale.

Attracting and Retaining Adult Learners

Levitz (1980) reports that the American College Testing Program

initiated a new study aimed at retaining adult learners. The conclusions

drawn from this study indicate that:

> Two-year institutions are more likely to consider all
> enrollees as adult learners.
> Four-year institutions are more likely to use age 25
> or older to define that group.
> There is a rise in adult attrition studies, a first
> step in developing better programs.
> Adults seemed satisfied with the admission process,
> course offerings, curricular innovations, program
> evaluations, peer interaction, and unique off-campus
> locations.
> Areas that ranked lowest included personal develop-
> ment, effective placement, institutional support,
> faculty development, career planning, advising and
> scheduling (p. 7).

In trying to fill what has now been perceived as a need, the

ACT National Center for the Advancement of Educational Practices pub-

lished additional books which can be described as "how to" books. One

such book, Mobilizing the Campus for Retention, (1981) warns about the

tendency to hold on to old and traditional ways (Smith, 1981). He

suggests a systematic process model for campus retention which includes

the following ten steps.

>Decision to act,
>Appointments and mobilization of resource team,
>Campus-wide futuring workshop,
>Formation and mobilization of campus task forces,
>Campus assessment phase,
>Diagnosis of feedback,
>All campus assembly (reward),
>Campus response,
>Implementation,
>Review--celebration and renewal (Smith, 1981, pp. 53-61).

Both the ACT study What Works in Student Retention (1979) and the

Smith (1981) book recommend improved student advising and improved

student relations as positive steps institutions could take to improve

student retention. Forrest (1982) also for the ACT National Center for

the Advancement of Education Practices, makes several recommendations

for student retention.

>Students shall receive guidance at the beginning
>of the journey through college to graduation.
>Increased competence through more attention to
>general education is necessary.
>Improved individualized instruction is recommended.
>Campus life should be promoted (pp. 44-45).

Retention Programs that Work

Neuner (1982) advises colleges that serving adult learners is more

labor intensive than providing for the standard college student. He

suggests that colleges not enter the market unless they are willing to

expend the extra effort necessary to provide appropriate student

services. Prior to the realization of the impact that adult students

are making on college campus, the Jefferson Community College experienced

a typical retention problem. The college was founded in 1968 in

Louisville, Kentucky. Prior to 1977, the college had little trouble filling its classes, and its major concern was how to cope with ever-increasing enrollments. Recruitment was haphazard, and little thought was given to retention. In 1977, after the college experienced its first downturn in enrollments, followed in 1978 by a loss of more than 1,000 students, Jefferson College stopped looking at students as mere numbers and started considering the learners as individuals. A Recruitment, Retention and Attrition project (RRA) was initiated to revitalize the institution and gear it up to be once again a thriving and multi-faceted institution. Completion rates of courses increased from 61 percent to 68 percent during the four semesters following the project's initiation, and returning students increased from 60 to 65 percent. In the process, student services and classroom teaching improved according to student questionnaires and faculty evaluations (Rouche, 1983).

According to Schinoff (1982), a program initiated at Miami-Dade Community College resulted in increased staffing of the student services office in order to enhance the education reform program at the college. Miami-Dade maintained an open-door admission policy as a viable and important part of the community college mission. Recognizing that students entered the college with varied education experiences, the college activated the first of its four support systems as part of the admission process. New students are provided individualized help; their high school records evaluated, standardized test scores are examined, and the students' goals established. The student, as indicated in a very readable flowchart, progresses to the assessment phase to assure that the student is proficient in reading, writing, and math. At one point, branching takes place depending on the student's needs. The

no-nonsense part of the trial in the article emphasized the college's determination to place the emphasis on excellence. The last support system which is included in the Miami-Dade program involves the standards of academic progress which intervenes with a series of positive steps when academic deficiency becomes apparent. Unlike the Jefferson College Program, Miami-Dade has, up to now, not reported sufficient quantifiable outcomes to lend itself to successful evaluation.

Summary

The literature reviewed in this study included material which would give the reader a historical perspective about the military interest and current involvement in off-duty education at military bases. The literature also included past attrition and retention studies involving college students. The final part of this chapter included a section in which literature involving current and on-going research published by the American College Testing Program, the National Center for the Advancement of Educational Practices and the National Center for Higher Education Management Systems were outlined. In the following chapter, the methodology of the study is explained, the population is examined, and the treatment of the data is discussed.

CHAPTER III

RESEARCH PROCEDURES

Introduction

The research for this study encompassed several factors which gave
a comprehensive view of the dropout situation at Air Force bases in
general and at McConnell AFB in particular. The study compared and
contrasted institutional factors utilized by colleges and universities
serving Air Force bases; it examined the activities and programs which
colleges have incorporated to minimize the dropout rate; it compared and
contrasted military students attending Butler County Community College
at McConnell AFB during the 1983 fall semester; and it surveyed the
latter group's dropout population. To set forth the means by which
this study's stated objectives were accomplished, this chapter will
describe the population under study, the research method utilized, and
the treatment of the data.

Population Studied

In order to obtain as much information as possible about the causes
of the attrition problem, three distinct population groups were studied.
The first group was those colleges and universities offering lower level
classes, specifically English and math classes, at 126 Air Force
installations in the United States and overseas. Many of the colleges

are local community colleges; others are major universities serving
many air bases (for example, the University of Maryland which offers
courses at several different air bases around the world). These colleges
provided pertinent information about their institutional policies and
about their student bodies.

The second population was the group of military students attending
Bulter County Community College (BCCC) at McConnell AFB during the 1983
fall semester. Out of 2,500 enlisted personnel stationed at McConnell
AFB, 491 were enrolled at Butler County Community College during that
semester.

The third population was that portion of military students attend-
ing Butler CCC who failed to complete their intended coursework. There
were 134 non-persisters in this group, 86 of whom were interviewed
individually to gain further insight into the reasons for their non-
persistence.

Methodology

A survey (see Appendix B for a copy of the institutional retention
survey) was mailed to the education officers at all 126 Air Force bases.
Their support was solicited in passing the survey on to the appropriate
school administrators supporting their individual bases (see Appendix
C for survey cover letter). After a period of time, a second letter
was mailed to those bases which had not responded to the first request
(see Appendix D for follow-up letter). The purpose of the survey was
to obtain enrollment and dropout information, as well as administrative
and institutional guidelines which might impact on withdrawals. The
survey also elicited intervention technique information incorporated

within the framework to reduce the dropout rate.

The final version of the survey was originally adapted from a survey form developed by the American College Testing Program and the National Center for Higher Education Management Systems. The original modified version of the survey was first sent to eight practitioners in adult education or in student services, and their comments and suggestions were solicited. The recipients of the pilot testing were not part of the test group to be surveyed but represented knowledgeable experts in the field whose judgments and recommendations were valued.

The colleges receiving the survey form were asked specifically to report their enrollments and attrition rates of military students in their on-base programs. They were also asked to report on institutional factors, such as cost per tuition hour, length of the semester, and length of the penalty-free period during which students could withdraw without incurring a failing grade for the course. In addition, the colleges were asked to report on intervention techniques utilized by the college in order to reduce the attrition rate.

Review of Student Records

The information for the part of the research which pertained to military students at McConnell AFB who were enrolled at Butler CCC classes was obtained through a records search. In this phase of the study, several factors, such as age, rank, educational level, Air Force Qualification Exam (AQE) scores, race and sex of the non-persisters were compared with the same factors of the persisters. All student records were examined. For those students who had departed the base, only partial information, such as sex, was available. For the purposes

of this study, these students were excluded from those comparisons for which appropriate information was not available.

The Personal Interview

Since only a limited amount of information could be obtained from the education records, a follow-up interview was deemed appropriate with those military students who had dropped at least one class during the 1983 fall semester. The purpose of this interview was to determine whether a pattern could be established which would point to a common set of circumstances relating to the withdrawals.

The interview questions were adapted from a survey developed by Dodge City Community College and printed in the 1983 summer/fall issue of a newsletter entitled, "Follow-Up and Retention: Evidence of Excellence." The items for the interview questions were agreed upon by the counseling staff at McConnell AFB, who felt a responsibility toward the student body on the base (see Appendix E for student interview form). Pilot testing of the interview questions was accomplished during the first day of interviews at which time the interview questions were examined for appropriateness and for standardization. No revisions were required.

Treatment of the Data

Survey data obtained from the colleges were dealt with in percentages and no further analysis was done. Colleges with high attrition rates were examined for a relationship between withdrawal and length of semesters, length of penalty-free withdrawal periods and cost per semester hour. Similarly, colleges with low attrition rates were

examined for a relationship between retention and existing intervention activities conducted by the colleges. Data from the education records of the military students participating in the off-duty education program through Butler CCC at McConnell AFB were analyzed using the Chi-square statistic. Persisters were contrasted with non-persisters for each set of data. The intent of this phase of the research was to establish whether patterns of persistence could be determined based upon factors such as age, sex, race, rank, AQE scores, and educational level. Each of the factors under consideration was considered significant if the found value exceeded the measured value at the .05 level.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

In order to be able to review and analyze the attrition situation
involving military students attending off-duty education classes at
McConnell AFB, the research focused on several approaches to the prob-
lem. The student attributes in the form of the persister and the non-
persister were contrasted, and the classes at Butler County Community
College (BCCC) were examined to see which of the classes were high
risk classes in which a high rate of withdrawal took place. In addi-
tion, 126 colleges offering classes on Air Force bases were surveyed to
see if a pattern of institutional policies existed which affected the
attrition rate. The final phase of the study included a listing of the
intervention techniques utilized by the colleges.

Institutional Survey Responses

The first part of the study entailed obtaining data from other
Air Force bases. The objective was to ascertain if the attrition rate
experienced by the colleges supporting the lower level undergraduate
courses matched the rate experienced by Butler CCC at McConnell AFB.

To obtain this kind of information, surveys were mailed to 126
Air Force bases along with a cover letter requesting that

education services officers support the survey and to solicit coopera-
tion from the supporting schools in returning the survey. The first
mailing resulted in responses from 45 colleges at 28 Air Force bases.
Some of the respondents expressed their concern about high attrition
rates (see Appendix F for sample correspondence). A follow-up request
elicited an additional 47 responses for a total of 92 responses from
colleges located at 66 bases (see Appendix G for bases and colleges
responding to survey). Since many of the air bases, expecially the
larger bases, have more than one college offering lower level courses,
the higher count of colleges is considered normal. Of the total, seven
bases declined to provide the requested information, stating that the
work involved in obtaining this information was prohibitive.

Selliz (1976) states that the expected response to questionnaires
is normally low, ranging from 10 to 50 percent. A high response, con-
sidered to be 70 to 80 percent, is possible but not common. The return
of 52.4 percent of the surveys exceeded the goal of 50 percent estab-
lished for this study.

Since the non-respondents exceeded the suggested 20 percent
specified by Borg and Gall (1983), attrition rates from a portion of the
non-respondents were examined to determine if their responses would
have altered the outcome. The concern was that the non-respondents did
not want to respond to the survey because their programs had higher
than average withdrawals.

The statistics provided by Headquarters Strategic Air Command, to
which 20 percent of the bases report, indicated that the 14 bases which
did not respond, exactly seven exceeded the average reported with-
drawals by military students and seven bases had fewer disenrollments.

Their combined reported disenrollment rate was 14.23 percent, as compared to 16.2 percent of the respondents (see Appendix H for enrollment and withdrawal data at SAC air bases). Based on this additional information, it is felt that the data obtained were representative of the total.

The reader should be aware that educational opportunities offered at military bases are not all alike. Many differences exist because of the variety of schools and the circumstances at each base. In some cases, private colleges offer lower level courses as opposed to state universities or community colleges. In some cases, the campus is in close proximity to the base; in others, the colleges offer classes overseas. Finally, some colleges receive state funding for on-base classes while others must make the class self-supporting. These variables impact on the institutional factors which could change the retention rate.

Institutional General Data

The reporting colleges indicated that the average number of classes they offered on the military base was 29 and that they enrolled an average of 213 military students. The average number of disenrollments for all or part of the coursework was 16.2 percent. Of the withdrawals, 16.5 percent were enrolled in their first college course.

The average cost per semester hour was $58.10, with an average class size of 16.5 students. The average length of the term was nine weeks, with penalty-free disenrollment allowed up to the seventh week.

Institutions With High Military Enrollments

Of the 92 colleges which responded to the survey, 11 colleges were
listed in Table I because they had the highest number of military
students in their on-base programs during the 1983 fall semester. Nine
of the 11 institutions were community colleges, with Miami-Dade Commun-
ity College reporting the largest number of military students. None of
the 11 colleges reported less than 300 students. The enrollments for
these institutions were considerably higher than the average for all
respondents, yet their average withdrawal rate was identical to the
overall reported withdrawal rate. The average tuition charged by these
institutions was less than half of the average charged by all respond-
ents. Cerro Coso Community College was the noteable exception by
charging over two to three times as much tuition as the other colleges.

Institutions With High Attrition Rates

The seven colleges which reported highest withdrawals are shown
in Table II and had above average enrollments of military students in
their programs. The seven colleges averaged a withdrawal rate of 23.8
percent compared to an overall average of 16.2 percent. Some institu-
tional factors having potential impact on the withdrawal rate are
tuition, length of term, average class size and length of penalty-free
withdrawal period.

Institutions With Low Disenrollments

Colleges offering classes on military bases which had low dis-
enrollments during the 1983 fall semester are shown in Table III.

TABLE I

INSTITUTIONS WITH HIGH MILITARY ENROLLMENTS

Name of College	Enrollments N	Withdrawals N	Percent	Tuition $
Cerro Coso CC	340	63	18.5	$ 72
Anchorage CC	601	134	22.2	25
Miami-Dade CC	1,000	92	9.2	20
Jefferson Davis CC	456	133	29.1	30
Prince George's CC	820	82	10.0	27
Minot St. College	450	84	18.6	34
Ft. Stelacom CC	489	35	7.1	19
Butler County CC	470	134	28.5	15
Alpena CC	340	42	12.3	32
Burlington College	350	105	30.0	25
Rio Salado CC	540	45	8.3	14
Total	5,856	949	----	--
Average	532	---	16.2	28.50
Average for all Respondents	213	---	16.2	58.10

TABLE II

INSTITUTIONS WITH HIGH MILITARY DISENROLLMENTS

Name of College	Enrollments N	Withdrawals N	Percent	Tuition	Average Class Size N	Length Of Term Weeks	Penalty-Free Week
Anchorage CC	601	134	22.3	$ 25	24	15	12
Texas Lutheran	241	100	41.5	61	16	8	2
Jefferson Davis	456	89	19.5	30	23	11	7
Boise State Univ.	206	42	20.3	48	15	16	6
Univ. Maryland	185	34	18.4	65	17	8	8
Butler County CC	470	134	28.5	15	20	17	12
Burlington College	350	65	18.6	25	17	14	9
Total	2,509	598	-----	--	--	--	--
Average	358	---	23.8	$ 38.42	18.8	12.7	8.0
Average for Respondents	213	---	16.2	58.10	15.6	9.3	6.5

TABLE III

INSTITUTIONS WITH LOW MILITARY DISENROLLMENTS

Name of College	Enrollments N	Withdrawals N	Percent	Tuition	Average Class Size N	Length Of Term Week	Penalty-Free Week
McKendree College	300	13	4.3	$ 116	20	14	1
Southern IL	45	2	4.4	115	34	14	1
Park College	120	9	7.5	65	15	11	7
Univ. of Tampa	175	4	2.2	45	13	9	1
St. Leo	154	4	2.6	45	13	9	6
Embry-Riddle	146	5	3.4	60	14	8	1
St. Leo (2)	75	3	4.0	45	9	9	1
Central Texas Univ.	95	5	5.2	131	11	8	5
Chapman College	60	4	6.6	100	10	9	6
Univ. of Maryland	122	6	4.9	60	17	8	6
Univ. of Maryland(2)	138	9	6.5	65	17	8	8
Park College (2)	86	2	2.3	65	15	12	8
Troy State Univ.	300	19	6.3	30	15	12	2
Chapman College (2)	100	3	3.0	100	13	10	3
Total	1,916	88	----	1,042	219	--	--
Average	136	--	4.5	$ 74.40	15.6	9.9	3.9
Average for Respondents	213	--	16.2	58.10	16.5	9.3	6.5

Generally these institutions averaged higher tuition and had lower enrollments. The withdrawal rate for this group averaged 4.5 percent, as compared to the overall withdrawal rate of 16.2 percent. The penalty-free period in which the students could withdraw without receiving a failing grade averaged 3.9 weeks as compared to the overall average of 6.5 weeks for the other institutions.

Institutions With High Tuition Rates

Five institutions with programs on 11 air bases charged the highest tuition. These are shown in Table IV. Generally these institutions had the smallest enrollment of military students and a lower than average attrition rates. The notable exception was McKendree College. That institution reported having 300 students during the 1983 fall semester. A telephone call to the McKendree College administrator at Scott AFB revealed that the college had instituted a grant plan to military students making the effective tuition rate for military personnel around 10 dollars per hour. However, the penalty for withdrawing from a course made the student subject to repaying the full amount of the tuition. The higher tuition institutions were identified if the cost exceeded $84.00, with the average for all schools being $58.10. The average enrollment for the 13 colleges identified was less than half of the total average. The attrition rate for the high cost schools was low, as compared to the reported average of the other colleges.

Institutional Use of Intervention Techniques

Colleges participating in the study were asked to provide information regarding intervention techniques utilized by the colleges to

TABLE IV

INSTITUTIONS WITH TUITION EXCEEDING $84.00 PER SEMESTER HOUR

Name of College	Enrollments	Withdrawals	Percent	Tuition
TX Christian Univ.	95	5	5.2	$ 131
Chapman College *	104	0	0	100
Chapman College	73	18	24.6	105
Chapman College	100	3	3.0	100
Chapman College	125	8	6.4	90
Chapman College	39	1	2.5	116
Chapman College	60	4	6.6	115
McKendree College	300	13	4.3	100
Phillips Univ. *	52	7	13.4	100
Phillips Univ.	102	20	19.6	100
Southern IL Univ.	39	1	----	---
Total	1,089	61	---	---
Average	90.4	--	5.44	105.18
Average for all Respondents	213	--	16.2	58.10

*Indicates the college offers programs at two or more bases.

increase the retention rate. Eleven intervention techniques were listed, including orientations for new students, required student advising prior to enrollment, special counseling for new students, diagnostic testing, teacher awareness of new college students in their classes, an early warning system to identify students in academic trouble, opportunities for students to transfer into lower level classes, mandatory counseling prior to a student's disenrolling, limiting the number of classes new students were allowed to take, and providing math or English labs for additional assistance (see Appendix B for institutional survey). Additionally, institutions were given an opportunity to list other intervention techniques if they desired.

The average number of intervention techniques utilized by the 66 colleges which reported on their disenrollments and their intervention programs was 6.12 techniques per college. Institutions which had reported below average disenrollments reported an average of 6.55 interventions. The colleges with higher than average disenrollments reported the utilization of 5.35 intervention techniques per college. The pattern of high withdrawals matched with a low number of intervention techniques was fairly consistent. Park College and the University of Tampa were exceptions to this pattern. Both colleges reported three or less intervention techniques; yet their attrition rates were low. Of the colleges utilizing higher than average intervention techniques, Coastline Community College and Butler County Community College contradicted the general pattern. Both colleges reported utilizing a large number of intervention techniques; yet their attrition rates were among the highest.

The 11 colleges with the lowest disenrollment rate averaged 7.1

intervention programs per college. Embry-Riddle's low withdrawal rate
placed it in this category; however, it was the only college among the
11 which reported only four intervention techniques. Five intervention
techniques were listed most often for this group of colleges. These
included: orientation for new students, required student advising prior
to enrolling, special counseling for new students, tutorial assistance
for their students and limiting the number of classes new students
could take. On the other end of the frequency scale, this same group
listed two techniques only twice. These were: making teachers aware that
first-year college students were in their classes or providing math or
English labs for assistance.

On the other hand, the five colleges with the highest disenrollment
rate averaged only five intervention techniques per college with none
of the colleges exceeding six interventions. Four of the five colleges
reported that they required student advising and that they allowed
students to transfer to lower level courses if needed.

Since some of the colleges and universities offer programs at
several bases, expecially in overseas areas and in the state of Cali-
fornia, a comparison of those institutions was made. The University of
Maryland, which offers classes at many European and Pacific air bases
was represented 11 times in this study. Data regarding these sites are
shown in Table V. The withdrawal rate ranged from 4.9 percent to a
high of 36.7 percent. The number of intervention programs also ranged
from 10 different techniques in one location to one technique at
another location. Of the 11 sites, six had higher than the average
number of disenrollments while reporting utilizing an average of 2.8
techniques. The five other sites with lower than the average

TABLE V

NUMBER OF INTERVENTION TECHNIQUES UTILIZED BY ELEVEN
UNIVERSITY OF MARYLAND SITES

Site	Attrition Rate	Number of Intervention Techniques
1	36.7%	3
2	24.5%	2
3	24.4%	1
4	20.0%	3
5	20.0%	5
6	18.8%	3
7	11.5%	4
8	10.1%	4
9	10.0%	10
10	6.5%	6
11	4.9%	7
Average	17.0%	4.4

disenrollments reported utilizing 6.2 intervention strategies.

Chapman College, which offers classes at several locations on California air bases, was represented eight times in the study. Two of the sites did not provide sufficient information and were not counted. Of the other six, the three with the lower than average disenrollments reported utilizing an average of 7.6 intervention techniques while the three sites with higher than average disenrollments reported utilizing only 6.3 intervention strategies.

All the respondents identified one or more intervention techniques. Programs determined to have three or fewer techniques were labeled as low, while use of eight or more intervention techniques were defined as high. Forty-four of the respondents require student advising prior to having the students enroll and provide special counseling for new students embarking on a college career. Thirty-nine of the colleges conduct orientations for new students, make counseling sessions mandatory prior to withdrawal, and limit the number of classes new students are allowed to take. Seventeen of the colleges made an attempt to put teachers on notice that they had a first time student in their class and utilize an early warning system for students who are having difficulty.

In addition to 66 programs which provided both disenrollment and intervention data, five others reported intervention strategies. Among these 71 programs, 15 reported utilizing less than four intervention techniques, and 12 reported utilizing more than eight.

Exemplary Intervention Programs

As part of the survey, the institutions were asked to describe

intervention programs and techniques which they thought were effective.
Based on information from Coastline Community College, it appeared that
Coastline Community College at Norton AFB was one of the more creative
of all the colleges in its intervention program (see Appendix I for
Coastline Management Guidelines). Since Coastline offers only video
courses and does not utilize teachers in the traditional sense, it
places more reliance on the staff who administer the program. New
students are warned not to expect that courses are easy just because
they are on television. Furthermore, they are limited to one course as
they start their college degree and are guided away from some difficult
courses to ease them into a successful study pattern. Additionally,
new students who have difficult work schedules are identified. Further
techniques include a careful monitoring of first assignments to assure
the establishment of a proactive learning pattern and a diagnostic
pre-test for those students enrolled in algebra, trigonometry and
English composition. Students are made aware of available tutors and
are provided with a comprehensive student guidebook with instructions
and deadlines. Coastline staff regularly monitors the progress of the
students and send out one- and two-week notices, notices for mid-terms
and finals, and follow-up notices at the completion of the course. In
spite of what is considered an exemplary program, disenrollment is 26
percent, which is above the average rate of 16.2 percent.

Chapman College and Telecommunication Assisted Program of Educa-
tion (TAPE) also utilize video systems as the prime delivery system.
Chapman at Davis-Monthan AFB for the 1983 fall semester enrolled 112
students and had 14 students disenroll (12.5 percent). Chapman
College students have access to special tutors as well as the base

education center learning lab tutors. Chapman College does have a
diagnostic test available but does not make it mandatory. Chapman's
intervention program includes a personal telephone call the morning
after a missed class to confirm the reason for the absence and to see
if the student needs assistance with the course work.

Of the colleges offering more traditional college course delivery
systems, Prince George's Community College offers several noteworthy
intervention techniques. The withdrawal form which the student must
complete prior to dropping a class includes a questionnaire designed to
identify causes for the withdrawal (see Appendix K for withdrawal form).
Prince George's Community College also offers a series of orientations
for the evening students which give the new student classroom survival
skills. The disenrollment rate for Prince George's was 6.7 percent.

McKendree College at Scott AFB is proud of its college survival
program which is open to all students. Probationary and provisionally
admitted students are required to enroll for a study skills class and
to participate in other programs available through the learning commun-
ications center. Another technique feature of the McKendree program is
that it offers classes during a one month period.

Miami-Dade Community College actively employs intervention tech-
niques to increase the quality of the education program, as well as to
increase the retention rate. Miami-Dade combines a mandatory diagnos-
tic test along with appropriate class placement and an early warning
system to insure satisfactory student progress.

The American College Testing Program (ACT), which has been instru-
mental in some of the recent attrition studies, advocates diagnostic
testing for new students. It developed a testing instrument called

Assessment of Skills for Successful Entry and Transfer (ASSET). The
tests are designed for use with incoming students. Short assessment
instruments in language usage, reading, and numerical skills help stu-
dents identify their strengths and weaknesses and relate them to career
goals. The assessment results also enable counselors and advisors to
provide new students with crucial early guidance in a variety of areas
that can affect academic persistence (Los Angeles Community College,
1983).

<div align="center">Patterns of Withdrawals From Classes</div>

In order to get a comprehensive idea as to why students persist
or non-persist in classes, the attendance pattern for Butler County
Community College (BCCC) classes at McConnell AFB during the 1983 fall
semester was examined and is presented in Table VI. During that
semester, Butler CCC offered 51 different subjects on base in a total
of 130 classes in which military students participated. Of the 51
subjects offered, six had 49.3 percent of the students drop or were
dropped by the instructor for lack of attendance. These classes appear
in Table VI. Each of these classes had 10 or more military students.
Four of the high risk classes were in the math area, one in English
and one in accounting. These six classes accounted for 103 withdrawals
or 52 percent of the total course withdrawals for Butler CCC during
the 1983 fall semester.

The classes with a low percentage of disenrollments presented in
Table VII were selected only if the class included at least 10 military
students and had a disenrollment rate of 10 percent or less.
Personal Financial Management had no drops, and the other five classes

TABLE VI

BCCC CLASSES WITH HIGH PERCENTAGE OF DISENROLLMENTS
FOR FALL 1983

Name of Course	Number of Military Enrolled	Number of W or WF*	Number of Academic F	Percentage of Disenrollees And Academic F
Algebra	36	21	----	58.3
Fundamentals of Algebra	37	19	1	54.1
Trigonometry	16	8	----	50.0
English I	72	35	----	48.6
Accounting I	24	10	----	41.6
Intermediate Algebra	32	10	3	40.6
Totals	217	103	4	49.3

*W = Withdrew
 WF = Withdrew Failing

TABLE VII

BCCC CLASSES WITH LOW PERCENTAGE OF DISENROLLMENTS
FOR FALL 1983

Name of Course	Number of Military Enrolled	Number of W or WF*	Number of Academic F	Percentage of Disenrollments And Academic F
Art Appreciation	20	2	-----	10.0
Interpersonal Communications	21	2	-----	9.5
Personnel Mgmt.	11	1	-----	9.0
Short Story	11	1	-----	9.0
Applied Math	11	1	-----	9.0
Personal Financial Mgmt.	12	0	-----	0.0
Total	86	7	-----	8.1

*W = Withdrew
 WF = Withdrew Failing

averaged between 9.0 and 10.0 percent attrition.

Total military enrollment in all English and math classes at
Butler CCC on base for the fall 1983 semester is presented in Table VIII.
The attrition rate of 40.5 percent in high risk classes was higher than
the average for all Butler CCC classes even though five of the classes
had lower than the average attrition. Beginning English and some begin-
ning math classes were affected the most.

Patterns of Persistence

An important part of the study included a comparison of the military
student persisters and non-persisters in the Butler CCC classes during
the 1983 fall semester. The elements which were contrasted were: sex,
race, education levels, Air Force Qualification Exam (AQE) scores, age,
and rank. The information was obtained from existing education
records located at the education center. A total of 391 records were
examined. However, 42 airmen had left the base and only partial records
were examined for these personnel. There were a total of 257 persisters,
which represented 65.7 percent of the total, and 134 non-persisters
involved in this study.

Persistence as it Relates to Gender

Data of persistence as it relates to gender are in Table IX. The
Chi-square test for significance revealed no significant differences
as it pertained to sex and persistence in class. Therefore, the null
hypothesis, as stated in Chapter I, "There is no significant relation-
ship in the retention rate between male and female students," was not
rejected.

TABLE VIII

ENGLISH AND MATH COURSES TAUGHT BY BCCC
FOR FALL 1984

Name of Course	Number of Military Enrolled	Number of W or WF*	Number of Academic F	Percentage of Disenrollees And Academic F
English I	72	35	----	48.6
English II	37	7	----	18.9
Applied Math	11	1	----	9.0
Fundamentals of Algebra	37	19	1	54.1
Intermediate Algebra	32	10	3	40.6
Algebra w/review	31	7	----	22.5
Trigonometry	16	8	----	50.0
Calculus I	12	4	----	33.3
Calculus II	7	2	----	28.5
College Algebra	36	21	----	58.3
Total	291	135	----	40.5

*W = Withdrew
 WF = Withdrew Failing

TABLE IX

PERSISTERS AND NON-PERSISTERS BY GENDER

Gender	Persisters		Non-Persisters		Total	
	N	%	N	%	N	%
Male	220	85.5	119	88.8	339	86.7
Female	37	14.5	15	11.2	52	13.3
Total	257	100.0	134	100.0	391	100.0

$X^2 = .614$

$X^2 = .05$, df = 1 is 3.841

Not significant $p > .05$

Persistence as it Relates to Race

As shown in Table X, caucasian participation in the persister and the non-persister categories uniformly exceed black and Hispanic participation. The Chi-square test for significance did not identify a significant relationship between the races as to persistence or non-persistence. Therefore, the null hypothesis relating to the retention rate and race was not rejected.

Persistence as it Relates to
Air Force AQE Scores

The general section of the Air Force Qualification Exam is heavily based on English and math knowledge and is a form of intelligence test. The highest score that can be obtained on this test is a theoretical 100. However, there are only two spaces allowed for this score on the computer record, and the scores are recorded in increments of five. This makes 95 the highest score which can be determined for this exam. The score of 50 was used as the average for this test, and the scores of 35 and 65 inclusive were determined to be within one standard deviation from the central score and were labeled as average. Scores of zero to 30 were labeled low, and scores of 70 through 95 were labeled high.

The overall average scores for the persisters and non-persisters are presented in Table XI. The Chi-square test for significance did not reveal a significant relationship between persistence and AQE scores. Therefore, the null hypothesis relating to the AQE scores was not rejected.

TABLE X

PERSISTERS AND NON-PERSISTERS BY RACE

Race	Persisters N	%	Non-Persisters N	%	Total N	%
Caucasian	192	84.2	97	80.1	289	82.8
Black	30	13.1	21	17.4	51	14.6
Hispanic	6	2.7	3	2.5	9	2.6
Total	228	100.0	121	100.0	249	100.0

X^2 = .936*
X^2 = .05, df = 2 is 5.99
*Not significant p > .05

TABLE XI

PERSISTERS AND NON-PERSISTERS BY AQE SCORES

AQE Scores	Persisters N	%	Non-Persisters N	%	Total N	%
High	104	45.6	51	42.1	155	44.5
Medium	113	49.6	61	50.5	174	49.8
Low	11	4.8	9	7.4	20	5.7
Total	228	100.0	121	100.0	349	100.0

X^2 = .487*
X^2 = .05, df = 2 is 5.99
*Not significant p > .05

Persistence as it Relates to Age

The number of older (over 24) and younger students are presented
in Table XII. A larger percentage of older students were found to be
persisters. The Chi-square test for significance revealed a significant
relationship between persistence and age. Therefore, the null hypotheses
which states that there is no significant relationship in the retention
rate due to age was rejected.

Persistence as it Relates to

the Education Level

Since the records did not identify whether students were in their
first college course, the study accepted the alternate recourse of con-
trasting persisters and non-persisters with their education levels. The
education levels of all the Butler CCC students in the 1983 fall term
are presented in Table XIII. Persisters had a higher percentage of
students with one year of college or more (46.5 percent) whereas the
non-persisters had only 28.1 percent of students in this category. The
Chi-square test for significance revealed a significant relationship
between persistence and education levels. Students with one year of
college or more had a higher retention rate. Therefore, the null
hypothesis with respect to persistence and the education level was
rejected.

Persistence as it Relates

to Military Rank

There are nine grade levels for enlisted personnel in the Air Force.

TABLE XII

PERSISTENCE AND NON-PERSISTENCE BY AGE

Age	Persisters		Non-Persisters			Total
	N	%	N	%	N	%
Younger	137	60.1	93	76.9	230	65.9
Older	91	39.9	28	23.1	119	34.1
Total	228	100.0	121	100.0	349	100.0

X = 6.81*
X = .05,df =1 is 3.841
*Significant p < .05

TABLE XIII

PERSISTENCE AND NON-PERSISTENCE BY
EDUCATION LEVELS

Education Level	Persisters		Non-Persisters			Total
	N	%	N	%	N	%
High School	122	53.5	87	71.9	209	59.9
One Year College	76	33.3	28	23.1	104	29.8
Two Years College	30	13.2	6	5.0	36	10.3
Total	228	100.0	121	100.0	349	100.0

X^2 = 11.28*
X^2 = .05, df = 2 is 5.99
*Significant p < .05

For the purpose of this study, grade levels E-1 through E-3 were classi-
fied as low ranking and E-4 through E-9 as high. The rank structure is
presented in Table XIV. It takes approximately four years to reach the
E-4 level. The Chi-square test for significance showed a significant
relationship between persistence and military rank. The null hypothesis
to be tested was that there is no significant relationship in the
retention rate due to rank. Students with higher rank had a higher re-
tention rate. Therefore, the null hypothesis with respect to persis-
tence and military was rejected.

Student Interviews

The final part of the study entailed interviewing those students
who withdrew from Butler CCC classes at McConnell AFB during the 1983
fall semester. The personal interviews were intended to gain further
insight into the attrition problem.

Of the 134 original non-persisters in the 1983 fall semester at
Butler CCC, 121 were still on the base. Eighty-six, or 71.0 percent of
those persons contacted agreed to be interviewed.

The survey revealed that 57 (66 percent) of the students who
dropped out were interested in pursuing an associate of arts degree or
meeting the degree requirements for an associate of applied science
degree from the Community College of the Air Force. Only six (07 per-
cent) of the non-persisters interviewed aspired to qualify for the
Airmen Education Commissioning Program, and 20 (23.2 percent) of the
respondents claimed to have taken the course or courses for personal
reasons.

The second part of the survey tried to identify problem areas

TABLE XIV

PERSISTERS AND NON-PERSISTERS BY MILITARY RANK

Military Rank	Persisters		Non-Persisters		Total	
	N	%	N	%	N	%
Low Rank	128	56.1	88	72.8	216	61.9
High Rank	100	43.9	33	27.2	133	38.1
Total	228	100.0	121	100.0	349	100.0

which might have interfered with class attendance and possibly led to dropping the class. Respondents could list up to three reasons. Most frequently listed as reasons were: the time of day that the class was offered, 18; changes in duty scheule, 12; insufficient progress in the class work, 17; and other reasons, 17. Of the 17 responses marked other, seven were Air Force related reasons. There were no complaints about family pressures, child care problems, or problems about the classroom. There were a total of 34 Air Force or health-related problems which interfered with regular school attendance.

In the third series of the interview question, 55 of the 86 non-persisters disclaimed any negative feelings which might have induced them to leave classes. Twenty-five claimed that they were not learning anything or that they were confused, and six students felt that they were going to fail. None of the students indicated that they were too old or too young or claimed fear or embarrassment as a reason for quitting.

The students were then asked five questions which had application to their Air Force jobs as it related to class attendance. Eleven of the respondents stated that their work schedule could have been changed to accommodate their classes, whereas 44 said a change could not be made. Twenty of the non-persisters said they consulted with their supervisor prior to dropping, 66 had not. Twenty-four had consulted with a guidance counselor at the education center before finalizing the drop, the remainder had not.

The respondents were then asked if they would have dropped their classes if they had to repay three times the amount they were required to repay. Forty-one said yes, 25 said no, 15 were unsure, and five said they would not have enrolled.

Students were asked if they perceived that the program they were enrolled in had a good reputation. Eighty-one said yes and five were unsure.

One final question attempted to determine if the students perceived anything the school might have done to make the learning experience better. Sixty-five said no, 10 had no opinion, and the other 11 specified a wide range of improvements from better parking facilities to a more modern photo darkroom facility as areas that could be improved.

Summary

The findings in this chapter were presented in an objective manner. No effort was made to draw conclusions from the data. The following material was included and reported on in this chapter; institutional data, intervention techniques utilized by the colleges, types of classes with high attrition rates, individual student data, and a summary of the student interviews.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The summary of the study is presented in this chapter. The chapter is divided into three main sections which comprise a summary, conclusions, and recommendations.

Summary and Findings

This study provided a comprehensive and multifaceted examination of the attrition problem as it is faced by a typical institution of higher learning supporting the education program at an Air Force base. The study focused on colleges and universities serving the 126 Air Force bases scattered over the nation and the world. Military students at Butler County Community College at McConnell AFB were singled out for closer scrutiny. Persisters and non-persisters in the 1983 fall semester were contrasted and compared.

The following hypotheses were tested:

a. Ho1: There is no significant relationship in the retention rate between male and female students.

b. Ho2: There is no significant relationship in the retention rate between black and caucasian students.

c. Ho3: There is no significant relationship in the retention rate between younger and older students.

d. Ho4: There is no significant relationship in the retention

rate between higher and lower ranking airmen.

e. Ho5: There is no significant relationship in the retention rate between high and low scorers on the Air Force Qualification Exam (AQE).

f. Ho6: There is no significant relationshp in the retention rate between new and more experienced students.

Further study and data collection regarding the attrition problem involved a survey form mailed to all of the Air Force bases in the continental United States and overseas. The survey form was designed to determine the overall attrition rate for colleges serving the military at Air Force bases. The colleges were also asked to report on selected institutional policies which might impact on the attrition rate. The final part of the survey provided space for the colleges to report on the number and kind of intervention techniques they participated in to increase the retention rate at their institutions.

Findings

Research Question One

Based on the information provided by the colleges, the overall withdrawal rate was 16.2 percent. This rate was consistent with information obtained from Air Force records (see Appendix I for withdrawal statistics). A wide range was found among bases, with one base reporting a high of 41.5 percent attrition while another base reported a low of 1.6 percent for the same period.

Research Question Two

Institutional factors do appear to affect the retention rate. Important factors include tuition, length of term, length of penalty-free withdrawal period and type of classes offered. Institutions charging higher tuition had a lower attrition rate but also had lower enrollments. Shorter semesters and shorter penalty-free withdrawal periods also reduced the attrition rate. Finally, English and math classes had more students withdraw for the most part than other general education classes.

Research Question Three

The colleges were provided a list of 11 intervention techniques and an open-ended opportunity to include techniques which were not listed. Colleges reporting utilizing a higher number of intervention techniques had generally lower withdrawal rates. Although there were some notable exceptions, this pattern held true, especially when multi-based colleges were examined.

Research Question Four

This part of the research involved examining the students participating in off-duty education at military bases. Six hypotheses were tested. A significant relationship was found between retention and age, educational level, and military rank. There was no significant relationship found between retention and sex, race, or AQE (an Air Force administered aptitude test) scores.

Along with contrasting persisters and non-persisters, personal interviews were conducted with students who withdrew from or stopped

attending classes. Based on the interviews, it was found that, in spite
of being non-persisters, most listed achievement of an associate degree
as their objective. Military duties were perceived by the non-persister
as being the most influential factor in their non-persistence.

Conclusions

Based on the findings in this study the following conclusions are
made.

1. Although the attrition statistics provided by SAC, the Air
Force and self-reported by the respondents to the survey are high, they
are lower than expected from the literature.

2. Institutions can control factors which influence the attrition
rate. These factors include length of semesters, tuition rates and
length of penalty-free withdrawal periods. Short semesters are benefi-
cial to airmen participating in off-duty education programs. Higher
tuition costs discourage enrollments; however, once enrolled the penalty
involved in dropping a class reduces the attrition rate. Longer penalty-
free withdrawal periods increase the attrition rate.

3. Colleges can lower attrition rates by increasing the number
of intervention techniques.

4. Military students participating in off-duty education do not
follow the general pattern of dropouts reported in attrition studies
found in the literature. For example, sex, race, and AQE scores had no
significant impact on the attrition rate.

5. More mature students, as opposed to younger students, are less
likely to withdraw from their classes.

6. Students in a military setting withdraw from introductory

English and math classes more frequently than they do from other classes.
Colleges can focus attention on basic core courses to minimize the
attrition rate.

Recommendations for Implementation

In order to increase retention rates in education programs, the
following actions are recommended for implementation.

1. Since entry-level English and math classes represented a source
of high withdrawals, disgnostic testing in those subjects would help
assure proper student placement.

2. Tutorial assistance or opportunities to transfer into lower
level courses would be beneficial for marginal students.

3. Improved student services or intervention programs such as
counseling, orientations, and early alert systems would benefit newer
and younger students.

Recommendations for Further Research

Little research has been accomplished concerning attrition rates
of military students attending classes during off-duty hours. Ample
opportunity exists for further study in this field. Specific suggestions
for additional studies are as follows:

1. Conduct controlled studies at multi-based colleges, such as
Chapman College, University of Maryland and City Colleges of Chicago to
test various institutional policies and their effect on enrollments as
well as retention.

2. Do follow-up studies at Butler County Community College to
test the effectiveness of new intervention techniques instituted since

this study was first formulated.

    3. Younger, low ranking airmen with little college experience have been identified as having more problems completing their course work. Further research should be developed to assist these airmen through the initial phases of college work.

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APPENDIXES

APPENDIX A

EDUCATION LEVELS: USAF ENLISTED FORCE

EDUCATIONAL LEVELS - USAF ENLISTED FORCE

AS OF 30 SEPTEMBER 1983

| EDUCATIONAL LEVEL | AIR FORCE | SAC | MCCONNELL | |
			NUMBER	PERCENT
Below High School	.7%	.9%	21	.7%
High School	68.7%	72.5%	2084	70.7%
Less than 2 yrs College	18.9%	17.8%	585	19.8%
AA/AS Degree	2.8%	2.2%	64	2.2%
2-3 yrs College	6.4%	4.7%	138	4.7%
Baccalaureate	2.3%	1.7%	55	1.8%
Masters or Higher	.2%	.2%	2	.1%
TOTALS	100.0%	100.0%	2949	100.0%

APPENDIX B

INSTITUTIONAL RETENTION SURVEY

Name of School _____

Name of School Representative _____

How many classes are offered on base? _____

How many military students on base? _____

How many civilian students on base? _____

How many military students dropped a class during the term or received
    a failing grade because of attendance? _____

How many military students dropped all of their classes (including those
    students who took only one class)? _____

How many civilian students dropped a class during the term or received a
    failing grade because of attendance? _____

How many civilian students dropped all of their classes (including those
    students who took only one class)? _____

How many military students who dropped a class were enrolled in their first
    semester? _____

How many civilian students who dropped a class were enrolled in their first
    semester? _____

How many military students who dropped a class were enrolled in more than
    one course?_____

How many civilian students who dropped a class were enrolled in more than
    one course?_____

What is the tuition cost per hour for on base classes? _____

What is the average class size? _____

What is the minimum class size? _____

What is the length of the term? _____

How many weeks into the semester may a student withdraw without receiving a
    failing grade?_____

People perceive the retention problem differently. What is your institution doing to strengthen its retention rate? Check all that apply.

_____ Conduct orientations for new students

_____ Provide required student advising prior to enrolling

_____ Provide special counseling for new students

_____ Provide tutorial assistance for students

_____ Provide diagnostic test information

_____ Make teachers aware of first time students

_____ Utilize an early warning system

_____ Provide opportunities for students to transfer into lower level classes if needed

_____ Make counseling sessions mandatory prior to withdrawal

_____ Limit the number of classes taken as a first time student

_____ Provide a math or English lab for assistance

_____ Other (specify) _____

_____

_____

Please send samples of materials which are provided to the students who fit the above categories.

What are some special arrangements that have been made to accommodate shift workers?

_____ None

_____ Back to back classes

_____ Short terms

_____ Other

APPENDIX C

SURVEY COVER LETTER

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 381ST COMBAT SUPPORT GROUP (SAC)
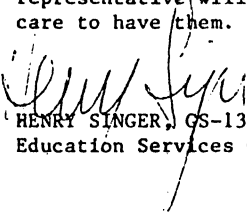McCONNELL AIR FORCE BASE, KANSAS 67221

16   1983

Dear Colleague,

We at McConnell AFB are experiencing a unique problem. Enrollments have continued to increase for the past six years, and all indications point to continued high participation. At the same time, disenrollments or withdrawals from courses seem to be at an unacceptably high level. Some of the withdrawals are due to changes in military assignments and are often unaviodable. However, too many others are self-directed, and the students elect to repay the government.

The college supporting our base has instituted several steps to reduce withdrawals, especially by first time students enrolled in core courses.

To further help us in our efforts, I would appreciate your passing the attached survey form on to the school representative on your base who represents that institution which offers college English and math classes. Please encourage a prompt reply and I will assure that you and your institutional representative will be able to share in the results of the findings if you care to have them.

HENRY SINGER, GS-13
Education Services Officer

APPENDIX D

FOLLOW-UP COVER LETTER

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 381ST COMBAT SUPPORT GROUP (SAC)
MCCONNELL AIR FORCE BASE, KANSAS 67221

REPLY TO
ATTN OF: DPE   3 February 1984

SUBJECT Institutional Retention Survey

TO Esteemed Colleague

1. Several weeks ago, we mailed you a copy of the attached institutional
survey and asked that you request the college offering your lower level
undergraduate courses to fill out the survey and send it to us. We received
some excellent results from other bases, which we hope to summarize and share
with you.

2. To make the study complete, however, we need your assistance in getting
the completed survey back.

3. Your personal intervention in this regard will be greatly appreciated.

HENRY SINGER, GS-13
Education Services Officer

APPENDIX E

STUDENT INTERVIEW FORM

1. Why did you enroll (AECP, CCAF, AA, personal)?

2. Were any of these a problem for you when you attended class (reason for dropping)? (Mark no more than three.)

    ____My health   ____Took leave

    ____Moving   ____Subjects or class not interesting

    ____Transportation   ____Found another interest (part-time job, etc.)

    ____Changed duty schedule

    ____Changed AFSC   ____Babysitting problems

    ____Family problems   ____Depression; stress

    ____Attending another school   ____Family did not want me to come
        or class, too
                                                     ____I already knew the material
    ____Teacher did not instruct well
                                                     ____Not enough personal attention
    ____Time of class
                                                     ____Subjects too easy
    ____Classroom
                                                     ____Fell behind in the work
    ____Too much homework
                                                     ____Other (Specify)
    ____Not enough homework

    ____Sent TDY

3. Did you have any of these feelings when you were in the class? (Mark no more than three.)

    ____Too old   ____Too young

    ____Confused   ____Embarrassed

    ____Discouraged   ____Scared

    ____Discouraged   ____Uncomfortable

    ____Too much stress   ____Couldn't sit that long

    ____Couldn't see   ____Couldn't hear

    ____I couldn't pass   ____I didn't know how to study

    ____It would take too long to finish   ____I wasn't accomplishing anything

    ____I could not remember what I   ____I didn't know what I was to do
        had learned
                                                     ____None of these
    ____I had trouble reading and
        writing the assignments

4. Could your work schedule have been rearranged so you could have continued the class?

5. Did you consult your supervisor who signed your TA request, before you filed the drop papers?

6. Did you consult with an education office counselor before you finalized your drop?

7. Would you have dropped if you had to repay three times as much as you did have to repay?

8. Did the program you attended have a good reputation?

APPENDIX F

CORRESPONDENCE IN RESPONSE TO

INSTITUTIONAL SURVEY

NORTHERN MICHIGAN UNIVERSITY

MARQUETTE, MICHIGAN 49855   CONTINUING EDUCATION CREDIT PROGRAMS

February 7, 1984

Mr. Henry Singer, GS-13
Education Services Officer
381 CSG/DPE
McConnell AFB, KS   67221

Dear Mr. Singer:

I feel compelled to expand the response to your Institutional Retention
Survey as it relates to the Northern Michigan University program at K.I.
Sawyer. First, in the area of attendance, the official University policy
is that it is the students responsibility to attend all sessions. In
reality, we both know this is not possible for most military students. We
deal with attendance by insuring that the students are aware that it is
their responsibility to make contact with the faculty member when they can-
not attend and to obtain notes for the class or any other class session
material. From the academic side, we proctor examinations for faculty on
an individual basis at our office at K.I. Sawyer. I can honestly state that
I know of no student at K.I. Sawyer who has failed any course in the past ten
years due to attendance.

Second, as it relates to first semester enrollments, students are categorized
and identified as freshmen with no further breakdown as to whether they are
first term freshmen or second term freshmen. Students who are new to our
University courses and programs are discouraged from overloading themselves
at individual advising sessions.

Third, "civilian" students includes military dependents (66), DAF civilians,
and local area civilians.

Fourth, although I have developed fliers, handouts, and brochures over the
many years, my most valuable tool which is provided each student is the
University undergraduate or graduate bulletin. The bulletin contains full
curricula information, course descriptions, prerequisites, services, career
opportunities, financial aid information, etc.

Finally, the retention problem hasn't appeared to be as significant as the
"turn-over" problem. This "turn-over" not only relates to military PCS,
but is also related to situations associated with the adult post-secondary
student such as vacations, raising a family, other types of professional or
community education and recreational activities. I have had no difficulty
in providing services, academic courses, or non-credit courses for K.I.
Sawyer Air Force Base and can honestly state that the University will pro-
vide anything for K.I. Sawyer which "need" supports.

Sincerely,

Harold Salzwedel, Jr.
Assistant Director
Continuing Education Credit Programs

saw

APPENDIX G

BASES AND SUPPORTING COLLEGES

RESPONDING TO SURVEY

NAME OF AIR FORCE BASE	SUPPORTING COLLEGES
Malmstrom AFB, MN	College of Great Falls
Norton AFB, CA	Coastline Community College Embry Riddle Aero University Chapman College
Keesler AFB, MS	Mississippi Community College Jefferson Davis Community College
Moody AFB, GA	Georgia Military College
Offutt AFB, NE	Embry Riddle Aero University Southern Illinois University
Hahn AB, Germany	University of Maryland City Colleges of Chicago
Hessisch-Oldendorf AB, Germany	University of Maryland City Colleges of Chicago Troy State University
Kadena AB, Japan	University of Maryland Central Texas College
George AFB, CA	Coastline Community College Chapman College Victor Valley College
Clark AB, Philippines	Central Texas College University of the Philippines
Peterson AFB, CO	Pikes Peak Community College
Carswell AFB, TX	Texas Christian University
Homestead AFB, FL	Miami-Dade Community College
Davis-Monthan AFB, AZ	Park College Embry-Riddle Aero University Chapman College
Andrews AFB, MD	Prince George's Community College
Blytheville AFB, AR	Mississippi County Community College
Minot AFB, ND	Minot State College

K. I. Sawyer AFB, MI	Northern Michigan College Park College
Edwards AFB, CA	Chapman College Cerro Coso Community College California State University
Kunsan AB, Korea	University of Maryland
Scott AFB, IL	Belleville Area College McKendree College
Sheppard AFB, TX	Embry Riddle Aero University City Colleges of Chicago University of Maryland Central Texas College
RAF Alconbury, England	University of Maryland
RAF Greenham, England	University of Maryland
McChord AFB, WA	Ft. Steilacoom Community College
Zaragoza AB, Spain	City Colleges of Chicago
McConnell AFB, KS	Butler County Community College
Wurtsmith AFB, MI	Alpena Community College
Hurlburt AFB, FL	Troy State University
Anderson AB, Guam	University of Maryland
Myrtle Beach AFB, SC	Coastal Carolina College
Eielson AFB, AK	University of Alaska
Elmendorf AFB, AK	Anchorage Community College
Shemya AFB, AK	University of Alaska
Columbus AFB, MI	East Mississippi Junior College
Kirtland AFB, NM	Chapman College
Randolph AFB, TX	Texas Lutheran College
Vance AFB, OK	Phillips University
Wright Patterson AFB, OH	Park College
McDill AFB, FL	University of Tampa Saint Leo College

Grissom AFB, IN	Ball State University
Seymour Johnson AFB, SC	Saint Leo College University of South Carolina
Aviano AB, Italy	University of Maryland City Colleges of Chicago
Pease AFB, NH	School for Lifelong Learning
RAF Bentwaters, England	University of Maryland Embry Riddle Aero University
Travis AFB, CA	Chapman College Golden Gate University
Mountain Home AFB, ID	Boise State University
Griffiss AFB, NY	Embry Riddle Aero University
Barksdale AFB, LA	Georgia Military College
Panama Canal AB, Panama	Florida State University
Hellenikon AB, Greece	University of Maryland City Colleges of Chicago
RAF Lakenheath, England	No information submitted with response.
Izmir AB, Turkey	University of Maryland
Templehof Airport, Berlin	University of Maryland
Lajes Field, Azores	Central Texas College
Maxwell AFB, AL	Troy State University
Bitburg AB, West Germany	University of Maryland
Holloman AFB, NM	Park College
Grand Forks AFB, ND	No information submitted with response.
McGuire AFB, NJ	Burlington County Community College Trenton State College
Luke AFB, AZ	Rio Salado Community College
Iraklion AB, Greece	University of Maryland
Edwards AFB, CA	Chapman College

Cannon AFB, NM	Eastern New Mexico University
Bolling AFB, MD	University of Maryland Prince George's Community College
Chanute AFB, IL	Southern Illinois University

APPENDIX H

WITHDRAWAL RATE SAC ENLISTED FORCE

NAME	PERCENT OF DISENROLLMENTS FALL 1983
Ellsworth AFB	41.51
FE Warren AFB	27.54
Fairchild AFB	25.14
Plattsburgh AFB	23.89
Malmstrom AFB	17.94
Loring AFB	16.77
Peterson AFB	15.74
Dyess AFB	10.85
Beale AFB	8.04
Vandenberg AFB	3.59
Carswell AFB	2.51
Castle AFB	2.46
Whiteman AFB	1.60
March AFB	1.57
Average	14.23

APPENDIX I

COASTLINE COMMUNITY COLLEGE

MANAGEMENT PLAN

1. Registration:

    A.   The student will read and acknowledge the Tuition Assistance Letter from the Base Education Office.

    B.   During enrollment the students will be apprised of the following points:

        1. To inform our office of any questions regarding our Central Office.

        2. To mark the sign-in card.

        3. To consider an A.A. degree with Coastline.

        4. To fill out a short questionnaire.

        5. To be aware of available tutors.

        6. To adhere to deadline dates for the first assignment.

        7. To be forewarned that the courses are not easy.

        8. To avoid taking more than one class if a first-time enrollment.

        9. To avoid the more difficult courses if they have no prior college experience

       10. To follow as closely as possible the Student Instructional Handbook.

       11. To set up a weekly or monthly timeline with the office if a first-time enrollment.

       12. To introduce themselves to their learning managers via the telephone.

       13. To be assured of our concern and support for their success.

2. During Registration Period:

    A.   Tracking monitor records registrations on a daily basis for ensuring course progress.

    B.   Tracking monitor checks short questionnaire to indentify students with extra TDY problems.

    C.   Tracking monitor marks new/s on sign in card denoting new student.

3. Post-registration:

    A.   Tracking monitor will call students to schedule appointments for degree evaluation.

APPENDIX J

STUDENT HANDOUTS AND PUBLICITY ITEMS

FALL STUDENT ORIENTATION

Make Your Stay a Good Investment!
Prince George's Community College

Fall Student Orientation
August 18, 1982
7:45 - 10:30 PM
Prince George's Community College
Largo Student Center Community Rooms

WELCOME TO PRINCE GEORGE'S COMMUNITY COLLEGE!

As you begin your educational experience here, we want to help you get the most our of your investment. You probably have a lot of questions about what college is like. Therefore, a Fall Orientation program is planned, just for you, on Wednesday, August 18, from 7:45 until 10:30 PM in the Community Rooms of the Largo Student Center.

You will have the opportunity to meet students, faculty and staff from several of the College departments. They will share information regarding the various services each area extends to the College Community. Many of the College's clubs and organizations will be able to share information about their organization, membership and activities with you at this time.

There will be a general session and an introduction to the College. A series of workshops will be conducted and you will have an opportunity to choose two topics of interest to attend.

Topics:
- How to get a job that is right for you
- How to get financial aid
- How to acquire study skills
- How to survive in the classroom
- How to use the Learning Resource Center (library)
- How to prepare to transfer to another college

See you on August 18th! Bring a friend and discover the benefits in attending a family oriented college.

The Orientation Committee

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
EUROPEAN DIVISION

Now, we have a question for you:

Is there anything else about withdrawing from a Maryland course that you need to know? If there is, you can get additional information about withdrawing, or other Maryland policies, by asking the Field Registrar and/or other Education Center Personnel. Beyond that you can always call our Heidelberg (or London) office and let us help you.

WHAT
DO YOU MEAN,
YOU WANT

TO
WITHDRAW?
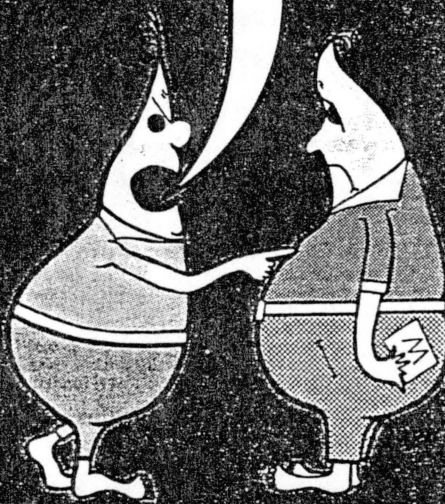
COASTLINE COMMUNITY COLLEGE

Course:_____ Date:_____

Dear_____:

On_____,_____you had an

appointment to take your_____examination.

Since you were unable to keep your appointment, we need to

reschedule. Please call me at your earliest convenience to

arrange another test date.

Thank you,

- Phone 714/382-6951
Coastline Community College Representative

OFFICE HOURS: 9:00 A.M. - 5:00 P.M.

Butler County Community College

P. O. Box 888 / Towanda Avenue and Haverhill Road / Phone: (316) 321-5083
EL DORADO, KANSAS 67042

ATTENDANCE REMINDER

TO: _____

FROM: _____

DATE: _____

SUBJECT: Irregular Attendance

My records indicate that you have been absent from the following classes:

Department	No.	Course
Department	No.	Course

Times Absent_____

Regular attendance is an essential factor in the successful completion
of any course of study. Irregular attendance may, in all probability,
entail a loss to the student that ordinarily cannot be made up. IF
SOME PROBLEM EXISTS, IT IS TO THE STUDENT'S ADVANTAGE TO CONTACT THE
INSTRUCTOR TO DETERMINE IF A SOLUTION TO THE PROBLEM CAN BE OBTAINED.
Instructors will drop students with excessive absences and a grade of
"F" will be recorded on the transcript. A student dropped for non-
attendance may apply for readmittance through the Vice President and
the instructor if the student initiates the request. Only one
attendance reminder will be sent to you. If you do not contact me, you
will be dropped. If you elect to drop a class, it must be done at least
two weeks prior to the final examination.

COMMENTS:

1. One copy of this form will be mailed to the student at the address
   he has listed on his permanent record.

2. One copy will be placed in the student's personnel folder in the
   records office.

3. One copy will be sent to the Air Force Education Office for Active
   Duty personnel.

APPENDIX K

ENROLLMENT AND WITHDRAWAL DATA USAF

1 APRIL 1983 - 30 SEPT 1983

	Tuition Assistance
Enrollments	144,898
Completions	126,897
Withdrawals	12,815
Percent of Withdrawals	8.8%

VITA $^{\wedge}$

Henry Singer

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF THE WITHDRAWAL PHENOMENON OF MILITARY STUDENTS
ATTEMPTING COLLEGE COURSES DURING OFF-DUTY TIME AT AIR FORCE
BASES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Frankfurt, Germany, in 1929.   Married to
the former Irene Conklin of Newark, New Jersey.   Lived in
Baltimore during the early years until entry in the Armed
Forces.

Education: Earned a Bachelor of Arts in business administration,
Troy State University, Alabama, in 1968; a Master of Arts in
Secondary Education, Troy State University, in 1969, and a
Specialist degree in counseling from Louisiana Tech Univer-
sity, 1979; completed the requirements for the Doctor of
Education degree, Oklahoma State University, July, 1984.

Professional Experience: From 1956 to 1967 served as education
and training officer, in addition to being an instructor pilot
in the Army. From 1968 to 1970, was a flight instructor
teaching basic instrument flying at the Army Aviation Center.
From 1970 to 1971 served as direcotr of extension services for
Embry-Riddle Aeronautical University.   From 1971 to present
worked for the Air Force as guidance counselor, supervisor of
counseling services in Eighth Air Force and education officer
at McConnell Air Force Base.