

FACTORS RELATED TO THE PARTICIPATION OR
NON-PARTICIPATION OF AIR FORCE
ENLISTED PERSONNEL AT TINKER
AIR FORCE BASE IN THE
COMMUNITY COLLEGE
OF THE AIR FORCE

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CHAPTER I

THE RESEARCH PROBLEM

The United States Air Force conducts technical training programs for all its members. This training in career development was designed to provide for the enlisted force entry into their speciality or field of labor. There developed an increasing need to have this training recognized for its full value by those organizations which set standards for individual qualifications and institutional excellence (Community College of the Air Force, 1973).

In February 1971, representatives of the Air Force Academy, Air University, and the Air Training Command, met to seek a way to improve and increase the benefits of Air Force technical training and educational programs for the individual, the Air Force, and the Nation. The Community College of the Air Force (CCAF) concept resulted from this meeting. The key to this concept was documentation and accreditation of existing Air Force Technical Training Programs (Community College of the Air Force, 1973).

Career education that develops the individual airman by fostering, guiding, and documenting his or her educational growth was the central aim of the Community College of the Air Force when it began (Community College of the

Air Force, 1973). Over the last 11 years, CCAF has changed its programs, procedures, and completion certificate but not its concern for its students. There are today, however, many eligible enlisted personnel who have not registered with CCAF.

Earle (1977) conducted a research study into the factors relating to the reasons some participated in CCAF while others did not. One of his recommendations was that a similar study be conducted five years later to see if there had been any improvement in participation in CCAF.

An informal survey conducted before his research began revealed only a six percent participation rate in CCAF (Earle, 1977). An August 1982 survey conducted by the Tinker Base Education Office indicated a 41 percent participation rate. This compares with a 31 percent total participation rate as revealed by figures released by CCAF (Community College of the Air Force, 1981-83).

Statement of the Problem

The question "Why some participate in CCAF while others do not?" raised by Earle (1977) has not been answered by any studies at Tinker Air Force Base. The findings of previous research have indicated that a significant number of eligible personnel do not participate in CCAF. Therefore, the reasons why a significant number of eligible enlisted personnel do not participate in CCAF needs to be determined.

Purpose of the Study

The purpose of this study was to determine which factors were related to participation or non-participation in CCAF programs by eligible enlisted personnel at Tinker Air Force Base.

Research Questions

The research questions addressed in this study were:

1. Which factors of the CCAF degree concept were related to participation or non-participation by Air Force enlisted members in CCAF at Tinker Air Force Base?
2. What percentage of participants or non-participants at Tinker Air Force Base was counseled on CCAF programs by the Base Education Office Staff?
3. Which factors were more likely to encourage participation by non-participants in CCAF programs?
4. What were some changes that participants would recommend to improve CCAF programs?
5. How do the findings compare with Earle's (1977) study?

Importance of the Study

The Community College of the Air Force was established to afford airmen the means and incentives to attain skilled craftsmanship and to broaden their education sufficiently to sustain continuing career growth and well being in a changing, highly technological society (Community College of the

Air Force, 1973). The importance of this study was to uncover factors that lead to participation and non-participation in CCAF programs at Tinker Air Force Base. With these factors revealed, the solutions that are needed to increase participation may be found. These solutions may also be used by others in an attempt to affect an increase in the participation rate in CCAF at other Air Force Bases.

Assumptions

This study was conducted under these assumptions:

1. The questionnaires were reliable and valid instruments when used by Earle (1977) and this study.
2. The responses were candid and were not answered with any fear of reprisals.
3. The samples were representative of the eligible population of participants and non-participants at Tinker Air Force Base.

Limitations

This study was affected by these limitations:

1. The sample population was limited to 506 Air Force enlisted personnel drawn from a total population of 5060 at Tinker Air Force Base January 20, 1983.
2. Chronological age, military grade, job speciality, and marital status were limiting factors which were, in part, controlled by selection of a percentage of each military grade.

3. Possible limiting factors such as high school grade-point average, years since attending school, and a general attitude toward school were not controlled in the sample selection because of the non-availability of such data.

4. The study was limited by the restricting nature of questionnaires using the mail-out technique such as: low return of completed questionnaires, possibility of those who either like or dislike the program being the only ones who will return the questionnaires, and the possibility that the questionnaires will not be answered seriously.

Scope

The scope of this study was:

1. The enlisted personnel who were stationed at Tinker Air Force Base on January 20, 1983.
2. Subjects were provided by the staff of the Tinker Base Education Office.
3. The sample population was randomly selected by a computer of all enlisted personnel assigned to Tinker Air Force Base.

Definitions of Terms

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

Air Force Specialty (AFS) is a group of related jobs or occupations such as Electronics, which have a common

requirement or qualification. This is the field of specialization in which an Air Force member is trained and employed and is identified by title and code, the Air Force Specialty Code (AFSC).

Air Force Specialty Code (AFSC) indicates the technical specialty of airmen and their level of qualification: helper, semiskilled, skilled, advanced or superintendent.

Airman, in accordance with Air Force Regulation 30-1, refers to both male and female enlisted personnel.

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

Enlisted personnel are all Air Force personnel from the grade of Airman Basic to Chief Master Sergeant and below the grade of commissioned or warrant officer.

Participant is an enlisted member of the Regular Air Force or an enlisted member of the Selected Reserve who is serving in the Air National Guard or an Air Force Reserve Unit and is enrolled in and is pursuing a CCAF program.

Non-participant is an enlisted member who meets all the qualifications for enrollment but has not formally enrolled in CCAF.

Organization of the Study

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

Chapter II presents a review of the literature that is pertinent to this study. A review of the Education Services Programs and the development of CCAF are included. Literature related to participation and counseling in all post-secondary education is included.

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

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

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

CHAPTER II

REVIEW OF THE LITERATURE

The major considerations in the review of the literature were the research questions. The literature is summarized under four categories: (1) Education Service Programs; (2) The Community College of the Air Force; (3) Participation and Non-participation; and (4) Guidance and Counseling.

Education Services Programs

The Air Force Education Services Program had its origin in the Army education programs. The educational programs of the Armed Services have grown as technology has increased. The development of the Air Force Education Services Program can be traced in the changes in educational philosophy and programs of the Army and the Air Force (Bailey, 1979; Houle et al., 1947).

Origin

From the very beginning of the United States Armed Forces, fighting was considered more important than education. The first attempt to have any type of educational program was when George Washington requested for assistance

from the Continental Congress in 1777. This request and a later request in 1778 were denied and forgotten by the Continental Congress (Houle et al., 1947).

The need for education did not decrease or disappear following the end of the Revolutionary War. The need for education led to the establishment of Service Schools at West Point (1802) and Annapolis (1845) to insure an educated Officer Corps. Illiteracy was such a continuing problem during the Nineteenth Century that Congress made provisions for military-post schools to teach basic reading and writing (Bailey, 1979).

The Army Reorganization Act of 1886 was passed to establish college-level courses that would be responsive to the Army's concern for professionalism among its officers. This Act gave rise to many schools, institutes, staff colleges, officers oriented fellowship programs, and Reserve Officer Training Corps (ROTC) (Bailey, 1979).

The Mobilization Act of 1916 during the era of World War I created the basis for establishing large scale educational programs for soldiers at the college level. The Armed Services had become aware that the educational arrangements of the Nineteenth Century were not meeting their needs. The Mobilization Act of 1916 was an attempt to create programs to solve this problem. But, these programs ended when the war ended (Bailey, 1979; Houle et al., 1947).

The next attempt to establish a workable education plan was the Mobilization Act of 1941. In March 1941, the War Department established new programs to aid in education. These programs underwent many changes during World War II and the months following the War (Houle et al., 1947).

After World War II, the mission of the Armed Forces became more complex and troops were deployed world wide. Education became a morale factor for the complex and diverse military organization. By 1960, military adult education programs were offered on or near military bases by a number of colleges around the world (Bailey, 1979).

The Army Air Corps, which became the United States Air Force in 1947, had already seen the need for qualified personnel to fill its many technical positions. This foresight came from the experiences of the preceding years of development (Earle, 1977).

Post-secondary education became a positive incentive for recruitment and re-enlistment in the All Volunteer Air Force of 1973. By 1978, more than 800,000 service personnel and by 1981 over 278,000 Air Force Personnel were enrolled in off-duty education (Bailey, 1979; Vera, 1982).

Philosophy

The rise of technical wonders created extraordinary possibilities as well as added responsibilities for the Armed Forces. To keep up with these changes, educational facilities were expanded. There is a threefold correlation

between scientific research, technological advance, and the dissemination of knowledge. After World War II, the military recognized that it had to keep up with the growth of technological advances. In order to do this, there had to be changes in its educational policy (Clark and Sloan, 1965).

Clark and Sloan (1966) stated that the development of new patterns for research and development gave rise to new and unheard of technology. Such a development was the Manhattan Project which produced the first atomic explosion in 1945. They discussed the changes produced by these new patterns from 1945 to 1965 as:

Since that time, new patterns, improved techniques; and more productive methods have flowed from the research laboratories and experimental centers, in multiple proportion to the funds expended and in ever-increasing complexity. Each new idea and device offered possibilities for defense--possibilities that could be realized, however, only through additional education. The period witnessed, therefore, a material expansion in the service schools of both the Army and Navy, the establishment of the Air Force as a separate unit of Armed Services, and the addition of top-level graduate school for seasoned officers. Indeed, so prolific was the growth of research, education and technology during this period that it may properly be termed revolutionary--'the RET revolution' (pp. 14-15).

The educational experiences of World War II gave the Army new insight into the value of education for its members. The Army discovered that increasing the educational level made the soldiers better able to understand and better able to appreciate the problem of their leaders. Education

could help the soldiers to take interest in the more valuable aspect of life. Thus, education gave them the opportunity to advance (Gray, 1946).

Time spent in military training was once regarded as time stolen from the task of getting on with a vocation. The advent of Technology has changed this situation. Thus, education has become necessary to the military as well as to other segments of society. Military life now offers the opportunity to achieve a rewarding career, new skills, acquire knowledge and to prepare for a more productive and satisfying civilian life (Clark and Sloan, 1965).

The experiences of the Armed Forces in education opened up a new understanding of the importance of education. Houle et al. (1947) stated this new understanding as:

Millions have been trained in Military skills either for combat or for some other service supporting combat. But such training was not enough. A civilian who enters the Army or Navy must accept a kind of anonymity of uniform and serial number. He does not cease to be a man, however, and he still has desires and hopes. Among them is the insight need, in his own particular way, to fulfill his potentialities and to improve his abilities and his understandings. Consequently, the armed services found it necessary to provide a great variety of voluntary educational opportunities (p.1).

From its very beginning in 1977 to now, education in the Armed Services has taken many turns and has had many changes. The importance of education to the well-being of the modern Air Force is emphasized by the development of a world-wide network of Education Services Centers (Bailey, 1979).

Objectives

The Education Services Program is contained in Air Force Regulation 213-1. The description of the Education Services in Air Force Regulation 213-1 (1976) is:

The Air Force Education Services program provides academic and technical/occupational educational opportunities and professional educational guidance/counseling services to Air Force members. Subject to availability of funds, personnel, facilities, and changing priorities of emphasis, programs are conducted for eligible personnel from the basic skills levels through graduate studies. Regardless of the individual educational level or location, efforts are made to enable him or her to further develop academic, occupational, professional, and personal capabilities through the programs covered by this regulation (p. 1-1).

Even though the needs of the Air Force are primary, these are not the total needs of its members or the intent of this program. The needs of Air Force members are defined in Air Force Regulation 213-1 (1976) as:

Members of the Air Force must be able to acquire the knowledge, insight vision, and self-confidence to understand and defend the principles of American Democracy and to contribute effectively to national manpower and economic needs, both military and civilian. These needs include educational objectives in support of the Human Goals of the Department of Defense to assist the individual to:

- (1) Perform military jobs more effectively.
- (2) Prepare for positions of high military responsibilities.
- (3) Qualify for advanced military training and educational goals.
- (4) Adjust to productive postservice careers.
- (5) Fulfill individual aspirations and enhance individual capabilities (p. 1-1).

There are five major objectives of the Air Force Education Services Program. Each of these objectives is directed at a different segment of the Air Force members. These objectives are stated in Air Force Regulation 213-1 (1976) as:

1. Provide voluntary educational opportunities to at least the master level in support of procurement, retention, and career-long individual growth.
2. Provide technical/occupational programs offerings in support of enlisted personnel procurement efforts under all volunteer concept.
3. Provide voluntary opportunities at the associate and baccalaureate levels in support of procurement, retention and career-long growth of enlisted members.
4. Provide secondary educational programs which will provide opportunities for completion of high school level by the end of the first enlistment.
5. Provide voluntary postsecondary education opportunities for personnel at small geographical separated units (p. 1-11).

Organization

The organization and operation of the Air Force Education Services Program is governed by Air Force Regulation 213-1. This regulation prescribes the policies and procedure to be used in conducting and administering the Education Services Program at all levels (Air Force Regulation 213-1, 1976).

Education Services Officers and their staff throughout the Air Force provide services to all members of the Air Force. The following is a summary of the organization

of these services:

1. Individual Development and Educational Advancement (IDEA) programs. One part of this program is to provide the opportunities to those who have not completed high school to finish high school or obtain a high school equivalency through GED tests. Another part of this program is to provide the opportunities for servicepersons to complete remedial, refresher, or deficiency courses required for job-related training or work performance (Air Force Regulation 213-1, 1976).

2. Tuition Assistance. The cost of education may be a contributing factor in preventing some individuals from enrolling in any type of school. Tuition assistance may be provided to active duty Air Force military personnel on extended active duty. The Air Force pay either 75 percent or 90 percent for specified service members of tuition cost for qualified off-duty educational programs (Air Force Regulation 213-1, 1976).

3. Operation Bootstrap-Permissive Temporary Duty. This permissive temporary duty, release from duty to attend classes full time, can be provided when completion of required courses cannot be done through normal off duty study. A servicemember can be released from one day to a full year to complete a course or to finish a degree under this program (Air Force Regulation 213-1, 1976).

4. Veterans Administration Programs. Veterans Administration in-service educational benefits are available

to the eligible military personnel through either Vietnam Era GI Bill or Veterans Educational Assistance Program (VEAP). The program a servicemember falls under depends upon his or her enlistment date into the Armed Services (Air Force Regulation 213-1, 1976).

5. Airman Education and Commissioning Program (AECP). This program allows an enlisted servicemember who qualifies academically to earn a degree and a commission in an academic field that the Air Force needs (Air Force Regulation 53-20, 1978).

6. Air Force Reserve Officer Training Corps-Airman Commissioning Program (AFROTC-ASCP). This program allows servicemembers to apply for AFROTC scholarships. If selected they are discharged from active duty and enlisted in the Air Force Reserve. Upon completion of the degree program through AFROTC, they are tendered Reserve commissions in the Air Force (Air Force Regulation 53-20, 1978).

7. Officer Training School (OTS). A servicemember who completed a baccalaureate degree may apply for a direct selection to OTS. Upon selection and completion of OTS the servicemember is tendered a Reserve commission in the Air Force (Air Force Regulation 53-27, 1981).

8. Extension Course Institute (ECI). ECI extends the training capabilities of Air Force schools worldwide on a self study basis. ECI offers a wide range of technical and professional courses to meet the training and professional development of Air Force personnel (Air Force Regulation

50-12, 1982).

9. General Educational Development Test (GED). The GED testing program was developed in 1942 by the Examination Staff of the United States Armed Forces Institute (USAFI). The intent was to measure whether military non-high school graduates had acquired the equivalent of a high school education. When USAFI was terminated in May 1974, the Department of Defense through the Defense Activity for Non-Traditional Education Support (DANTES) and GED testing service made GED testing available to active duty personnel stationed overseas. Issuance of a high school equivalency credential is accomplished through state departments of education in all states (Department of Defense Directive 1322, 8-H, 1981).

10. Advance Standing Tests. The Air Force offers advance standing tests to active duty servicemembers. Three different testing services are available, the College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST's), and the American College Testing Proficiency Examinations (ACT/PEP). These examinations can be used by colleges and universities to grant advance standing to qualified personnel (Department of Defense Directive 1322. 8-H, 1981).

11. Air Force Institute of Technology (AFIT). AFIT is a degree granting educational institution under the Air University. AFIT conducts and administers programs to provide needed skills for the Air Force. The Education Services

Center is responsible for maintaining current information on AFIT programs and counseling perspective students (Air Force Regulation 213-1, 1976).

12. Community College of the Air Force (CCAF). The Community College of the Air Force offers programs which lead to the achievement of an Associate of Applied Science Degree. Each program requires that the student successfully complete a combination of military specialty training and civilian college courses with an option for advance standing tests (Air Force Regulation 53-29, 1982).

Clark and Sloan (1965, p. 142) stated, "Nowhere is this merging of the military with the civil more significant than in the field of education". They also stated that even though the main objective of the military was to train troops for combat, at least 60 percent of what was taught was applicable to civilian occupations. The organization of the Education Services Program today was designed to help Air Force members translate their military training and time into college credit.

Community College of the Air Force

The Community College of the Air Force is a unique educational opportunity for career education for airmen. Its students, courses, and organization bears no close resemblance to any other institution. It is an institution that is operated for only enlisted members of the active Air Force (Community College of the Air Force, 1973).

Development

The idea for the Community College of the Air Force began in the Air Training Command of the Air Force. In February 1971, representatives from the Air University and the Air Force Academy met with representatives from the Air Training Command. The concept of the Community College of the Air Force evolved from this meeting. This concept was proposed to Headquarters, Air Force where it was quickly recognized for both its need and value. On March 16, 1972, CCAF was approved by the Secretary of the Air Force as a separate unit within the Air Training Command (Community College of the Air Force, 1981-83; Bradshaw and Boze, 1973).

The college opened its doors on April 1, 1972 at Randolph Air Force Base, Texas. On May 16, 1973, the first student was enrolled and on August 23, 1973, the first Career Education Certification was awarded. CCAF became an accredited member of the Southern Association of Colleges and Schools' Commission on Occupational Education Institutions (COEI) on December 12, 1973. CCAF received a five-year re-affirmation of accreditation on December 10, 1975 (Community College of the Air Force, 1981-83).

CCAF was granted the authority to confer the associate degree by the passage by the United States Congress of Public Law 94-361 on July 14, 1976. On January 13, 1977, the U.S. Commissioner of Education certified the authority to grant the associate degree. CCAF was relocated at Lackland Air Force Base, Texas in 1977 (Community College of the Air

Force, 1981-83).

CCAF was declared a candidate for collegiate accreditation by the Executive Council of the Commission of Colleges (COC) of the Southern Association of Colleges and Schools in June 1978. After relocation to Maxwell Air Force Base, Alabama in 1979, CCAF was granted full accreditation as a member of the Commission on Colleges on January 1, 1980 (Community College of the Air Force, 1981-83).

Organization

CCAF is a multicampus educational institution of worldwide proportions with its administrative center at Maxwell Air Force Base, Alabama. It operates as a function of the Air Training Command (ATC) with the Commander of the Air Training Command as the conferring authority for its associate degree (Community College of the Air Force, 1981-83).

The CCAF Advisory Committee reviews CCAF's academic policy formulated by the Policy Council and recommends new policies to the Secretary of the Air Force through the Commander, ATC. This committee is made up of representatives from the Air Force, education, industry, and the professions (Community College of the Air Force, 1981-83).

The CCAF Policy Council serves as the internal academic policymaking body for the college. It makes recommendations concerning programs of study, award of credit, academic standards, awarding of the associate degree to the President through the Dean of the college. It consists of

representatives from each of the five divisions and the Dean or Vice President (Community College of the Air Force, 1981-83).

CCAF awards credit from a worldwide network of Air Force technical education schools and professional military education schools which offer instruction applicable to the CCAF program of study. CCAF only awards credit from those schools it has designated as affiliated schools or candidates for affiliation. All courses that are taught on Air Force Bases by Air Force personnel are not accredited by CCAF. The accreditation of courses is only for those degree-relevant courses offered at Air Force school affiliated with CCAF. Credit for physical education is awarded to those who have completed Basic Military Training (Community College of the Air Force, 1981-83).

The associate degree is awarded for successful completion of a program of study related to an Air Force specialty. The Air Force specialties are divided into five divisions: Aircraft and Missile Maintenance, Electronics and Telecommunications, Health Care Sciences, Management and Logistics, and Public and Support Services. Completion of a degree requires from 64 to 70 semester hours depending upon the degree. The degree requirements are broken down into two parts, technical education and core curriculum. Technical education consists of from a minimum of 24 to a maximum of 39 semester hours of directly related instruction to the field of labor. Core curriculum consists of a min-

imum of 31 to a maximum of 39 semester hours divided into general education, management education, and physical education (Community College of the Air Force, 1981-83).

Educational advisement is provided through a worldwide network of Education Services Centers. The education services counselors serve as academic advisors for CCAF. The counselors assist the student with enrollments, transferring of credit to CCAF, and counsel students on what is needed to complete the degree (Community College of the Air Force, 1981-83). The Education Services Center is the students' direct contact with the college and in many cases the only contact they will ever have with the College.

Guidance and Counseling

There are many theories of counseling and giving guidance. The main objective of educational counseling is to help the individual to understand where he is, where he is going, and how to get there. This may involve changes in both attitude and direction to achieve the goals and objectives of the student.

Adult Counseling

The experiences of the Army and Navy during the years of World War II and before seem to uniformly disprove the idea that adults do not need guidance and counseling. Mature individuals do not reach the stage where they can solve all their own problems satisfactorily. They need help in

analyzing their learning needs and selecting the learning experiences to meet these needs. Without proper guidance, many will not enter into educational programs. Counseling is needed by those desiring to enter into an educational program because it is at entry that they need counseling, are ready to use it, and are motivated to take it (Houle, et. al., 1947).

Schlossberg et al. (1978) emphasized that it is the chief function of a counselor to help their clients to adjust their information or skills to maintain control of the situation. Turning points in life can be occasions for change in both personality and life structure. They also found out, in attempting to prevent a client from making decisions that are incongruent with his desires, the counselor must intervene with information and produce self-awareness in the client.

The role of an adult counselor is stated by Schlossberg and Entine (1977) as:

To be effective, the counselor of adults must first have knowledge of the decision-making process that can be used in diagnosing the problems of the individual client--and in particular determining whether the client is at the anticipatory or the implementation stage and in devising appropriate interventions. Occasionally, the counselor may have to go beyond the function of counseling and the individual program development and social activism. The second requisite is an awareness of adult development and an ability to penetrate beyond what the client says to what is left unsaid (p. 85).

Most educational counselors received their education in either elementary or secondary education. Their primary job is to counsel elementary, secondary, or college students. When adult education needed counselors, they were chosen from this group of trained counselors. This created a problem because they did not have adult education training or background (Rauch, 1972).

There is a continuing need to inform enlisted personnel of the availability of CCAF and off-duty educational opportunities related to completing their degree. Houle et al. (1947) found that:

In the off-duty education programs the problem of recruitment was basically that of adequately informing military personnel of the availability of the educational services provided. This was a continuing process. The almost daily changes in personnel characteristic of any large Army camp or Navy base meant that there were always new people to interest in available educational services. Also, among those men and women who remained for some time, there was a constant necessity to reinforce the stimulus to participate (p. 207).

There have been very little changes since this was written. Today, there is still the ever present need to constantly inform Air Force personnel of the availability of educational opportunities.

Air Force Counseling

The Air Force provides counseling services to all its members through a worldwide network of Education Services Center located on all major Air Force installations. Along with this counseling service, the Air Force provides

financial assistance to help pay tuition cost. The Education Services Centers are operated under the administration and guidance of the Educational Services Officer who has a staff of professional education administrators, education services counselors, and test examiners (Community College of the Air Force, 1981-83).

The Education Services Centers serve as the focal point for contact between the students and CCAF. These centers provide a broad range of educational opportunities which can be used to satisfy the requirement of CCAF programs. The education services counselors serve as academic advisor for CCAF and are the primary means of communication between CCAF and its student body (Community College of the Air Force, 1981-83).

Air Force Regulation 213-1 (1976) sets the requirements for professional guidance and counseling services to all members of the Air Force. This regulation includes the requirement that all newly assigned personnel be advised of the educational opportunities of the Community College of the Air Force. All incoming personnel must be counseled by a professional qualified guidance counselor within 60 days of being assigned to the base. This requirement is met by sending a letter to each newly assigned officer or airman inviting him or her to visit the Education Services Center for counseling and advisement. If the individual does not respond, follow up action is taken to assure the completion of the required counseling within 60 days. The follow-up

action is discontinued after 60 days if the member fails to respond.

The Education Services Handbook (Community College of the Air Force, 1979) states the role of education services center personnel as:

The education services center is the students' point of contact for communications with the college. Counseling and advisement regarding CCAF program selection and progress are important responsibilities. The education center staff process CCAF registrations and Transcript requests; monitors student progress; and maintains up-to-date student records containing catalog information, and CCAF Student Progress Reports (PR). The college staff provides assistance to counselors and students to clarify policies or programs (p. II-2).

Participation and Non-participation

There are many factors related to participation and non-participation in education activities. Age and educational attainment are powerful factors in adult education participation. Occupation and income are secondary by comparison. Learning is tied somewhat to expectations for the future. Those expecting a move in the near future are more likely to be interested in learning. Learning is coupled with optimism about the future and a readiness to accept change. Those who do not accept change are less likely to attend any type of class (Johnstone and Rivera, 1965).

Participation

The difficulty in determining why adults participate in learning activities was emphasized by Darkenwald and

Merriam (1982) as:

In conclusion, adults typically engage in education- including a single education activity--for multiple reasons, some which may not be related to traditional educational goals (for example, 'to escape from routine'). However, when forced to give a single, dominate reason for participation about half of all adults cite improving occupational competence or getting ahead in the world of work (p. 132).

Burgess (1971) in attempting to discover why adults did participate in group educational activities factored out seven groups of reasons. He stated these reasons as:

The seven interpretable factors were named based on the inherent meaning of the reason which were correlated with each other as determined by the factor analysis solution. The names selected for the seven identifiable factors were: The Desire to Know, The Desire to Reach a Personal Goal, The Desire to Reach a Social Goal, The Desire to Reach a Religious Goal, The Desire to Take Part in Social Activity, the Desire to Escape and the Desire to meet Formal Requirements (pp. 17-18).

Boshier (1971) found that adults participating in an educational activity cannot express their reasons in a carefully written statement. He found that participation comes from very complex reasons and motives. Each person has a different reason for participating in a learning activity.

The real or preceived needs are primary factors in determining what educational activities the individual will undertake. Whether a person finished a particular activity depends entirely upon the individual perseverance and the continuation of interest in the activity until the objectives are met or achieved. These factors of motivation are

present in the voluntary nature of off-duty education programs related to successful completion of a CCAF degree. (Houle et al., 1947).

Cross (1981) found that adults participate in learning activities for different reasons, at different times in their lives, and most learners have more than one reason for learning. Most adults have definite reasons for learning and are responding to transitions in their lives.

Cross (1981) stated the factors of motivation to learn as:

Some people may engage in continuous lifelong learning simply because they have an itch to learn; others participate when they have a need to know or when a specific reward for the learning effort is clear to them (p. 96).

The question of why adults participate in learning activities cannot be answered by a simple answer. The reasons for participation are based upon individual needs and not what is being taught. Each learning activity will be attended for a different reason by each person there (Cross, 1981).

Non-participation

Why adults do not participate in learning activities is important to know but hard to determine. Those who need the education the most are usually those who do not participate. There are barriers to participation by adults in learning activities. Cross (1981) states these barriers as:

Situational barriers are those arising from one's situation in life at a given time. Lack of time due to job and home responsibilities, for example, deters large numbers of potential learners in the

25 to 45 year old age group. Lack of money is a problem for young people and others of low income. Lack of child care is a problem for young parents; transportation is a situational barrier for geographically isolated and physically handicapped learners. Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities--inconvenient schedules or locations, fulltime fees for par-time study, inappropriate courses of study, and so forth. Dispositional barriers are those related to attitudes and self-perceptions about oneself as a learner. Many older citizens, for example, feel that they are too old to learn. Adults with poor educational backgrounds frequently lack interest in learning of confidence in their ability to learn (p. 88).

Hothkiss (1969) stated that one of the bases for a special center for adults learners was that adults view their learning as discontinuous and fragmented and only attend school peripherally or part-time. These students only went to school when they felt the urge and when they had to adjust to the school calender they did not attend.

Darkenwald and Merriam (1982) used different categories for non-participation but their end results were the same as the other writers. They used a different approach and isolated what they call informational obstacles.

Darkenwald Merriam (1982, p. 136) stated the information objectives as, "There is reason to believe that many adults simply have no information, or only inaccurate information, about actual cost and cost options". Lack of information will likely remain a major barrier to participation in adult education until better methods are found to inform adults of their opportunities.

Earle (1977) covered the factors related to participation and non-participation in CCAF programs. He found two factors that were related to non-participation in CCAF. One, those who did not participate did not understand the CCAF concept of awarding a degree. Two, the majority of non-participants were not counseled by Education Services staff on CCAF programs. He, also, found that a majority of those who were participants in CCAF were in agreement that it was an easy way to earn a degree.

Houle (1961) isolated some principles of adult education that are relevant to educational activities in the military. First, he found that the desire to learn is not equally shared by everyone. Second, he found that the higher the formal education of the adult the more likely he will take part in more continuing education. Third, he isolated three types of learners: (1) The goal-oriented are those who participate as a means of accomplishing a clear cut objective; (2) The activity-oriented are those participants who are there for internal reasons not necessarily connected to the purpose of the educational activity; and (3) The learning-oriented are those who participate solely for knowledge sake. The application of these principles to CCAF is that: (1) Everyone will not participate; (2) participants do so for different reasons and (3) participants are likely to continue their education beyond the completion of a CCAF degree.

Summary

The review of the literature covered the development of the Education Services Programs, the development of the Community College of the Air Force, the necessity for guidance and counseling in any educational program, and the isolation of factors related to participation and non-participation in educational activities. This review indicated that:

1. The United States Air Force has developed a comprehensive, voluntary educational program in a response to a changing technological society. This program ranges from remedial education through graduate studies. The educational philosophy of the Air Force evolved from ignoring education to inter-action with education.

2. The new educational philosophy led to the development of the Community College of the Air Force. CCAF offers enlisted members the opportunity to advance their career education to the associate degree level.

3. Proper guidance and counseling are necessary for adults to enroll in educational activities. The Air Force provides guidance and counseling opportunities to all its members.

4. There are many different factors related to participation and non-participation in educational activities. The factors related to participation in a particular educational activity are functions of the nature of the activity, the location of the activity, and the attitudes of the

eligible participants.

5. The Community College of the Air Force because of its goals and objectives should have virtually all of the enlisted members of the Air Force as its student body or as graduates. However, the literature indicated that a very significant number of enlisted members have not participated in CCAF.

CHAPTER III

METHOD AND PROCEDURES

The methodology and procedures used to conduct the study are found in this chapter. The population and the method used to select the sample, the description of the survey instrument, the data collection procedure, and the statistical treatment of the data form the basis of this chapter.

Selection of the Sample

The total enlisted personnel assigned to Tinker Air Force Base on January 20, 1983 constituted the population of this study. The total population of 5060 included all grades from Airman Basic to Chief Master Sergeant.

Since there was an enrollment of 41 percent in CCAF at Tinker Air Force Base as indicated by a survey conducted by the Base Education Office in August, 1982, ten percent of the total population was chosen to be surveyed. Ten percent of the population of 5060 produced a sample of 506 names. To have a confidence level of .05, a return response of 178 questionnaires was required. Based on an expected return rate of approximately 40 percent, at least 480 questionnaires needed to be sent out to insure a return of at least

178 questionnaires. The decision was made to take a ten percent stratified random sample of each grade from Airman Basic to Chief Master Sergeant. This was accomplished to insure that the study was not biased by length of service or grade.

A list of ten percent of each grade was obtained from the Base Education Office. The list contained 506 names that were selected randomly by a computer of the total enlisted population of 5060 as of January 20, 1983. There were 491 questionnaires mailed to the individuals selected. There were 15 questionnaires not mailed because the individuals were on temporary duty status off Tinker Air Force Base or had left the base.

Survey Instrument

To determine the factors related to participation and non-participation in CCAF at Tinker Air Force Base, two different questionnaires were used. The participants were asked one set of questions and the non-participants were asked a different set of questions. Two different sets of questions were used because the factors for participation were not directly opposite to the factors for non-participation in CCAF. The questionnaires were developed by Earle (1977) and were used in a study conducted in Hawaii in 1977. The two questionnaires were combined with another questionnaire used by another researcher surveying the same population for a similar study.

The questionnaires as used by Earle (1977) were slightly changed. Although the same questions were asked, the arrangement of the questions was changed to improve clarity and to eliminate some double negatives. No substantial change in content was made. The same basic format of the questionnaire was used.

The completed questionnaire was divided into three sections: the first section was used by the other researcher and contained the demographic information for this study; the second section was completed by participants in CCAF; and the third section was completed by non-participants in CCAF. Each individual was asked to complete the first section, participants in CCAF were asked to complete the second section, and non-participants were asked to complete the third section.

The questionnaires completed by participants and non-participants were divided into three parts. Each part of the questionnaire corresponded to a specific research question found in Chapter I. The questionnaires that were completed by participants corresponded to the first, second, and fourth research questions. The questionnaires that were completed by the non-participants corresponded to the first, second and third research questions. The first part of both questionnaires corresponded to the first research question. The second part of each questionnaire corresponded to the second research question. The third part of the questionnaire completed by participants corre-

sponded to the fourth research question. The third part of the questionnaire completed by the non-participants corresponded to the third research question. (See Appendix A for a copy of survey instrument.)

The survey instrument in its final form was sent to the Base Commander of Tinker Air Force Base through the Director of Personnel for approval. The Base Commander reviewed the survey instrument and approved its use. Approval for use was granted on January 4, 1983. (See Appendix B for a copy of request and approval for use of questionnaire.)

Data Collection

The data collection procedure began on January 20, 1983. The questionnaires were sent by mail to the selected participants. Each person was requested to return his/her questionnaire no later than February 18, 1983. No second mailing was conducted. The Tinker Director of Personnel refused to approve the request for a follow-up mail-out based on the following reasons:

1. Historical data (information) indicates that a return rate of approximately 35 percent is normal due to the high mobility of the military population.

2. Follow-up is considered tantamount to a failure to comply within the military community. A follow up therefore could have resulted in mandatory compliance which would have been detrimental to the validity of the survey.

Treatment of the Data

All responses from the two groups were converted into frequency counts and then into percentage responses for each question. The data were then organized into tables related to each of the research questions. The data were then analyzed to determine what factors were related to participation or non-participation and what changes the respondents had recommended to improve participation in CCAF.

The total responses for each question of this study were compared by Chi Square to the study conducted by Earle (1977) to see if there were significant differences in factors related to participation. The expected frequency for each factor was determined by multiplying the total number of returned questionnaires for each group by the percentage of positive responses obtained by Earle (1977). A significant difference at the .05 level of significance was considered acceptable to determine that there was or was not a significant difference in factors related to participation in CCAF (Young and Veldman, 1972).

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine which factors were related to participation or non-participation in CCAF programs by eligible enlisted personnel at Tinker Air Force Base. The research questions form the basis for determining which factors are related to participation or non-participation. Each of the research questions were considered by analyzing the data from four categories: (1) The response to each factor from the total subjects; (2) The response to each factor by Air Force Grade; (3) The responses to each factor by education level; and (4) The responses to each factor as compared to the study conducted by Earle (1977) in Hawaii.

The research questions and the purpose of this study form the bases for analysis and discussion of the data. This chapter has five sections: (1) Response rate and demographic information; (2) Factors related to participation or non-participation; (3) Counseling by Base Education Office; (4) Factors encouraging participation by non-participants; and (5) Recommended change to CCAF programs by participants.

Response Rate and Demographic Characteristics

There were 218 out of 491 questionnaires returned for a return rate of 44.4 percent. Only 213 were used because five who had completed their degree did not complete the second or third section of the questionnaire. The participation rate in CCAF was 87 out of 213 or 40.8 percent.

The demographic information for sex and educational level is presented in Table I. There were 191 (90% males and 22 (10%) females responding to the questionnaires. The indicated education level for non-participants revealed that: one did not graduate from high school; 76 had graduated from high school; 37 had some college, but no degree; eight had an associate degree; two had a bachelor's degree; and two had a master's degree. The indicated education level for participants revealed that: 16 had graduated from high school; 62 had some college, but no degree; seven had an associate degree; and two had a bachelor's degree.

The questionnaire return rate by Air Force grade is presented in Table II. There were six questionnaires sent to Airmen Basic (E-1) and one non-participant returned a questionnaire for a return rate of 17 percent. There were 19 questionnaires sent to Airman (E-2) and one participant and four non-participants returned them for a return rate of 26 percent. There were 114 questionnaires sent to Airmen First Class (E-3) and five participants and 25 non-participants returned them with one unusable questionnaire

TABLE I
 QUESTIONNAIRE RETURN RATE BY
 SEX AND EDUCATION LEVEL

<u>Variable</u>	<u>Number = 213</u>	<u>Frequency</u>	<u>Percentage</u>
<u>Sex</u>			
Male		191	90
Female		<u>22</u>	<u>10</u>
Total		213	100
<u>Education Level Participants</u>			
High School		16	18.39
Some College, no degree		62	71.26
Associate degree		7	8.05
Bachelor degree		<u>2</u>	<u>2.30</u>
Total		87	100.00
<u>Education Level Non-participants</u>			
Non-High School		1	0.79
High School		76	60.32
Some College, no degree		37	29.36
Associate degree		8	6.35
Bachelor degree		2	1.59
Master degree		<u>2</u>	<u>1.59</u>
Total		126	100.00

for a return rate of 27 percent. There were 118 questionnaires sent to Sergeants/Senior Airmen (E-4) and 14 participants and 35 non-participants returned them with one unusable questionnaire for a return rate of 42 percent. There were 117 questionnaires sent to Staff Sergeants (E-5) and 30 participants and 20 non-participants returned them with one unusable questionnaire for a return rate of 44 percent. There were 67 questionnaires sent to the Technical Sergeants (E-6) and 16 participants and 23 non-participants returned them for a return rate of 58 percent. There were 38 questionnaires sent to Master Sergeants (E-7) and 13 participants and 16 non-participants returned them with one unusable questionnaire for a return rate of 86 percent. There were 10 questionnaires sent to Senior Master Sergeants and five participants and two non-participants returned them for a return rate of 70 percent. There were five questionnaires sent to Chief Master Sergeants and three participants returned them with one unusable questionnaire for a return rate of 80 percent. There is a positive correlation between the response rate and the grade of the individual.

Factors Related to Participation or Non-participation

The first research question was, "Which factors of the CCAF degree Concept were related to participation or non-participation in CCAF at Tinker Air Force Base?" Responses from both the participants and non-participants were used

TABLE II
 QUESTIONNAIRE RETURN RATE
 BY AIR FORCE GRADE

Grade	Questionnaires Mail-out	Response	% Returned	Participant	Non-Par- ticipant	Not Usable
E-1	6	1	17	0	1	0
E-2	19	5	26	1	4	0
E-3	114	31	27	5	25	1
E-4	118	50	42	14	35	1
E-5	117	51	44	30	20	1
E-6	67	39	58	16	23	0
E-7	35	30	86	13	16	1
E-8	10	7	70	5	2	0
E-9	<u>5</u>	<u>4</u>	<u>80</u>	<u>3</u>	<u>0</u>	<u>1</u>
Total	491	218	44.4	87	126	5

to determine the factors related to participation and non-participation in CCAF.

The participants were asked to indicate if nine statements were or were not the reasons they were participating in CCAF. The non-participants were asked to indicate if 15 statements were or were not the reasons they did not participate in CCAF.

Participation

The total responses to reasons for participating in CCAF are presented in Table III. The greatest percentage of responses (92%) was to the statement, "It offers me a good opportunity to earn college credit." This was followed closely (91%) by the statement, "It will help in self-improvement." The lowest percentage (48%) of responses was to the statement, "It will help me get a high score on the Weighted Airman Promotion System (WAPS)."

The majority of those responding indicated that each of the statements were related to the reasons they were participating in CCAF, except the one concerning testing for promotion (48%). The greatest percentage of responses seemed to be for the future use of the educational benefits received from CCAF. The statements related to immediate occupational use, "help get a high score on WAPS" (48%) and "improve job performance" (69%) received the lowest number of responses. Only 69 percent indicated that they were participating because it was an easy way to earn a degree.

TABLE III

FREQUENCY OF RESPONSES TO FACTORS RELATED TO THE
PARTICIPATION IN CCAF PROGRAMS

Factor	Number of Yes Responses N=87	Percentage
1. It will help me to improve my performance on the job.	60	69
2. It will help me to get a high score on the Weighted Airman Promotion System (WAPS).	42	48
3. I believe that college credit could be important for promotion.	70	80
4. It will help in self-improvement.	79	91
5. I intend to earn a Bachelor's degree eventually.	68	78
6. It offers me a good opportunity to earn college credit.	80	92
7. It is an easy way to earn a degree.	60	69
8. I believe that the education I will receive through a CCAF program will help me in civilian life after I complete my Air Force Career.	74	85
9. It is the most convenient way for me to earn credit toward a degree.	70	80

The statements related to long-range goals, "earn a bachelor's degree eventually," (78%) "most convenient way to earn credit toward a degree," (80%) "college credit could be important for promotion," (80%) "the education will help in civilian life after Air Force," (85%) "self-improvement," (91%) and "good opportunity to earn college credit" received the highest number of responses. Therefore, the total responses by participants indicated that they were participating for many reasons and that earning of college credit and self-improvement were the major factors related to participation in CCAF.

The total number of responses by Air Force grade is presented in Table IV. The statement, "I believe that college credit could be important for promotion," received 100 percent by Master Sergeants (E-7). The reason for this could possibly be that at this grade education begins to be important for promotion. Self-improvement received 100 percent by both Airman Basic to Sergeants (E-1/E-4) and Master Sergeants (E-7). The statement, "It offers me a good opportunity to earn college credit," received 100 percent by Master Sergeants (E-7) Senior Master Sergeants (E-8) and Chief Master Sergeants (E-9).

The lowest percentage of response was to the statement, "It will help me to get a high score on the Weighted Airman Promotion System (WAPS)" by Senior Master Sergeants (E-8) and Chief Master Sergeants (E-9). The possible rea-

TABLE IV
 FREQUENCY OF RESPONSES TO THE FACTORS RELATED TO THE
 PARTICIPATION IN CCAF PROGRAMS
 BY AIR FORCE GRADE

Factor	Grade	Number by Grade N=87	Number of Yes Responses	Percentage of Grade Answering Yes
1. It will help me to improve my performance on the job.	E-1/E-4	20	13	65
	E-5	30	21	70
	E-6	16	10	63
	E-7	13	11	85
	E-8/E-9	8	5	63
2. It will help me to get a high score on the Weighted Airman Promotion System (WAPS).	E-1/E-4	20	7	35
	E-5	30	17	57
	E-6	16	8	50
	E-7	13	8	62
	E-8/E-9	8	2	25
3. I believe that college credit could be important for promotion.	E-1/E-4	20	16	80
	E-5	30	23	77
	E-6	16	11	69
	E-7	13	13	100
	E-8/E-9	8	7	88
4. It will help in self-improvement.	E-1/E-4	20	20	100
	E-5	30	26	87
	E-6	16	13	81
	E-7	13	13	100
	E-8/E-9	8	7	88
5. I intend to earn a Bachelor's degree eventually.	E-1/E-4	20	18	90
	E-5	30	23	77
	E-6	16	11	69
	E-7	13	10	77
	E-8/E-9	8	6	75

TABLE IV (Continued)

Factor	Grade	Number by Grade N=87	Number of Yes Responses	Percentage of Grade Answering Yes
6. It offers me a good opportunity to earn college credit.	E-1/E-4	20	18	90
	E-5	30	28	93
	E-6	16	13	81
	E-7	13	13	100
	E-8/E-9	8	8	100
7. It is an easy way to earn a degree.	E-1/E-4	20	15	75
	E-5	30	22	73
	E-6	16	8	50
	E-7	13	9	56
	E-8/E-9	8	6	75
8. I believe that the education I will receive through a CCAF program will help me in Civilian life after I complete my Air Force Career.	E-1/E-4	20	19	95
	E-5	30	25	83
	E-6	16	11	69
	E-7	13	12	92
	E-8/E-9	8	7	88
9. It is the most convenient way for me to earn credit toward a degree.	E-1/E-4	20	17	85
	E-5	30	26	87
	E-6	16	10	63
	E-7	13	12	92
	E-8/E-9	8	5	63

son for this is that at these grades promotion testing is not used very often.

The responses by grade seem to indicate that factors related to participation in CCAF do not change much from grade to grade. What differences there are can be attributed to what is important at certain times in the lives of the individuals.

The total number of responses by the education level is presented in Table V. Those who complete high school indicated 100 percent to the statement, "It will help in self-improvement." Those with a bachelor degree indicated 100 percent that the factors related the most to their participation in CCAF were: "college credit could be important for promotion," "help in self-improvement," "I intend to earn a bachelor's degree eventually," "offers a good opportunity to earn college credit," and "the education will help me in civilian life after I have completed my Air Force career." The responses by education level seem to indicate that the factors related to participation in CCAF are related to finishing a college degree.

The total number of responses by participants of this study as compared to the study conducted by Earle (1977) is presented in Table VI. The rate of response to the statement, "It is an easy way to earn a degree" indicated no significant difference in the results of the two studies. The response rate for the other statements indicated a significant difference in the two studies. This

TABLE V
 FREQUENCY OF RESPONSES TO THE FACTORS RELATED TO THE
 PARTICIPATION IN CCAF PROGRAMS
 BY EDUCATION LEVEL

Factor	Level	Number by Level N=87	Number of Yes Responses	Percentage of Level
1. It will help me to improve my performance on the Job.	High School	16	12	75
	Some College	62	44	71
	Associates	7	3	43
	Bachelor	2	1	50
2. It will help me to get a high score on the Weighted Airman Promotion System (WAPS).	High School	16	6	38
	Some College	62	33	53
	Associates	7	3	43
	Bachelor	2	1	50
3. I believe that college credit could be important for promotion.	High School	16	13	81
	Some College	62	50	81
	Associates	7	6	86
	Bachelor	2	1	50
4. It will help in self-improvement.	High School	16	16	100
	Some College	62	56	95
	Associates	7	5	71
	Bachelor	2	2	100

TABLE V (Continued)

Factor	Level	Number by Level N=87	Number of Yes Responses	Percentage of Level
5. I intend to earn a Bachelor's degree eventually.	High School	16	10	63
	Some College	62	52	84
	Associates	7	4	57
	Bachelor	2	2	100
6. It offers me a good opportunity to earn college credit.	High School	16	11	69
	Some College	62	61	98
	Associates	7	6	86
	Bachelor	2	2	100
7. It is an easy way to earn a degree.	High School	16	9	56
	Some College	62	44	71
	Associates	7	6	86
	Bachelor	2	1	50
8. I believe that the education I will receive through a CCAF program will help me in civilian life after I complete my Air Force Career.	High School	16	14	88
	Some College	62	53	85
	Associates	7	5	71
	Bachelor	2	2	100

TABLE V (Continued)

Factor	Level	Number by Level N=87	Number of Yes Responses	Percentage of Level
9. It is the most convenient way for me to earn credit toward a degree.	High School	16	14	88
	Some College	62	51	82
	Associates	7	4	57
	Bachelor	2	1	50

This difference may be due to the differences in programs offered, career fields, size of the base population, and the popularity of CCAF caused by the difference in location and time of the two studies.

Non-participation

The total responses to reasons for not participating in CCAF are presented in Table VII. The greatest percentage of response (48%) was to the statement, "I never seriously considered earning a college degree through CCAF." The lowest percentage of response (5%) was to the statement, "I am enrolled in a civilian college program." The second highest indicated reason (38%) for not participating in CCAF was, "I do not understand the CCAF concept of earning college credit or a degree." Conflict between duty schedule and taking classes received a response rate of 28 percent on one statement and 30 percent on another statement concerning duty schedule preventing class attendance.

There is a combination of factors related to non-participation in CCAF. The major factors seems to be that the individuals are not interested in earning a degree or they are prevented by duty assignments from participating in any college program.

The total responses by Air Force grade to reasons for not participating in CCAF are presented in Table VIII. The analysis of the data seems to indicate that the factors for not participating are not isolated in one grade level

TABLE VI
OBSERVED AND EXPECTED FREQUENCY OF RESPONSES
TO FACTORS RELATED TO THE PARTICIPATION IN
CCAF PROGRAMS COMPARED TO
1977 STUDY BY EARLE

Factor	Response	Observed	Expected	Chi Square
1. It will help me to improve my performance on the job.	Yes	60	26	61.55*
	No	27	61	
2. It will help me to get a high score on the Weighted Airman Promotion System (WAPS).	Yes	42	26	13.18*
	No	45	61	
3. I believe that college credit could be important for promotion.	Yes	70	57	7.95*
	No	17	30	
4. It will help in self-improvement.	Yes	79	50	38.20*
	No	8	37	
5. I intend to earn a Bachelor's degree eventually.	Yes	68	57	5.61*
	No	19	30	
6. It offers me a good opportunity to earn college credit.	Yes	80	52	36.15*
	No	7	35	
7. It is an easy way to earn a degree.	Yes	60	63	0.36
	No	27	24	
8. I believe that the education I will receive through a CCAF program will help me in civilian life after I complete my Air Force career.	Yes	74	57	13.86*
	No	13	30	

TABLE VI (Continued)

Factor	Response	Observed	Expected	Chi Square
9. It is the most convenient way for me to earn credit toward a degree.	Yes	70	61	3.96*
	No	17	26	

χ^2 .05 df,1= 3.84

*Significant at .05

TABLE VII
 FREQUENCY OF RESPONSES TO THE FACTORS RELATED TO THE
 NON-PARTICIPATION IN CCAF PROGRAMS

Factor	Number of Yes Responses N=125	Percentage
1. I plan to earn a college degree through another method.	29	23
2. I do not believe I could successfully earn a degree through the CCAF Method.	19	15
3. I do not like the CCAF approach to earning a degree.	13	10
4. I do not believe it would help me to improve my performance on the job.	24	19
5. It is not an easy way to earn a degree.	18	14
6. I am enrolled in a civilian college degree program.	6	5
7. I am not interested in earning an associate degree from CCAF.	29	23
8. I have completed college level courses but they do not meet the criteria for specific CCAF program.	15	12
9. I prefer to earn a degree through a regular four-year college program.	35	28
10. I would like to participate in a CCAF program but my duty schedule would prevent me from meeting the civilian college course requirement, as established by CCAF.	38	30

TABLE VII (Continued)

Factor	Number of Yes Responses N=125	Percentage
11. My Air Force specialty is the main obstacle to my participation in a CCAF program.	25	20
12. I do not understand the CCAF concept or earning college credit or a degree.	48	38
13. I never seriously considered earning a college degree through CCAF.	58	46
14. I have postponed plans to enroll in a CCAF program because of personal reasons which would interfere with my college program.	32	26
15. My present duty assignment prevents me from participating in any type of college program.	35	28

but are fairly consistent over all grades. The largest given factor for not participating (53%) was given by the group of Airman Basic through Sergeant/Senior Airman (E-1/E-4) to the statement "I never seriously considered earning a college degree through CCAF." Senior and Chief Master Sergeants only indicated that two factors were the reasons they were not participating in CCAF; "I do not understand the CCAF concept of earning college credit or a degree." (50%) and "I never seriously considered earning a college degree through CCAF" (50%).

The total responses by education level to reasons for not participating in CCAF are presented in Table IX. The largest education level not participating in CCAF was high school, 76 out of 125 or 60.8 percent. The greatest percentage of responses was by those with an associate degree or higher (58%) to the statement, "I plan to earn a college degree through another method." The greatest percentage of response by those with less than an associate degree (47%) was to the statement, "I never seriously considered earning a college degree through CCAF." There seems to be a relationship between the education level and the reasons for not participating in CCAF.

The total responses to reasons for not participating in CCAF as compared to the study conducted by Earle (1977) in Hawaii are presented in Table X. The analysis of the data seems to indicate a difference in the perceived reasons for not participating in CCAF in the two studies. There was

TABLE VIII

FREQUENCY OF RESPONSES TO THE FACTORS RELATED TO THE
NON-PARTICIPATION IN CCAF PROGRAMS
BY AIR FORCE GRADE

Factor	Grade	Number by Grade N=125	Number Of Yes Responses	Percentage of Yes by Grade
1. I plan to earn a college degree through another method.	E-1/E-4	64	17	28
	E-5	20	3	15
	E-6	23	5	22
	E-7	16	4	25
	E-8/E-9	2	0	0
2. I do not believe I could successfully earn a degree through the CCAF method.	E-1/E-4	64	13	20
	E-5	20	1	5
	E-6	23	3	13
	E-7	16	2	13
	E-8/E-9	2	0	0
3. I do not like the CCAF approach to earning a degree.	E-1/E-4	64	10	16
	E-5	20	1	5
	E-6	23	1	4
	E-7	16	1	6
	E-8/E-9	2	0	0
4. I do not believe it would help me to improve my performance on the job.	E-1/E-4	64	14	22
	E-5	20	3	15
	E-6	23	5	9
	E-7	16	2	13
	E-8/E-9	2	0	0
5. It is not an easy way to earn a degree.	E-1/E-4	64	12	19
	E-5	20	1	5
	E-6	23	4	17
	E-7	16	1	6
	E-8/E-9	2	0	0

TABLE VIII (Continued)

Factor	Grade	Number by Grade N=125	Number of Yes Responses	Percentage of Yes by Grade
6. I am enrolled in a civilian college degree program.	E-1/E-4	64	4	06
	E-5	20	0	00
	E-6	23	2	09
	E-7	16	0	00
	E-8/E-9	2	0	00
7. I am not interested in earning an associate degree from CCAF.	E-1/E-4	64	16	25
	E-5	20	5	25
	E-6	23	4	17
	E-7	16	4	25
	E-8/E-9	2	0	00
8. I have completed college level courses but they do not meet the criteria for a specific CCAF program.	E-1/E-4	64	7	11
	E-5	20	2	10
	E-6	23	3	13
	E-7	16	3	19
	E-8/E-9	2	0	00
9. I prefer to earn a degree through a regular four-year college program.	E-1/E-4	64	21	33
	E-5	20	5	25
	E-6	23	6	26
	E-7	16	3	19
	E-8/E-9	2	0	00
10. I would like to participate in a CCAF program but my duty schedule would prevent me from meeting the civilian college course requirement, as established by CCAF.	E-1/E-4	64	18	28
	E-5	20	9	45
	E-6	23	7	30
	E-7	16	4	25
	E-8/E-9	2	0	00
11. My Air Force specialty is the main obstacle to my participation in a CCAF program.	E-1/E-4	64	14	22
	E-5	20	5	25
	E-6	23	5	22
	E-7	16	1	06
	E-8/E-9	2	0	00

TABLE VIII (Continued)

Factor	Grade	Number by Grade N=125	Number of Yes Responses	Percentage of Yes by Grade
12. I do not understand the CCAF concept of earning college credit or a degree.	E-1/E-4	64	28	44
	E-5	20	3	15
	E-6	23	11	48
	E-7	16	5	31
	E-8/E-9	2	1	50
13. I never seriously considered earning a college degree through CCAF.	E-1/E-4	64	34	53
	E-5	20	9	45
	E-6	23	9	39
	E-7	16	5	31
	E-8/E-9	2	1	50
14. I have postponed plans to enroll in a CCAF program because of personal reasons which would interfere with my college program.	E-1/E-4	64	23	36
	E-5	20	3	15
	E-6	23	5	22
	E-7	16	0	0
	E-8/E-9	2	1	50
15. My present duty assignment prevents me from participating in any type of college program.	E-1/E-4	64	19	30
	E-5	20	7	35
	E-6	23	4	17
	E-7	16	5	31
	E-8/E-9	2	0	0

TABLE IX

FREQUENCY OF RESPONSES TO THE FACTORS RELATED TO THE
NON-PARTICIPATION IN CCAF PROGRAMS
BY EDUCATION LEVEL

Factor	Level	Number by Level N=125	Number of Yes Responses	Percentage by Level
1. I plan to earn a college degree through another method.	High School	76	10	13
	Some College	37	12	32
	Associates	8	4	50
	Bachelor	2	2	100
	Master	2	1	50
2. I do not believe I could successfully earn a degree through the CCAF method.	High School	76	11	14
	Some College	37	8	22
	Associates	8	0	0
	Bachelor	2	0	0
	Master	2	0	0
3. I do not like the CCAF approach to earning a degree.	High School	76	6	8
	Some College	37	5	13
	Associates	8	1	13
	Bachelor	2	0	0
	Master	2	1	50

TABLE IX (Continued)

Factor	Level	Number by Level N=125	Number of Yes Responses	Percentage by Level
4. I do not believe it would help me to improve my performance on the job.	High School	76	14	18
	Some College	37	8	22
	Associates	8	1	13
	Bachelor	2	1	50
	Master	2	0	0
5. It is not an easy way to earn a degree.	High School	76	11	16
	Some College	37	4	11
	Associates	8	2	25
	Bachelor	2	0	0
	Master	2	0	0
6. I am enrolled in a civilian college degree program.	High School	76	0	0
	Some College	37	4	11
	Associates	8	1	13
	Bachelor	2	1	50
	Master	2	0	0
7. I am not interested in earning an associate degree from CCAF.	High School	76	17	22
	Some College	37	6	16
	Associates	8	3	38
	Bachelor	2	2	100
	Master	1	1	50

TABLE IX (Continued)

Factor	Level	Number by Level N=125	Number of Yes Responses	Percentage by Level
8. I have completed college level courses but they do not meet the criteria for a specific CCAF program.	High School	76	1	1
	Some College	37	10	27
	Associates	8	3	38
	Bachelor	2	0	0
	Master	2	0	0
9. I prefer to earn a degree through a regular four-year college program.	High School	76	16	21
	Some College	37	13	35
	Associates	8	4	50
	Bachelor	2	1	50
	Master	2	1	50
10. I would like to participate in a CCAF program but my duty schedule would prevent me from meeting the civilian college course requirement, as established by CCAF.	High School	76	17	22
	Some College	37	16	43
	Associates	8	4	50
	Bachelor	2	0	0
	Master	2	1	50
11. My Air Force specialty is the main obstacle to my participation in a CCAF program.	High School	76	18	24
	Some College	37	7	19
	Associates	8	0	0
	Bachelor	2	0	0
	Master	2	0	0

TABLE IX (Continued)

Factor	Level	Number by level N=125	Number of Yes Responses	Percentage by Level
12. I do not understand the CCAF concept or earning college credit or a degree.	High School	76	32	42
	Some College	37	14	38
	Associates	8	2	25
	Bachelor	2	0	0
	Master	2	0	0
13. I never seriously considered earning a college degree through CCAF.	High School	76	36	47
	Some College	37	17	46
	Associates	8	4	50
	Bachelor	2	0	0
	Master	2	1	50
14. I have postponed plans to enroll in a CCAF program because of personal reasons which would interfere with my college program.	High School	76	22	29
	Some College	37	10	27
	Associates	8	0	0
	Bachelor	2	0	0
	Master	2	0	0
15. My present duty assignment prevents me from participating in any type of college program.	High School	76	19	25
	Some College	37	14	38
	Associates	8	2	25
	Bachelor	2	0	0
	Master	2	0	0

a significant difference in all factors except one. The only statement that did not indicate a significant difference was, "I would like to participate in a CCAF program but my duty schedule would prevent me from meeting the civilian college course requirement, as established by CCAF" ($\chi^2 = 2.47$).

Summary

The major factors indicated as reasons for participating in CCAF were, "It offers me a good opportunity to earn college credit" (92%) and "It will help in self-improvement" (91%). The lowest indicated reason for participating was, "It will help me to get a high score on the Weighted Airman Promotion System (WAPS)" (48%). The major factor for not participating was indicated as, "I never seriously considered earning a degree through CCAF" (46%). The least indicated response was, "I am enrolled in a civilian college degree program" (5%). The analysis of the data seems to indicate that there was not a significant difference between the responses of the total and any subgroup. This indicates that the responses for the total sample are not affected by extreme differences caused by either Air Force Grade or Education Level. There are significant differences indicated between this study and the one conducted by Earle (1977). There is an indicated relationship between acquiring college credit and participation or non-participation in CCAF.

TABLE X

OBSERVED AND EXPECTED FREQUENCY OF RESPONSES TO FACTORS RELATED
TO THE NON-PARTICIPATION IN CCAF PROGRAMS
COMPARED TO 1977 STUDY BY EARLE

Factor	Response	Observed	Expected	Chi Square
1. I plan to earn a college degree through another method.	Yes	29	83	102.63*
	No	96	42	
2. I do not believe I could successfully earn a degree through the CCAF method.	Yes	19	48	27.47*
	No	106	77	
3. I do not like the CCAF approach to earning a degree.	Yes	13	43	30.85*
	No	112	82	
4. I do not believe it would help me to improve my performance on the job.	Yes	24	48	18.67*
	No	101	77	
5. It is not an easy way to earn a degree.	Yes	18	55	43.25*
	No	107	70	
6. I am enrolled in a civilian college degree program.	Yes	6	55	76.37*
	No	119	70	
7. I am not interested in earning an associate degree from CCAF.	Yes	29	60	29.81*
	No	96	65	
8. I have completed college level courses but they do not meet the criteria for a specific CCAF program.	Yes	15	58	58.10*
	No	110	67	
9. I prefer to earn a degree through a regular four-year college program.	Yes	35	58	16.29*
	No	90	57	

TABLE X (Continued)

Factor	Response	Observed	Expected	Chi Square
10. I would like to participate in a CCAF program but my duty schedule would prevent me from meeting the civilian college course requirement, as established by CCAF.	Yes	38	47	2.47
	No	87	78	
11. My Air Force specialty is the main obstacle to my participation in a CCAF program.	Yes	25	45	13.20*
	No	100	80	
12. I do not understand the CCAF Concept of earning college credit or a degree.	Yes	48	85	48.98*
	No	77	40	
13. I never seriously considered earning a college degree through CCAF.	Yes	58	80	16.05*
	No	67	45	
14. I have postponed plans to enroll in a CCAF program because of personal reasons which would interfere with my college program.	Yes	32	45	5.42*
	No	93	80	
15. My present duty assignment prevents me from participating in any type of college program.	Yes	35	50	7.01
	No	90	75	

$\chi^2_{.05}$ df,1 = 3.84

* Significant at .05

Counseling by the Base Education Office

The second research question was, "What percentage of participants or non-participants at Tinker Air Force Base was counseled on CCAF programs by the Base Education Office Staff?" The percentage of those counseled on CCAF is presented in Table XI. Of the participants, 72 percent indicated they had been counseled by the Base Education Office Staff. Of the non-participants, 35 percent indicated they had been counseled by the Base Education Office Staff on CCAF programs. There was not a significant difference in the rate of counseling between the study conducted by Earle (1977) as indicated by Chi Square of 2.11 for participants and 0.45 for non-participants with a 0.66 for the total samples ($\chi^2_{.05, df, 1} = 3.84$).

TABLE XI

PERCENTAGE OF PARTICIPANTS AND NON-PARTICIPANTS
COUNSELED ON CCAF PROGRAMS BY BASE EDUCATION
OFFICE STAFF COMPARED TO EARLE'S STUDY

Counseled	Total	1983 Study		Total	1977 Study		Chi Square
	Response	N	yes %	Response	N	yes %	
Participants	87	63	72	50	32	64	2.11
Non-Participants	<u>126</u>	<u>44</u>	<u>35</u>	<u>50</u>	<u>16</u>	<u>32</u>	<u>0.45</u>
Total Response	213	107	50	100	48	48	0.66

$$\chi^2_{.05, df, 1} = 3.84$$

Participants

The total number of responses by the participants in CCAF programs to questions on counseling is presented in Table XII. The greatest percentage of responses (89%) was to the question, "Do you believe that counseling on CCAF programs is necessary?" The lowest percentage of responses (36%) was to the question, "Have you relied heavily on the guidance provided by the Base Education Office in pursuing your CCAF program?" An added statement; "Enrollment in CCAF was my first college experience." received a response rate of 45 percent.

The total number of responses by the participants in CCAF programs to questions on counseling by Air Force Grade is presented in Table XIII. The top three grades indicated for 100 percent that they believe that counseling is necessary. There is no great difference between any of the other responses that could be caused by grade.

The total number of responses by the participants to questions on counseling by education level is presented in Table XIV. Those indicating have a Bachelor's Degree responded 100 percent for both questions. "Have you been counseled?" and "Do you think counseling is necessary?" Those with Associate Degrees responded less frequently to all questions.

The total number of responses to questions on counseling as compared to responses obtained by Earle (1977) is presented in Table XV. There were three that indicated

TABLE XII
TOTAL RESPONSES BY PARTICIPANTS IN CCAF PROGRAMS TO QUESTIONS
ON COUNSELING

Questions	Number of Yes Responses N=87	Percentage
1. Enrollment in CCAF was my first college experience.	39	45
2. Have you been counseled by the Base Education Staff on CCAF programs?	63	72
3. Do you believe that counseling on CCAF programs is necessary?	77	89
4. Did such counseling influence your decision to participate in a CCAF program?	46	53
5. Have you relied heavily on the guidance provided by the Base Education Office in pursuing your CCAF program?	31	36
6. Are there other sources of counseling and guidance on the CCAF programs, other than the Base Education Office?	33	38

TABLE XIII

TOTAL RESPONSES BY PARTICIPANTS IN CCAF PROGRAMS TO QUESTIONS
ON COUNSELING BY AIR FORCE GRADE

Question	Grade	Number by		Percentage by Grade
		Grade N=87	Number of Yes Responses	
1. Enrollment in CCAF was my first college experience.	E-1/E-4	20	11	55
	E-5	30	15	50
	E-6	16	4	25
	E-7	13	8	62
	E-8/E-9	8	1	13
2. Have you been counseled by the Base Education Staff on CCAF programs?	E-1/E-4	20	14	70
	E-5	30	20	67
	E-6	16	13	81
	E-7	13	12	92
	E-8/E-9	8	4	50
3. Do you believe that counseling on CCAF programs is necessary?	E-1/E-4	20	18	90
	E-5	30	24	80
	E-6	16	14	88
	E-7	13	13	100
	E-8/E-9	8	8	100
4. Did such counseling influence your decision to participate in CCAF program?	E-1/E-4	20	14	70
	E-5	30	11	37
	E-6	16	8	50
	E-7	13	10	77
	E-8/E-9	8	3	38
5. Have you relied heavily on the guidance provided by the Base Education Office in pursuing your CCAF program?	E-1/E-4	20	7	35
	E-5	30	8	27
	E-6	16	6	38
	E-7	13	6	46
	E-8/E-9	8	4	50

TABLE XIII (Continued)

Question	Grade	Number by Grade N=87	Number of Yes Responses	Percentage by Grade
6. Are there other sources of counseling and guidance on the CCAF programs, other than the Base Education Office?	E-1/E-4	20	8	40
	E-5	30	9	30
	E-6	16	6	38
	E-7	13	8	62
	E-8/E-9	8	2	25

TABLE XIV
 TOTAL RESPONSES BY PARTICIPANTS IN CCAF PROGRAMS TO QUESTIONS
 ON COUNSELING BY EDUCATION LEVEL

Question	Level	Number by Level N=87	Number of Yes Responses	Percentage by Level
1. Enrollment in CCAF was my first college experience.	High School	16	10	63
	Some College	62	27	44
	Associates	7	2	29
	Bachelor	2	0	0
2. Have you been counseled by the Base Education Staff on CCAF programs?	High School	16	14	88
	Some College	62	44	71
	Associates	7	3	43
	Bachelor	2	2	100
3. Do you believe that counseling on CCAF programs is necessary?	High School	16	13	81
	Some College	62	56	90
	Associates	7	6	86
	Bachelor	2	2	100
4. Did such counseling influence your decision to participate in a CCAF program?	High School	16	9	56
	Some College	62	34	55
	Associates	7	2	29
	Bachelor	2	1	50

TABLE XIV (Continued)

Question	Level	Number by Level N=87	Number of Yes Responses	Percentage by Level
5. Have you relied heavily on the guidance provided by the Base Education Office in pursuing your CCAF program?	High School	16	4	25
	Some College	62	24	39
	Associates	7	2	29
	Bachelor	2	1	50
6. Are there other sources of counseling and guidance on the CCAF programs, other than the Base Education Office?	High School	16	7	44
	Some College	62	24	39
	Associates	7	1	14
	Bachelor	2	1	50

no significant difference "Have you been counseled by the Base Education Office Staff on CCAF programs?"($X^2=2.11$), "Did such counseling influence your decision to participate in a CCAF program?"($X^2=2.49$), and "Have you relied heavily on the guidance provided by the Base Education Office in pursuing your CCAF program?"($X^2=0.01$). There was a significant difference in the rest of the questions between this study and the study conducted by Earle (1977).

Non-participants

The total number of responses by the non-participants to questions on counseling is presented in Table XVI. There was a 79 percent response to the question, "Do you believe that counseling on CCAF is necessary?" Only 11 percent indicated that they knew of another source of counseling on CCAF.

The total number of responses by non-participants to questions on counseling by Air Force grade is presented in Table XVII. The highest response rate (100%) was by Senior Master Sergeants to the question, "Do you believe that counseling on CCAF is necessary?" The lowest rate of response (15%) to the question, "Have you been counseled by the Base Education Office Staff on CCAF programs?" was given by Staff Sergeants (E-5).

The total number of responses by non-participants to questions on counseling by Education Level is presented in Table XVIII. There were no major changes caused by the

TABLE XV

OBSERVED AND EXPECTED FREQUENCIES OF RESPONSES BY PARTICIPANTS
IN CCAF PROGRAMS TO QUESTIONS ON COUNSELING
COMPARED TO 1977 STUDY BY EARLE

Factor	Response	Observed	Expected	Chi Square
1. Enrollment in CCAF was my first college experience.	Yes	39	28	5.81*
	No	48	59	
2. Have you been counseled by the Base Education Staff on CCAF programs?	Yes	63	56	2.11
	No	24	31	
3. Do you believe that counseling on CCAF programs is necessary?	Yes	77	49	35.33*
	No	10	38	
4. Did such counseling influence your decision to participate in a CCAF program?	Yes	16	23	2.49
	No	71	65	
5. Have you relied heavily on the guidance provided by the Base Education Office in pursuing your CCAF program?	Yes	31	30	0.01
	No	56	57	
6. Are there other sources of counseling and guidance on the CCAF programs, other than the Base Education Office?	Yes	33	64	54.99*
	No	54	23	

χ^2
.05 df,1 = 3.84

* Significant at .05

TABLE XVI

FREQUENCY OF RESPONSES BY NON-PARTICIPANTS IN CCAF PROGRAMS
TO QUESTIONS ON COUNSELING

Question	Number of Yes Responses N=125	Percentage
1. Have you been counseled by the Base Education Office staff on CCAF programs?	44	35
2. Do you believe that counseling on CCAF is necessary?	99	79
3. Do you know of any sources of guidance and counseling on CCAF, other than the Base Education Office Staff?	14	11

TABLE XVII
 FREQUENCY OF RESPONSES BY NON-PARTICIPANTS IN CCAF PROGRAMS
 TO QUESTIONS ON COUNSELING
 BY AIR FORCE GRADE

Question	Grade	Number by Grade N=125	Number of Yes Responses	Percentage
1. Have you been counseled by the Base Education Office Staff on CCAF programs?	E-1/E-4	64	27	42
	E-5	20	3	15
	E-6	23	5	22
	E-7	16	8	50
	E-8/E-9	2	1	50
2. Do you believe that counseling on CCAF is necessary?	E-1/E-4	64	55	86
	E-5	20	13	65
	E-6	23	17	68
	E-7	16	12	75
	E-8/E-9	2	2	100
3. Do you know of any sources of guidance and counseling on CCAF, other than the Base Education Office Staff?	E-1/E-4	64	5	8
	E-5	20	4	20
	E-6	30	5	22
	E-7	16	0	0
	E-8/E-9	2	0	0

educational level of the non-participants to the question, "Do you believe that counseling on CCAF is necessary?" There were some indicated differences in the other two questions which do not seem to be caused by education level.

The total responses by non-participants to questions on counseling as compared to the study conducted by Earle (1977) are presented in Table XIX. The question, "Have you been counseled by the Base Education Office Staff on CCAF programs?" show no significant difference between the two studies ($\chi^2 = 0.45$). The rest of the questions indicated a significant difference.

Summary

There were 176 out of 213 (83%) who indicated that counseling of CCAF was necessary. However, only 107 out of 213 (50%) indicated that they had been counseled on CCAF. There was an indicated difference between this study and the one conducted by Earle (1977) except in the number that had been counseled on CCAF.

Factors Encouraging Participation by Non-Participants

The third research question was, "Which factors were more likely to encourage participation by non-participants in CCAF programs?" The total number of responses to factors that would most likely encourage participation is presented in Table XX. The two highest rate or responses were to

TABLE XVIII

FREQUENCY OF RESPONSES BY NON-PARTICIPANTS IN CCAF PROGRAMS
TO QUESTIONS ON COUNSELING
BY EDUCATION LEVEL

Question	Level	Number by Level N=125	Number of Yes Responses	Percentage
1. Have you been counseled by the Base Education Office staff on CCAF programs?	High School	76	22	29
	Some College	37	18	49
	Associates	8	3	38
	Bachelor	2	1	50
	Master	2	0	0
2. Do you believe that counseling on CCAF is necessary?	High School	76	60	79
	Some College	37	32	86
	Associates	8	5	63
	Bachelor	2	1	50
	Master	2	1	50
3. Do you know of any sources of guidance and counseling on CCAF, other than the Base Education Office Staff?	High School	76	7	9
	Some College	37	5	14
	Associates	8	1	13
	Bachelor	2	0	0
	Master	2	1	50

TABLE XIX

OBSERVED AND EXPECTED RESPONSES BY NON-PARTICIPANTS
IN CCAF PROGRAMS TO QUESTIONS ON COUNSELING
COMPARED TO 1977 STUDY BY EARLE

Question	Response	Observed	Expected	Chi Square
1. Have you been counseled by the Base Education Office staff on CCAF programs?	Yes	44	40	0.45
	No	81	85	
2. Do you believe that counseling on CCAF is necessary?	Yes	99	68	30.00*
	No	26	57	
3. Do you know of any sources of guidance and counseling on CCAF, other than the Base Education Office Staff?	Yes	14	45	32.30*
	No	111	80	

$X^2_{.05}$ df,1 = 3.84

* Significant at .05

"Authorize time off from work to attend CCAF related general education classes sponsored by civilian colleges on or off base" (46%) and "More information and a better understanding of CCAF" (43%). The two factors receiving the lowest response rate were, "A change in my AFSC" (14%) and "Establish special incentives" (13%).

The idea of time-off from work seemed to appeal to the largest number (57) of non-participants. The non-participants indicated that a better understanding by having more information could possibly influence their participation in CCAF.

The responses by Air Force grade to factors most likely to encourage participation are presented in Table XXI. The data from this breakdown reveals that for, "More information and a better understanding of CCAF" there is little change by grades. The higher grades (E-8/E-9) have a shift in importance from "authorized time-off" (0%) to, "If participation becomes a factor in promotion selection criteria" (100%). The possible reason for this may be that at this level, education becomes important for promotion.

The responses to statements on factors most likely to encourage participation by education level are presented in Table XXII. The greatest percentage was by those with some college (54%) to the idea of time-off to attend school. The lowest response was by those with college degrees which

TABLE XX

FREQUENCY OF RESPONSES TO FACTORS MOST LIKELY TO ENCOURAGE
PARTICIPATION IN CCAF PROGRAMS BY NON-PARTICIPANTS

Factor	Number of Yes Responses N=125	Percentage
1. If participation becomes a factor in promotion selection criteria.	33	26
2. Authorize time off from work to attend CCAF-related general education classes sponsored by civilian colleges on or off base.	57	46
3. Establish special incentives	16	13
4. A change in my AFSC.	17	14
5. A change in my duty assignment.	21	17
6. More information and a better understanding of CCAF.	54	43

TABLE XXI

FREQUENCY OF RESPONSES TO FACTORS MOST LIKELY TO ENCOURAGE
PARTICIPATION IN CCAF PROGRAMS BY NON-PARTICIPANTS
BY AIR FORCE GRADE

Factor	Grade	Number by Grade N=125	Number of Yes Responses	Percentage by Grade
1. If participation becomes a factor in promotion selection criteria.	E-1/E-4	64	18	28
	E-5	20	2	10
	E-6	23	9	39
	E-7	16	2	13
	E-8/E-9	2	2	100
2. Authorize time off from work to attend CCAF-related general education classes sponsored by civilian colleges on or off base.	E-1/E-4	64	34	53
	E-5	20	8	40
	E-6	23	11	48
	E-7	16	4	25
	E-8/E-9	2	0	0
3. Establish special incentives.	E-1/E-4	64	12	19
	E-5	20	1	5
	E-6	23	3	3
	E-7	16	0	0
	E-8/E-9	2	0	0
4. A change in my AFSC.	E-1/E-4	64	14	22
	E-5	20	3	15
	E-6	23	0	0
	E-7	16	0	0
	E-8/E-9	2	0	0
5. A change in my duty assignment.	E-1/E-4	64	17	27
	E-5	20	3	15
	E-6	23	0	0
	E-7	16	1	17
	E-8/E-9	2	0	0

TABLE XXI (Continued)

Factor	Grade	Number by Grade N=125	Number of Yes Responses	Percentage by Grade
6. More information and a better understanding of CCAF.	E-1/E-4	64	29	45
	E-5	20	6	30
	E-6	23	12	52
	E-7	16	6	38
	E-8/E-9	2	1	50

seems to indicate that most factors in the survey would not encourage their participation in CCAF.

The responses to the statement on factors most likely to encourage participation as compared to the study conducted by Earle (1977) are presented in Table XXIII. The response rates for "If participation becomes a factor in promotion selection criteria" and "Establish special incentives" had no significant difference between the two studies. The rest of the response rates had a significant difference between the studies.

The majority of the factors that were indicated as most likely to encourage participation were time-off to attend school (46%) and a better understanding of CCAF (43%). The factors that received the lowest response rate were those that dealt with AFSC changes (14%) and special incentives (13%).

Recommended Changes to CCAF Programs by Participants

The fourth research question was, "What were some of the changes that participants would recommend to improve CCAF programs?" The responses to recommendations for changes in CCAF are presented in Table XXIV. The total responses were 74 percent or above for all recommendations. Some indicated that Base Education Office should be the CCAF liaison to work with local schools. The idea of correspondence courses had the lowest appeal (74%).

TABLE XXII

FREQUENCY OF RESPONSES TO FACTORS MOST LIKELY TO ENCOURAGE
PARTICIPATION IN CCAF PROGRAMS BY NON-PARTICIPANTS
BY EDUCATION LEVEL

Factor	Level	Number by Level N=125	Number of Yes Responses	Percentage by Level
1. If participation becomes a factor in promotion selection criteria.	High School	76	17	22
	Some College	37	15	41
	Associates	8	0	0
	Bachelor	2	1	50
	Master	2	0	0
2. Authorize time off from work to attend CCAF- related general educa- tion classes sponsored by civilian colleges on or off base.	High School	76	33	43
	Some College	37	20	54
	Associates	8	2	25
	Bachelor	2	1	50
	Master	2	1	50
3. Establish special incentives.	High School	76	6	8
	Some College	37	8	22
	Associates	8	1	13
	Bachelor	2	1	50
	Master	2	0	0

TABLE XXII (Continued)

Factor	Level	Number by Level N=125	Number of Yes Responses	Percentage by Level
4. A change in my AFSC.	High School	76	9	12
	Some College	37	7	19
	Associates	8	0	0
	Bachelor	2	1	50
	Master	2	0	0
5. A change in my duty assignment.	High School	76	12	16
	Some College	37	7	19
	Associates	8	0	0
	Bachelor	2	1	50
	Master	2	0	0
6. More information and a better understanding of CCAF.	High School	76	36	47
	Some College	37	16	43
	Associates	8	2	25
	Bachelor	2	0	0
	Master	2	0	0

TABLE XXIII

OBSERVED AND EXPECTED FREQUENCY TO FACTORS MOST LIKELY
TO ENCOURAGE PARTICIPATION IN CCAF PROGRAMS
BY NON-PARTICIPANTS COMPARED TO
1977 STUDY BY EARLE

Factor	Response	Observed	Expected	Chi Square
1. If participation becomes a factor in promotion selection criteria.	Yes	33	33	0.00
	No	92		
2. Authorize time off from work to attend CCAF-related general education classes sponsored by civilian colleges on or off base.	Yes	57	25	49.61*
	No	68	100	
3. Establish special incentives.	Yes	16	22	1.67
	No	109	103	
4. A change in my AFSC.	Yes	17	5	27.55*
	No	108	120	
5. A change in my duty assignment.	Yes	21	10	8.19
	No	104	115	
6. More information and a better understanding of CCAF.	Yes	54	30	24.73*
	No	70	95	

$\chi^2_{.05}$ df,1 = 3.84

* Significant at .05

TABLE XXIV
 FREQUENCY OF RESPONSES TO CHANGES RECOMMENDED BY
 PARTICIPANTS IN CCAF PROGRAMS TO IMPROVE
 THE PROGRAMS

Recommended Change	Number of Yes Responses N=87	Percentage
1. Award credit for college-level correspondence courses as an alternative to credit earned by actual college classroom attendance.	65	75
2. Invite civilian colleges to design and offer on-base general education courses specifically for CCAF programs participants at some locations.	75	86
3. Appoint a CCAF liaison to work with CCAF programs participants and nearby colleges to facilitate the selection and completion of college courses to meet the CCAF civilian college requirement.	72	83
4. CCAF should design its own general education courses and offer them by correspondence or through seminars at bases to eligible personnel.	64	74

The total number of responses to recommendations for change in CCAF by Air Force Grade is presented in Table XXV. The greatest difference in the rate of response (56 to 100%) was for the change, "Award credit for college level correspondence courses as an alternative to credit earned by actual college classroom attendance." The analysis of this table indicates that there is little or no difference by grade for recommendations for change to CCAF programs.

The response to recommendation for change by education level is presented in Table XXVI. The greatest percentage of recommended changes was by those with bachelor degrees (50 to 100%). The lowest percentage of response was by those with associate degrees (43 to 86). The analysis of the table reveals that there were no differences due to education level.

The recommendations for change as compared to the study conducted by Earle (1977) are presented in Table XXVIII. The response rate to the change, "CCAF should design its own general education courses and offer them by correspondence or through seminars at bases to eligible personnel" indicated no significant difference between the two studies. The other three response rates indicated a significant difference between the studies. The differences could be caused by the different locations of the studies or the difference in time of the studies.

TABLE XXV

FREQUENCY OF RESPONSES TO CHANGES RECOMMENDED BY
PARTICIPANTS IN CCAF PROGRAMS TO IMPROVE
THE PROGRAMS BY AIR FORCE GRADE

Recommended Change	Grade	Number by Grade N=87	Number of Yes Responses	Percentage
1. Award Credit for college- level correspondence courses as an alternative to credit earned by actual college classroom attendance.	E-1/E-4	20	14	70
	E-5	30	21	70
	E-6	16	9	56
	E-7	13	13	100
	E-8/E-9	8	8	100
2. Invite civilian colleges to design and offer on-base general education courses specifically for CCAF pro- grams participants at some locations.	E-1/E-4	20	18	90
	E-5	30	24	80
	E-6	16	13	81
	E-7	13	12	92
	E-8/E-9	8	8	100
3. Appoint a CCAF liaison to work with CCAF programs participants and nearby colleges to facilitate the selection and completion of college courses to meet the requirement.	E-1/E-4	20	18	90
	E-5	30	24	80
	E-6	16	11	69
	E-7	13	12	92
	E-8/E-9	8	7	88
4. CCAF should design its own general education courses and offer them by correspondance or through seminars at bases to eligible personnel.	E-1/E-4	20	13	65
	E-5	30	22	73
	E-6	16	11	69
	E-7	13	11	85
	E-8/E-9	8	7	88

TABLE XXVI

FREQUENCY OF RESPONSES TO CHANGES RECOMMENDED BY
PARTICIPANTS IN CCAF PROGRAMS TO IMPROVE
THE PROGRAMS BY EDUCATION LEVEL

Recommended Change	Level	Number by Level N=87	Number of Yes Responses	Percentage by Level
1. Award credit for college-level correspondence courses as an alternative to credit earned by actual college classroom attendance.	High School	16	11	69
	Some College	62	48	77
	Associates	7	5	71
	Bachelor	2	1	50
2. Invite civilian colleges to design and offer on-base general education courses specifically for CCAF programs participants at some locations.	High School	16	13	81
	Some College	62	54	87
	Associates	7	6	86
	Bachelor	2	2	100
3. Appoint a CCAF liaison to work with CCAF programs participants and nearby colleges to facilitate the selection and completion of college courses to meet the CCAF civilian college requirement.	High School	16	14	88
	Some College	62	53	85
	Associates	7	3	43
	Bachelor	2	2	100
4. CCAF should design its own general education courses and offer them by correspondance or through seminars at bases to eligible personnel.	High School	16	11	69
	Some College	62	46	74
	Associates	7	5	71
	Bachelor	2	2	100

TABLE XXVII

OBSERVED AND EXPECTED FREQUENCY OF RESPONSES TO CHANGES
RECOMMENDED BY PARTICIPANTS IN CCAF PROGRAMS
TO IMPROVE THE PROGRAMS COMPARED TO
1977 STUDY BY EARLE

Recommended Change	Response	Observed	Expected	Chi Square
1. Award credit for college-level correspondence courses as an alternative to credit earned by actual college classroom attendance.	Yes	65	50	9.89*
	No	22	37	
2. Invite civilian colleges to design and offer on-base general education courses specifically for CCAF programs participants at some locations.	Yes	75	50	28.23*
	No	12	37	
3. Appoint a CCAF liaison to work with CCAF programs participants and nearby colleges to facilitate the selection and completion of college courses to meet the CCAF civilian college requirements.	Yes	72	49	23.65*
	No	15	38	
4. CCAF should design its own general education courses and offer them by correspondence or through seminars at bases to eligible personnel.	Yes	64	59	1.06
	No	23	28	

$\chi^2_{.05} df,1 = 3.84$

*Significant at .05

The majority of the participants recommended all the changes. The recommendations were either for changes in CCAF or changes in the way classes are offered on military bases.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summation of the study is presented in this chapter. This chapter is divided into three sections: (1) Summary; (2) Conclusions; and (3) Recommendations.

Summary

The concept of the Community College of the Air Force developed from a desire to have the Air Force Technical Training Programs recognized for their full value. The central goal of CCAF was to foster, guide and document the educational growth of the individual airman. The key to fulfilling the goal of CCAF was documentation and accreditation of existing Air Force Technical Training Programs.

The Community College of the Air Force was designed exclusively for the enlisted personnel of the Air Force, Air Force Reserve, and the Air National Guard. CCAF offers the enlisted member the opportunity to achieve an Associate Degree in his or her career field. The Associate degree is awarded for completion of a combination of Air Force Technical Schools, by-pass tests, and a minimal of 12 semester hours of civilian college classroom work.

The CCAF concept of receiving an Associate degree was designed to attract the great majority of the enlisted personnel of the Air Force. However, this has not been the case. Only about 31 percent of the Air Force enlisted personnel are enrolled in CCAF. The problem addressed in this study was the reasons why a significant number of eligible enlisted personnel do not participate in CCAF.

The purpose of this study was to determine which factors were related to participation or non-participation in CCAF programs by eligible enlisted personnel at Tinker Air Force Base. The research questions were designed to determine which factors were related to participation or non-participation in CCAF at Tinker Air Force Base, what percentage of participants and non-participants had been counseled on CCAF programs, what factors would likely encourage participation by non-participants, and what changes would participants recommend to improve CCAF.

Methodology

The information was obtained from questionnaires sent to 491 enlisted personnel at Tinker Air Force Base on January 20, 1983. A total of 218 questionnaires was returned and only 213 were used because five who had finished CCAF did not complete the section on CCAF.

There was a full range of both Air Force grade and education level present in the subjects. However, one Airman First Class who returned the survey had not completed high

school and therefore was not eligible to participate in CCAF and was not used in this study.

The survey instrument was divided into three sections. The first section was used by another researcher conducting a similar study. The second section was completed by participants and the third section was completed by non-participants. Each of the questionnaires was divided into three parts and each part was related to a different research question. The collected data were presented by tables and discussion of major findings.

Research Question 1

Responses from both participants and non-participants were used to determine which factors were related to participation or non-participation in CCAF at Tinker Air Force Base. The two groups, participants and non-participants, were asked different sets of questions to determine their reasons for participating or not participating in CCAF.

The participants were asked to indicate if nine statements were the reasons they were participating in CCAF. The statements dealing with self-improvement and earning college credit received the greatest percentage of responses. The statement dealing with testing for promotion received the lowest percentage of responses.

The non-participants were asked to indicate if the 15 statements were their reasons for not participating in CCAF. Only one statement was indicated by more than 50

percent of the non-participants as being the reason they did not participate in CCAF. Those responding to this statement indicated that they have never seriously considered earning a degree through CCAF. The least given reason for not participating in CCAF was enrollment in a civilian degree program. Over 40 percent of those responding indicated that they did not understand the CCAF concept of earning college credit or a degree.

Research Question 2

The percentage of participants who indicated that they had been counseled by the Base Education Office Staff on CCAF was 72 percent. The percentage of non-participants who indicated they had been counseled by the Base Education Office staff on CCAF was 35 percent. The need of counseling on CCAF was agreed to be a necessity by 84 percent of all respondents. However, only 50 percent indicated that they had been counseled on CCAF. There was no significant difference in the number indicating they had been counseled on CCAF between this study and the one conducted by Earle (1977).

Research Question 3

The condition indicated as most likely to encourage participation by non-participants was time-off to attend school. There was an almost equal number who indicated that more information would most likely encourage their

participation in CCAF. The condition receiving the least responses was special incentives. There was a significant difference between this study and the one conducted by Earle (1977) in three factors, authorized time-off to attend classes, change in AFSC, and more information and a better understanding of CCAF.

Research Question 4

Participants in CCAF indicated positively 76 percent of the time or more to all four recommendations. The use of correspondence courses as alternatives to regular classroom attendance received the lowest positive response rate. There was a significant difference between this study and the one conducted by Earle (1977) in all factors except one factor, that CCAF should design its own general education courses and offer them by correspondence or by seminars at bases to eligible personnel.

Conclusions

The following conclusions were drawn based upon the findings of the study:

1. There are many factors related to participation or non-participation in CCAF at Tinker Air Force Base. The factors related to participation in CCAF by the enlisted personnel at Tinker Air Force Base are related to interest in self-improvement through the gaining of college credit through CCAF. The factors related to non-participation in

CCAF by the enlisted personnel at Tinker Air Force Base are related to a lack of interest in obtaining a degree from CCAF and a lack of information about CCAF.

2. Counseling was perceived as being important, however 50 percent of the enlisted personnel had not taken advantage of the provided counseling service on CCAF. The perceived meaning of counseling may have contributed to the number of those who reported that they had not been counseled on CCAF.

3. The factors that might encourage non-participants to enroll in CCAF were more information and time-off to attend classes.

4. Participants saw a need for change in either CCAF or the way classes are offered on or near Tinker Air Force Base.

5. There were some differences in the factors related to participation or non-participation between this study and the study conducted by Earle (1977). The reasons for these differences may be due to the differences in programs offered, career fields, size of the base population, and the popularity of CCAF caused by the difference in location, and time of the two studies.

Recommendations

This study emphasized that the factors related to non-participation were perceived as being somewhat related to a lack of information about CCAF and a lack of counseling.

Also, participants seemed to have difficulty in finishing the 12 semester hours of civilian college work required by CCAF.

The following recommendations are made for practice:

1. That CCAF require all its affiliated schools to issue letters stating amount of credit earned for each course they teach and the credit application toward a CCAF degree.

2. That the counseling procedures at the Base Education Office be changed to allow for more in-depth counseling on the CCAF concept of earning a degree.

3. Alternative methods of education should be explored to afford equal educational opportunities to enlisted personnel who are prevented from participating because of duty schedule.

The following recommendations are made for further research:

1. A study should be conducted to identify the problems encountered by participants in completing the CCAF general education requirements.

2. A study should be conducted to identify the problems encountered by participants in completing the CCAF requirement of 12 semester hours of civilian college.

3. A study should be conducted to determine why a large number of enlisted personnel have not been counseled on CCAF at Tinker Air Force Base.

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APPENDIXES

APPENDIX A
SURVEY INSTRUMENT

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 2854TH AIR BASE GROUP (AFLC)
TINKER AIR FORCE BASE, OKLAHOMA 73145



REPLY TO
ATTN OF 2854ABG/DPE

27 Jan 83

SUBJECT SURVEY: EDUCATIONAL NEEDS AT TINKER

TO

1. Personnel of the Tinker Base Education Services Center are conducting a survey to determine how you view the education program provided to serve you. Please take a few minutes to complete this questionnaire. Your personal responses will be of great value in the process of developing programs that will meet your individual educational needs.
2. There is no correct answer for many of the statements in the attached questionnaire. The best answer is what YOU believe is best. The success of this survey is dependent upon an honest expression of your thoughts or beliefs, based on your personal experience, not on what you believe we expect you to say.
3. This survey is divided into parts, some will apply to you and some will not apply to you. Please answer the parts that apply to your individual situation.
4. To protect your personal identification, please DO NOT place your name anywhere on the questionnaire. We assure you that your personal responses will be kept in complete confidence.
5. Upon completion, please remove the page with your name on it and return to: BASE EDUCATION OFFICE, 2854ABG/DPE. Please return IMMEDIATELY. NOT LATER THAN 19 February 1983.

THANK YOU FOR YOUR COOPERATION

A handwritten signature in black ink, appearing to read "William E. Sappington", is written over the typed name.

WILLIAM E. SAPPINGTON
EDUCATION SERVICES OFFICER
2854ABG/DPE
TINKER AFB, OK. 73145

EDUCATIONAL SURVEY

PLEASE FILL IN BLANKS WITH APPROPRIATE ANSWER.

1. What is your rank? _____
2. What is your age? _____
3. How many years have you been in the Air Force?
_____ years _____ months
4. How many years have you been assigned to Tinker?
_____ years _____ months
5. When I separate from the Air Force I will have completed
_____ years of total service.

CIRCLE THE APPROPRIATE LETTER TO INDICATE YOUR RESPONSE TO EACH OF THE FOLLOWING QUESTIONS.

6. What is your sex?
 - A. Male
 - B. Female
7. What is your martial status?
 - A. Single
 - B. Married
 - C. Single parent
8. What is your Educational background?
 - A. Less than high school
 - B. High school graduate
 - C. 15 to 29 semester hours of college
 - D. 30 to 59 semester hours of college
 - E. Associate degree
 - F. 60 to 89 semester hours of college
 - G. 90 yo 124 semester hours of college
 - H. 124 semester hours or more of college and an associates
 - I. 124 semester hours cr more of college and no degree
 - J. Bachelor degree
 - K. 15 or more semester hours of graduate work
 - L. Masters degree
_____ total number of post graduate hours

9. What was your major reason for enlisting in the Air Force?
- A. My primary purpose was for a career
 - B. To complete my military obligation before getting on with my life
 - C. Educational opportunities
 - D. To become an officer
10. What is your TDY schedule?
- A. Never go TDY
 - B. Rarely go TDY
 - C. Irregular or uncertain TDY schedule
 - D. Frequent TDYs
11. What is your usual work schedule?
- A. Day shift, normally stable hours
 - B. Swing shift, normally stable hours
 - C. Mid shift, normally stable hours
 - D. Day or shift work with irregular or unstable hours
 - E. Rotating shift schedule
 - F. Aircrew member of frequent flying status
12. Have you participated in off duty education classes since enlisting in the Air Force?
- A. Yes
 - B. No
13. Are you currently participating in off duty education
- A. Yes
 - B. No
14. If you have participated in off duty education classes since enlisting in the Air Force, but are not now currently participating please indicate the last time you were enrolled in an off duty course.
- A. Less than 1 year ago
 - B. 1 to 2 years ago
 - C. 2 to 3 years ago
 - D. 3 to 4 years ago
 - E. more than 4 years ago

15. If you are currently participating in off duty education classes indicate the degree or program you are pursuing.
- A. None
 - B. Vocational-technical
 - C. Associate degree (including CCAF)
 - D. Bachelor degree
 - E. Master degree
 - F. Doctorate
 - G. Other _____
16. Have you visited the Tinker Education Office since being assigned to Tinker?
- A. Yes
 - B. No
17. If you indicated "yes" to question 16, above, please indicate the approximate number of times you visited.
- A. Only once when I in-processed
 - B. Only once on my own
 - C. 2 or 3 times total since being assigned to Tinker
 - D. About 2 or 3 times per semester
 - E. 4 or more times total since being assigned to Tinker
 - F. 4 or more times per semester
18. If your answer to number 16, above, is "yes" please indicate why you went to the Education Office. (Circle all that apply)
- A. The only time I have been there is when I received a letter for a required appointment.
 - B. My supervisor or commander encouraged me to go to get additional information on program(s) available to me.
 - C. A friend of mine suggested that I go to obtain additional information on a program we discussed.
 - D. When I went, the counselor was helpful and I was encouraged to return.
 - E. I went on my own to obtain information.
 - F. Only to obtain financial aid paperwork.
 - G. To enroll in a CDC or ECI course.
 - H. Other reasons.

19. If you only visited the Education Office for required appointments or have only visited once, please indicate your reason(s) for not returning. (Circle all that apply)
- A. I cannot go to school because I have to go TDY too much.
 - B. I am not interested in going to school.
 - C. The people at the Education Office are not helpful.
 - D. The counselors at the Education Office talked to me like I was a child.
 - E. I am not going to school until I get out so I do not have any reason to go back to the Education Office.
 - F. The Counselors only answered the questions I asked and offered no voluntary information.
 - G. I have not had the time to return.
20. If you have never visited the Education Office at Tinker, please indicate your reason for not visiting.
- A. I cannot go to school because I have too much TDY.
 - B. I am not interested in going to school.
 - C. I am not going to school until I get out so I do not have any reason to go to the Education Office.
 - D. I have not had the time to go.
21. I am enrolled/participating in off duty education courses for the following reason(s). (Circle all that apply)
- A. My friends are enrolled.
 - B. To prepare for a commission.
 - C. Supervisor/commander encouragement.
 - D. To prepare for a job after my Air Force enlistment.
 - E. My family wants me to go.
 - F. Education counselor encouragement.
 - G. Will help for promotion.
 - H. Self-improvement.
 - I. To use up my VA benefits.

- J. Good way to use time.
- K. To use my Air Force benefits.
22. I am not enrolled in off duty education for the following reason(s). (Circle all that apply)
- A. I do not know how to get started.
- B. Costs too much.
- C. My supervisor says that, I can not go to school.
- D. The program I want is not available.
- E. My family doesn't want me to go to school.
- F. Frequent TDYs.
- G. The Air Force will not pay for the course or program that I want.
- H. Off duty courses take too much time from my family and other things I want to do.
- I. I have not finished high school and do not plan to, therefore, I can not take any other courses.
- J. I am just going to take CLEP and DANTES tests for now.
- K. I work a part time job after work.
23. My personal feelings about the Base Education Office personnel are:
- A. The counselors are helpful and caring.
- B. The counselors appear not to care about me.
- C. Other (explain)

THE FOLLOWING QUESTIONS ARE RELATED TO PARTICIPATION IN THE COMMUNITY COLLEGE OF THE AIR FORCE (CCAF).

IF YOU ARE ENROLLED OR PARTICIPATING IN CCAF PLEASE FILL OUT THE YELLOW SHEETS MARKED PARTICIPANT.

IF YOU ARE NOT ENROLLED OR PARTICIPATING IN CCAF PLEASE FILL OUT THE GREEN SHEETS MARKED NON-PARTICIPANT.

PARTICIPANTS IN CCAF

THE FOLLOWING STATEMENTS ARE SOME REASONS FOR PARTICIPATING IN CCAF. PLEASE INDICATE FOR EACH STATEMENT IF IT IS A REASON YOU PARTICIPATE IN CCAF. CIRCLE THE APPROPRIATE LETTER TO INDICATE YOUR RESPONSE.

1. It will help me to improve my performance on the job.
A. Yes
B. No
2. It will help me to get a high score on the Weighted Airman Promotion System (WAPS).
A. Yes
B. No
3. I believe that college credit could be important for promotion.
A. Yes
B. No
4. It will help in self-improvement.
A. Yes
B. No
5. I intend to earn a bachelor's degree eventually.
A. Yes
B. No
6. It offers me a good opportunity to earn college credit.
A. Yes
B. No
7. It is an easy way to earn a degree.
A. Yes
B. No
8. I believe that the education I will receive through a CCAF program will help me in the civilian life after I complete my Air Force career.
A. Yes
B. No
9. It is the most convenient way for me to earn credit toward a degree.
A. Yes
B. No

CIRCLE THE APPROPRIATE LETTER TO INDICATE YOUR RESPONSE TO THE FOLLOWING QUESTIONS.

1. Enrollment in CCAF was my first college experience.
 - A. Yes
 - B. No
2. Have you been counseled by the Base Education Office Staff on CCAF programs?
 - A. Yes
 - B. No
3. Do you believe that counseling on CCAF programs is necessary?
 - A. Yes
 - B. No
4. Did such counseling influence your decision to participate in a CCAF program?
 - A. Yes
 - B. No
5. Have you relied heavily on the guidance provided by the Base Education Office in pursuing your CCAF program?
 - A. Yes
 - B. No
6. Are there other sources of counseling and guidance on the CCAF programs, other than the Base Education Office?
 - A. Yes
 - B. No

WHAT RECOMMENDATION WOULD YOU MAKE IN REGARDS TO MAJOR CHANGES WHICH WOULD IMPROVE CCAF PROGRAMS? CIRCLE APPROPRIATE LETTER TO INDICATE YOUR RESPONSE.

1. Award credit for college-level correspondence courses as an alternative to credit earned by actual college classroom attendance.
 - A. Yes
 - B. No

2. Invite civilian colleges to design and offer on-base general education courses specifically for CCAF programs participants at some locations.
 - A. Yes
 - B. No
3. Appoint a CCAF liaison to work with CCAF programs participants and nearby colleges to facilitate the selection and completion of college courses to meet the CCAF civilian college requirement.
 - A. Yes
 - B. No
4. CCAF should design its own general education courses and offer them by correspondence or through seminars at bases to eligible personnel.
 - A. Yes
 - B. No

NON-PARTICIPANTS IN CCAF

THE FOLLOWING STATEMENTS ARE SOME REASONS FOR NOT PARTICIPATING IN CCAF. PLEASE INDICATE FOR EACH REASON IF IT IS A REASON YOU DO NOT PARTICIPATE IN CCAF. CIRCLE THE APPROPRIATE LETTER TO INDICATE YOUR RESPONSE.

1. I plan to earn a college degree through another method.
 - A. Yes
 - B. No
2. I do not believe I could successfully earn a degree through the CCAF method.
 - A. Yes
 - B. No
3. I do not like the CCAF approach to earning a degree.
 - A. Yes
 - B. No
4. I do not believe it would help me to improve my performance on the job.
 - A. Yes
 - B. No

5. It is not a easy way to earn a degree.
 - A. Yes
 - B. No
6. I am enrolled in a civilian college degree program.
 - A. Yes
 - B. No
7. I am not interested in earning an associate degree from CCAF.
 - A. Yes
 - B. No
8. I have completed college level courses but they do not meet the criteria for a specific CCAF program.
 - A. Yes
 - B. No
9. I prefer to earn a degree through a regular four-year college program.
 - A. Yes
 - B. No
10. I would like to participate in a CCAF program but my duty schedule would prevent me from meeting the civilian college course requirements, as established by CCAF.
 - A. Yes
 - B. No
11. My Air Force specialty is the main obstacle to my participation in a CCAF program.
 - A. Yes
 - B. No
12. I do not understand the CCAF concept of earning college credit or a degree.
 - A. Yes
 - B. No
13. I never seriously considered earning a college degree through CCAF.
 - A. Yes
 - B. No

14. I have postponed plans to enroll in a CCAF program because of personal reasons which would interfere with my college program.
- A. Yes
 - B. No
15. My present duty assignment prevents me from participating in any type of college program.
- A. Yes
 - B. No

THE FOLLOWING QUESTIONS ARE DEALING WITH COUNSELING PLEASE INDICATE YOUR RESPONSE BY CIRCLING THE APPROPRIATE LETTER.

1. Have you been counseled by the Base Education Office staff on CCAF programs?
 - A. Yes
 - B. No
2. Do you believe that counseling on CCAF is necessary?
 - A. Yes
 - B. No
3. Do you know of any sources of guidance and counseling on CCAF, other than the Base Education Office Staff.
 - A. Yes
 - B. No

PLEASE COMPLETE THE FOLLOWING STATEMENT BY CIRCLING THE APPROPRIATE LETTER

THE CONDITION THAT WOULD MOST LIKELY ENCOURAGE MY PARTICIPATION IN A CCAF PROGRAM IS _____

- A. If participation became a factor in promotion selection criteria.
- B. Authorize time-off from duty to attend CCAF-related general education classes sponsored by civilian colleges on or off base.
- C. Establish special incentives.
- D. A change in my AFSC.
- E. A change in my duty assignment.
- F. More information and a better understanding of CCAF.

APPENDIX B

REQUEST AND APPROVAL TO CONDUCT SURVEY

DEPARTMENT OF THE AIR FORCE
 HEADQUARTERS 2854TH AIR BASE GROUP (AFLC)
 TINKER AIR FORCE BASE, OKLAHOMA 73145



REPLY TO
 ATTN OF: 2854ABG/DPE

4 January 1983

SUBJECT: Request Approval of Base Survey

TO: ~~2854ABG/DD~~
~~2854ABG/CC~~

King
Paul D.D.
IN TURN

1. Request your approval of the attached survey instrument which will be administered to a sample of enlisted personnel at Tinker AFB.
2. The survey has been prepared by two Tinker Base Education Office employees, Lola King and Troy Corder. The purpose of the survey is two-fold: (a) To obtain information on how enlisted personnel at Tinker perceive the educational programs available, the service rendered by the counseling staff and other factors that studies indicate influence and impact participation in education. In essence it is a survey to gain insight on enlisted members perceptions of our program. This information will be helpful in our self-evaluation and planning efforts. (b) To be utilized in the dissertation of the two above named employees.
3. Contact was made with AFMPC/MPCYS (Mr. Charley Hamilton, AV 487-6122) on 30 December 1982. Mr. Hamilton advised that IAW AFR 30-23, para 11a-3 the survey required only local approval, since it dealt only with Tinker personnel. The time frame for the survey is 10 January 1983.
4. No civilians will be surveyed.
5. Questions may be addressed to Ms. Lola King, 2854ABG/DPE, ext. 7408.

William E. Sappington
 WILLIAM E. SAPPINGTON
 Chief, Education Services Branch
 Personnel Division

2 Atch: Survey Instrument
 Cy AFR 30-23, para 11a-3

*Approved 500 meters - King - Sec 11a-3
 Problem if you cannot
 King*

2
VITA

Troy Lee Corder

Candidate for the Degree of

Doctor of Education

Thesis: FACTORS RELATED TO THE PARTICIPATION OR NON-PARTICIPATION OF AIR FORCE ENLISTED PERSONNEL AT TINKER AIR FORCE BASE IN THE COMMUNITY COLLEGE OF THE AIR FORCE

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Amarillo, Texas, January 15, 1934, the son of Charles and Sarah Corder.

Education: Graduated from Amarillo High School, Amarillo, Texas, in May 1954; received Bachelor of Theology from Oklahoma Missionary Baptist Institute in 1962; received Master of Theology from Oklahoma Missionary Baptist Institute in 1963; received Bachelor of Arts degree in Religion from Oklahoma City University in 1969; received Master of Arts in Teaching from Oklahoma City University in 1971; received Master of Education from Central State University in 1974; completed requirements for Doctor of Education degree at Oklahoma State University in May, 1983.

Professional Experience: Graduate teaching assistant, Oklahoma Missionary Baptist Institute, 1963-64; presently employed as an Adult Education Guidance Counselor, United States Air Force.

Professional Organization: Member of the American Association for Adult and Continuing Education.