This study presents a preliminary evaluation of the Servicemen's Opportunity College (SOC) program. Data were obtained from site visits and a mailed survey. Results indicated: (1) The college personnel accepted the military students as a natural part of their constituency and often commented about them as being superior to the civilian students. (2) The students were industrious, well-motivated, and outgoing in their answers to interviewer's questions, although they left the impression that they did not know as much about the system of higher education as they should in order to take full advantage of the opportunities and services available. (3) The colleges had little difficulty in meeting the SOC criteria. (4) There was considerable improvement in enrollments, credits granted, easing of transfer policies, and increases in courses resulting directly from the SOC program. A system for data collection and recordkeeping is detailed, and recommendations designed to improve the SOC program are provided. (MJM)
EVALUATION OF
THE
SERVICECLN'S OPPORTUNITY COLLEGE

David M. Nolan
Educational Testing Service
Washington, D.C.
May, 1974

The section of the report covering the site visits was coauthored
by Patricia Casserly of Educational Testing Service, Princeton, New Jersey.
Acknowledgements

The principal intention of this study was to take an early look at the Servicemen’s Opportunity College program in order to get a sense of how it was working and to make some recommendations that might make it more effective. A secondary goal was to study the changes that colleges were making to meet the criteria required of a SOC. The accomplishment of these tasks called for the help and cooperation of many people.

In the early stages of planning, making appointments and reviewing forms, I am especially indebted to Colonel Hazel Benn of USMC, Mr. Lee Betts of AACJC, Mr. Avril Bunch of the Army, Commander W. G. Hacker of the Navy, Mrs. Carlene Harris of AASCU, Mr. Ray Lewis of FIPSE, Mr. Robert Quick of the Air Force, and Colonel John Sullivan of the Office of the Secretary of Defense.

At Educational Testing Service in Princeton, Richard Fortna and his staff took care of the mailed survey with an efficiency that made my life much easier. Mrs. Patricia Casserly was really at the heart of the study. She did most of the site visits and is mainly responsible for that section of the report. The places she visited may sound attractive, but the schedule took any of that feature away, and I am sure that on many days she wasn't very sure where she was. Her ability to interview many people and make sense out of all the various responses was the key to the insights into the program. She reported that the staffs at the colleges and the military installations were almost overwhelmingly helpful. Her special thanks, though, and mine go to
the students whose frankness and friendliness actually made those seemingly endless trips interesting and fun.

Dr. James Nickerson of the AASCU made it possible to do this study with a minimum of harassment by providing wise advice and maintaining a beautiful sense of humor. Lastly, a special thanks goes to Karen M. Nolan of Reston, Virginia, for her general advice and editorial assistance in producing the final report.
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Introduction

No definitive evaluation of the SOC programs could be made this early in their history. The evaluation effort was intended to produce information that would be of importance to the evolving program. The very simple and straightforward questions of what seemed to be working and what was not needed to be answered early so that changes could be made before less effective approaches became locked in or before disenchantment with particular aspects threatened continued development.

The emphasis of the evaluation was a positive one. The intention was to look for successes and examine them with the intention of being able to report enough about them so that they could be reproduced elsewhere. Difficulties and failures were not to be ignored as much could be learned from them, but the goal was to produce helpful information in a positive tone. The output of the evaluation was planned to consist of three parts: 1. A narrative report of the findings of a series of interviews with college staff, military education staff and military personnel who were participating in the SOC program. 2. A design for a record keeping and data collection system that would allow long and short term evaluations both at the local and national level and 3. A series of tabulations and an interpretation of them from a mailed survey of SOC institutions and associated military bases.

The time limitations of the study were severe with the decision to proceed being made in February, a preliminary draft being due early in May and a final report completed by the end of May. During that time, twenty-five site visits were accomplished, three different questionnaires
were developed and mailed to 287 locations, the returns received and tabulated, a system of data collection devised and a report prepared. It would have been desirable to do a number of other things, such as visiting institutions which failed to meet the criteria or identifying individuals who had dropped out and interviewing them, but the time and funds available forced constraints and limitations to the study as described.

Nevertheless, much valuable information was collected and even more importantly, a sense of the changes being made and of the value of the program to service personnel was gained.
ABSTRACT

and

RECOMMENDATIONS
The overwhelming impression gained from the study is a very positive one. The staffs working at the military installations were dedicated to helping the students. On the whole, the college personnel accepted the military students as a natural part of their constituency and, in fact, often commented about them as being superior to their civilian students. The students themselves were industrious, well motivated and quite outgoing in their answers to interviewers questions. They left the impression that they did not know as much about the system of higher education as they should in order to take full advantage of the opportunities and services available. A much more knowledgeable level of guidance services appeared desirable.

The mailed survey results provided considerable information. The most revealing was the apparent ease that colleges had in meeting the SOC criteria. Another equally important fact was the improvement in enrollments, credits granted, easing of transfer policies and increases in courses resulting directly from the SOC program.

The third part of the report presents a system for data collection and record keeping. The system was designed following the premise that all data systems should initially be conceived of as a set of cards in a shoe box. It is at once simple to maintain and capable of considerable complexity. Studies ranging from simple counting to multivariate analysis can be accomplished with the data gathered by following the system.

The recommendations that follow may tend to give the impression that much is wrong with the SOC program. That would be a misunderstanding;
there is much that is right with the program. The recommendations are intended to improve and strengthen a program that is functioning and has already expanded and improved the educational opportunities for military service personnel.
1. **Quality Monitoring**

The single most important conclusion to come out of the interviews is the need for a monitoring system that assures quality education and fair treatment for service personnel. The SOC program has the special characteristics to enable it to perform this necessary function. It is sponsored by civilian agencies that are already recognized as representatives of higher education. It has already established criteria for recognition as a SOC institution. It has already contracted for an independent evaluation of the program. Thus, it is a simple and natural extension to assume an ongoing responsibility for monitoring external higher education programs being offered to military personnel. By implication, and now specifically, this recommendation carries with it the further advice that all institutions offering courses, credits, counseling, degrees, etc. in higher education be SOC institutions and thus fall under the purview of the SOC program.

It is important that the monitoring function be done by accepted civilian agencies for at least three reasons. Claims that the military is dictating curricula, administrative procedures, academic prerequisites, transfer policies, award of credit and so on must be avoided. If other, non-SOC institutions, are expected to accept credits for transfer and recognize degrees, it is necessary that they view the operation as part of higher education rather than as
part of the military or some other non-related agency. It should be pointed out that mere accreditation of the institution does not guarantee such acceptance.

2. Residency Requirements

The residency requirement by the institution should be limited to a reasonable number of credits that can be obtained in one year's time.

The typical load that an individual can carry is two courses at a time. That means the student is attending class two nights a week for three hours each night. In a semester system, such a procedure would typically produce 18 credit hours in one year.

It may be that an institution could ask for more residency credits if the individual continues to be based at the installation for periods of time beyond one year from matriculation. Care should be taken to avoid a situation that more than uses up a student's non-resident credits that he might obtain through CLEP or CEC (formerly CANE) and thus cause him to be confronted with what amounts to wasted credits.

3. The SOC

It will be noticed in the text of the report covering the site visits that there seldom is any discrimination between two year and four year institutions. That is because, in the real world of ESOS and military personnel who are students, no significant difference is perceived. The courses are interchangeable, the faculty look alike, most courses are taken on the base, the textbooks are the same,
Two students, one working toward an associate degree and the other toward a bachelors, are frequently sitting next to each other in the same class; it is all college. Thus, it is recommended that there be a single administrative head for the SOC program.

### Credential Depository

Because of the natural tendency for service personnel to acquire academic credentials from a wide range of institutions over a long period of time, it is recommended that some kind of credential depository be developed into which records will automatically be placed while an individual is in the military service. The student should have the privilege of expunging his records if he desires or to add to them after he leaves the service. For this reason it would be best that the depository be a non-military one, quite possibly an offshoot of SOC.

5. **Booklet to SOC Students**

A point which seems to be a common theme is that the individual lacks a plan or for a long time lacked a plan to carry him through to either an associate or baccalaureate degree. As a result, credits were lost, time was wasted and, perhaps most importantly, the students began to have the feeling that it was inevitable, that such things happen. The individual may well feel that he was lied to.

It is recommended that anyone signing up for tuition assistance must read a booklet about planning a higher education program.
The booklet should emphasize the student's rights, what he can expect from the college, what a contract for degree should contain, what CLEP is, what service training to request credit for, what a reasonable transfer policy is. In short, the booklet should be a sort of consumer's guide.

6. Contract for Degree

It became apparent from the site visits that few institutions had given much thought to the idea of a contract for degree. It is recommended that some models for contracts be developed and distributed to SOC institutions and ESOs. The models should range from the relatively narrow courses and credits sort of thing to the true non-traditional approach. Recommendations should be included covering fee structure, duration and administrative procedures.

7. Studies and Data Collection

In order to remain a vital and responsive project, the SOC program should engage in a series of ongoing studies and evaluations. Data should be collected that will allow judgments to be made about the efficacy of various plans and procedures employed in the program. It would be helpful to know how many start and how many complete degrees, what the average time is that it takes to get a degree, what majors are the most popular and a whole series of similar questions. Some specific procedures are suggested in the third part of the report.
H. Varied Course Format

The typical format of course offerings on the bases is one night a week for three hours each night for about fifteen weeks. Some courses just don't work out well that way. One math professor said that he just couldn't get through the whole course because the once a week format made it impossible for him to give homework assignments in the sequential way used in one hour sessions three times a week.

It would appear helpful to try some other formats such as three one day seminars divided by four or five weeks of self study or two intensive weekend workshops or other combinations of self study, intensive seminars, workshops, closed circuit television, etc. The point is to try some other ways rather than just accepting the old format that has been handed down from adult education and extension work.

9. Laboratory Courses

A frequently mentioned problem was that laboratory courses, although required, were seldom offered on the base. This situation occurs for the obvious reason that the laboratory facilities aren't available on the base and typically are not transportable to the base. If, as the program continues, this remains a problem, it might be solved by obtaining agreement from SOC institutions to a single and common science requirement for which a portable laboratory unit could be developed and shared between institutions and bases.
10. **SOC Criteria**

Although some parts of the criteria may need to be slightly different for the four-year institution from the two-year simply because of one granting a different degree from the other, such differences should be kept to an absolute minimum. Criterion number VIII in particular needs adjustment. It should call for an advisory council for both types of institutions and provide some clear guidelines for membership. If there are both four and two-year SOC institutions contiguous to and serving a base or bases, it would be advisable to have a single advisory committee that includes representatives from both institutions and the military installations. Such a committee need not preclude each institution having a separate committee but would serve as an overall coordinating group for an area.

A second part of this recommendation grows out of the results of the mail survey. In light of the reports indicating little or no difficulty in meeting the criteria, there seems to be no reason for any lessening of the criteria. In fact, it might be well to tighten them up as in the previous recommendation about the contract for degree.

11. **Promotion**

There is a need for some models or examples of good promotional practices to be distributed to colleges and military installations. The previously mentioned booklet should be of some help in this area but by itself is not sufficient. Something, almost of the nature of a press kit, should be made available to help both the colleges and
the EUs make known the availability and the value of the services.

12. Further Studies and Evaluation

With the data collection system in place, the practicality of a number of evaluative studies would be greatly improved. These could be done both at the local level and on a national basis. An annual report from the colleges calling for some relatively simple accounting of numbers enrolled, degrees granted, courses given on bases and so on would be valuable both to the national program and to the local institutions as progress reports. Fairly elaborate evaluations to augment these annual reports should be undertaken on a regular basis. Initially, such a study should probably be done no later than two years from now. Followup evaluations might then be put on a five year cycle. Visits to the institutions and bases and interviews with military personnel students should form the basis of major evaluative efforts. These visits provide information that simply cannot be obtained by other means. It is recommended that the major evaluation be conducted by an independent third party who is not involved in the day to day operation of the program.
"Want a college education but don't think you can afford one?"

"We'll pay up to three-fourths of your tuition and the base education office will provide you with guidance and academic counseling. The day you complete basic training you will receive six semester hours credit for the physical education, health and first aid courses you will have completed. From there you can build your own program. You can have the results of other completed courses sent to a central repository maintained by the service which will issue you a transcript that you can take with you anywhere in the world, and when you leave the service, it is something you can show to college representatives, registrars, potential employers and civilian associations as evidence of your military and academic training and experience."

This year, hundreds of thousands of high school seniors have been deluged with materials from each of the armed services that, in effect, promise, at the very least, "life-time skills", and in addition AAs, ABs, BSs, MAs, MSs, and PhDs to "qualified volunteers" who are willing to invest from two to six years of their lives in attaining their educational goals and at the same time "fulfill their military obligation", or in the words of another service, "their obligation to their country".

It was to fulfill its obligation to defend our country, and "to provide the opportunity for everyone...to rise to as high a level of responsibility as possible, dependent only on individual talent and diligence," that the Department of Defense, in consort
A number of Higher Education Associations developed the Servicemans' Opportunity College Program.

During the better part of the last ten weeks, two members of the CC staff have travelled to nine major military complexes and a similar number of community or junior colleges and four-year senior division colleges and universities that service them (and other bases as well). With one exception, these colleges had been accepted for membership in SOC although at several campuses we were the harbingers of the good news. During our visits we interviewed a wide spectrum of military personnel, Education Service Officers (both civilian and military), and other education and career counselors as well as college administrators and faculty members who are involved in the program.

Our charges were several: to see if the SOC concept had become a working reality, to identify problems and, where possible, to suggest solutions for them in order to strengthen the program and to aid other, not-yet-participating colleges in serving a most important segment of our population. Our last and equally important task was to inquire about and make preliminary assessment of the effects of the SOC program on general college policies and practices that affect the greater civilian population.

Because of the limitations of both time and money, the nine sites (a military installation surrounded by at least two SOC colleges) were chosen by the BIC director of the project and his staff in consultation with representatives of the Army, Navy, Airforce,
and Marines at a meeting at the Pentagon in January. These representatives from DOD later arranged for our visits to their respective installations. Visits to colleges were to a great extent arranged by the two SOC sponsors, the American Association of Community and Junior Colleges and the American Association of State Colleges and Universities. At each site, the first day was usually spent at the base or post, talking with the ESOs, education advisors, representatives of colleges who happened to be available, and at least six service persons who were enrolled in courses offered by participating SOC colleges. We had suggested that at each base we would like to interview a diverse group of students, i.e., that members of the sample differ in chronological age, time in the military, rank, educational background, and progress toward the degree. The ESOs did an excellent job of fulfilling our request.

Our schedules on base were usually expanded to include a "ten minute courtesy call" on the base commanding officer or his representative, which in several cases stretched to an hour or two of discussion of the problems of that particular base, post, and of their particular service and mission. These meetings were invaluable in understanding the problems faced by students, colleges and ESOs connected with those bases.

In each of the two succeeding days, we visited a two-year or senior college servicing the complex. At the colleges we tried to see several members of the SOC advisory council which usually included an academic dean, and representatives from the admissions
and registrar's offices, as well as a liaison person with the military base and/or a veterans' advisor. Where it was possible we also tried to interview at least two professors who taught on base to inquire into special problems and special strengths of this group of students.

Usually under the aegis of either college representatives or base docs, at some point in our three day visits, we also toured base educational facilities, classrooms, learning centers, libraries and study areas, and managed to talk, all too briefly, with base and post librarians, remedial teachers, and, on several occasions, were able to sit in on classes as well. We welcomed these opportunities whenever they presented themselves because we felt it desirable to learn about the SOC program in the widest possible context of the military's commitment to provide educational opportunities for each of its members according to his mission, attitudes, and aspirations.

What follows is a report of our observations at both military installations and colleges. Constraint of time made it impossible to select a sample that could be described as representative of all such institutions. Thus, the observations must be viewed within the limited sample available.
The men and women who are and will be in the Armed Forces are the most important part of the CON program. They are whom it must ultimately serve and serve well if the Armed Forces are to attract, develop and retain the kinds of individuals that will make the all-voluntary system a viable reality. Therefore, in this chapter we shall let the students we interviewed speak for themselves and tell us through a number of their representatives about the experience of combining college work with military life.

First of all, who were they? They were truly more of a cross section of the Armed Forces (and the larger society) than we had dared hope, although at any one installation several in the sample may have been of near equal rank or have been performing similar or related duties. By the time we completed our travels we had talked with young ladies about to be Veterans at twenty-two; seasoned chief petty officers with twenty years of almost continuous sea duty; master sergeants, including members of the elite Master Sergeants Academy at Fort Bliss; instructors in the Special Forces (Green Berets); privates through colonels and yeomen through lieutenant commanders; Peruvian and Australian nationals; a Cajun, Mexican, Granadan and Phillipine Americans; rural Blacks and Whites; and the poor urban, seventh and ninth grade dropouts, high school
graduates, and the unfinished products of the nation's least and most prestigious colleges.

Briefly, our interviews were conducted in the following manner—we offered them coffee (when possible) and explained our mission in a variation of the following:

"I am here at the request of (their branch of the Armed Forces), the Department of Defense, the AACJC and the AAFESCU, which are associations of colleges, to see how effective their efforts are in providing you with opportunities to enable you to fulfill your educational and vocational goals." (We offered further explanations of our mission when necessary and also encouraged them to speak frankly, assuring them of the confidentiality of our conversation.) Then we encouraged them, "So, will you please take a few minutes to tell me about yourself—you know, things like ___ ___ (the sequence varied).

(1) Why you decided to enter the service?
(2) About your educational background at that time.
(3) What your experience in educational programs leading up to college has been?
(4) What propelled you (back) to college?
(5) Have you encountered any problems in doing this and what were they?
(6) Do you plan to re-enlist and/or make the military a career (as appropriate)?
(7) If you were in command (of the post or base or unit, as appropriate), what would you do to make it easier for people like yourself to get the education they want? If you were "running the show", what would you do?

Brief but typical answers to each of the seven major questions are as follows:

(1) Why you decided to enter the service?

"I had no choice, they wanted me!"

"It was this or jail."

"Wanted to see the world."

"To get away from home."

"An unhappy love affair."

"Hated school."

"Had no skills."

"Couldn't find a job."

"Knew I was wasting time and my parents' money in college."

"Had no direction--needed the discipline."

"Wanted to improve myself."

These are the same answers that an ancient census taker would have received had he been sent out to Gaul with Caesar's legions and asked to report to the Roman Senate.

But, among a significant number of those with three or less years in the military, the answer was, "I wanted an education and I got this letter." (or) "The recruiter promised me the opportunity."
The important point here is that, whether ex-juvenile delinquent, 
filleted lover, ex-campus jock or recent high school graduate, all 
these men and women (with an age span of three decades) are now 
enrolled in higher education.

(2) About your educational background at that time.

Seventh grade through college graduate.

(3) What your experience in educational programs leading up 
to college has been?

"I was interested in electronics so they made me a banker and 
I want to cross-train and get back into electronics."

"I've taken every course (technical, USAFI, or whatever) I 
could...and finished my GED, then my AA--have almost got my BA 
and will start the MBA program in the fall."

"I have a transcript that runs on for pages and covers 20 
years. I could never hope to get it all together before; had no 
hope for a degree. Eventually, I hope for a doctorate."

(4) What propelled you (back) to college?

"I heard about the (SOC) program from my ESO (or C/O or buddy) 
and decided to investigate."

"I was bored."

"Cajoled."

"Pushed "

"Threatened--now with the new regulations, it's up or out."
"I found I wasn't so dumb after a few courses that were required by my MOS, and my O-3 said, 'Well, you'd better go to the education office and see about getting your GED.' Every few days he'd say, 'Ever been over there yet?' I got so sick of his asking that I went a few times. And I met Miss _____ and she talked to me a while and before I knew it I was taking tests that afternoon and I passed! I couldn't believe it! And when I was 'high' on that, she talked me into agreeing to come back and take some of the classes the next afternoon. And I did and passed everything on the math and a week later she called me in and said, 'O.K., _____, I've talked with (the local community college) and you now have 24 hours of college credit, so why don't you go over there and..."

"Well, one night toward the end of basic training this drill instructor came around and we started talking and it turned out he was going to college studying history...history of everything...of music and art and just about anything, and that surprised me and then I thought of all the things I'd seen around the base, and the briefings...when I came here I headed for the education office."

"Variations of these but the "case histories" occurred over and over and point up the momentous effect that superiors can have on the men and women under their jurisdiction when they are sensitive, creative and fortunate enough in their missions to be able to "program" obtainable goals that enhance feelings of..."
confidence and self-worth. Many of their volunteers come into the service with nothing (they think) but a history of failure and despair. Yet we ran into so many success stories at the sites we visited that we felt they are more than rare occurrences and should reassure Congress that all is not lost if one service or another temporarily fails to make its quota of "volunteers with high school diploma". One young lieutenant in charge of a group of drill instructors stands out. He has nearly completed his BA and encourages each member of his unit to do likewise (starting at whatever level is appropriate) and they are given release-time to do so without (I understand from his superiors) the lessening of the efficiency of the unit in the least.

Have you encountered any problems in doing this and what were they?

"Inertia of TMs."

"Ask of time to study."

"Wish we had more time to study on the job when we're not busy."

"Sometimes we simply don't have enough to do and sit around the office for half the day...so I brought in my books and my NCO said not to, it was bad for the morale of the rest of the group! It's O.K. to sit around, drink coffee, read the racing form and B.S., but not to try to improve yourself. 'It makes the other guys nervous,' he told me."

"You should have an extra 15 minutes of release time at noon, so you can stay and ask the instructor a question. I did once and my
boss thought I was goofing off."

"Classes begin too soon (30 minutes) after work. When you've been on a forklift for eight hours, you'd like to have a chance to stretch and change your clothes before you go to class. Besides, it's time to change gears from construction to psychology."

"If you don't have a car, and most of the young guys don't, you just can't get to the campus at night even though it's only five miles away. There's no public transportation."

"Public transportation stops at 6:00 p.m., and the campus is 12 miles away and what's worse is that even if you can hitch a ride, the bookstore closes at 5."

The preceding quotations were not chosen for their uniqueness or flavor but to point up a very real problem that some service personnel face when they try to further their formal education part-time, without sufficient release-time and without the support of their immediate superiors who can make things very difficult, particularly if they see little relevance of the man's studies to the mission of the unit. Fortunately, a greater number of those to whom we spoke reported that their superiors encouraged them in their educational pursuits, rescheduled duty assignments and made allowances for time off, when possible.

Few specific problems tied to specific courses arose in our conversations with students. An exception was brought up by students in both accounting and other math courses including calculus that
To be completed in very short order. This proved to be an almost worthless procedure especially when no simple, eye-catching literature on SOD was prominently displayed.
of his transcripts with accompanying course descriptions from the appropriate college catalogues. Although copies of transcripts cannot be accepted as official, they can allow colleges to evaluate the student's record and place him in appropriate courses while waiting for his papers to catch up with him.

6. Do you plan to re-enlist and/or make the military a career (as appropriate)?

(from younger volunteers)

"Yes, I'm really considering it now and (laughter) I never thought I would. Now I've applied for Bootstrap and that will mean I'll owe the government another hitch, but this education thing really turns me on and the possibilities afterward. It's ok with me."

"Sure, I'll sign on again. After I finish this degree I'd like to be an officer."

From one 24-year old, a tenth grade dropout until the SOC program set him on his way. "Yes, I'm aiming for general."

(from men in their late twenties to early thirties)

"Yes, I've already signed up for another four years, in order to qualify for additional education benefits. By that time, I'll have 16 years in and might as well go for twenty."

"Yes, I intend to stay in as long as I can, even if I go for thirty years and don't get Ph.D. I'll be a comparatively young man (40) with a half a lifetime left. And what's more, I'll be an educated man who'll have something to offer the civilian
world. You know, I think I'd like to teach in elementary school."

These men and still older ones with even more years in uniform summed up the predominant view of the students to whom we spoke. The Armed Forces can offer the best of at least three lives, service to one's country, the development of the self along many dimensions, and the assurance of a secure and productive retirement.

Of all the military students to whom we spoke, only a very few either had not considered or had not decided to remain in the military at least for another few years to take advantage of educational benefits. Of those, several reported they "just weren't the military type" and others were leaving either because they'd "gone about as far as they could go" (were caught in a R.I.F.) or were responding to the pressure of spouses for a "different kind of life." Clearly, the opportunity to further one's education and develop one's skills is a major factor in attracting and holding volunteers.

(7) If you were in command (of the post or base or unit, as appropriate) what would you do to make it easier for people like yourself to get the education they want? If you were "running the show," what would you do?

Many of the interviewees' suggestions for improvements in educational opportunities are inherent in their comments presented in other sections of this report. A further, and most important need must now be considered that for even greater improvement in
the dissemination of information about the SOC and NCFA programs and what they can mean to military students. Many, who were attending classes in off-duty hours—on their own, so to speak—were not even aware of the existence of the SOC program and the services and options that it afforded them even though they were attending SOC member colleges. This should not necessarily be taken as a criticism of SOC colleges—for if a student arrives on campus to register for a course, the college and his instructors may have no way of identifying the student as "active-military" unless he identifies himself by requesting special payment forms or shows up at the veteran's office or club.

Dissemination of information about educational options should start with informed and honest recruiters. "Some will promise a guy a college degree in no time when they know he is nearly borderline and needs remedial arithmetic and English for a start." It must be publicized in basic training and repeated at every new duty post, to reflect the local options.

There seemed to be wide variations in the procedures used for accomplishing these tasks at the military sites we visited.

At some, each new contingent was lined up in military style and formally briefed by an ESO or career advisor, or by representatives for the local SOC colleges. Sometimes they were lectured by all of these, quite successfully. At others, a "visit" to the base or post education office was merely one of a long series of requirements on an orientation check-list handed out to new recruits.
to be completed in very short order. This proved to be an almost worthless procedure especially when no simple, eye-catching literature on SOC was prominently displayed.
"For God's sake, tell DOD and the Congress, for that matter, if they want an all voluntary force to survive, they'd better support (the concept of) SOC. We've got to be able to deliver what our recruiters promise. And besides, I'm selfish...I want the best for my men...then they give me their best."

"War is (to the young serviceman) a romantic game of cops and robbers...of cowboys and Indians. Well, now there is no war to fight, thank goodness...But you have to substitute something for it to use up all that adrenalin and competitiveness or apathy and morale problems set in and then we really aren't prepared to perform our first duty, should an emergency arise...I look upon these educational opportunities as an absolute necessity from my point of view...Besides we're all going to return to civilian life someday. What kind of people will we be; what will we have to offer?"

These commanding officers spoke for a number of their colleagues.

One of our strongest impressions was of the commitment to the SOC concept of base commanders and their immediate staffs. Although representatives of some services felt that the SOC Program did not go really far enough in fulfilling the needs of their men, their words were strong and clear, "It's a step in the right direction and has high priority on our base or post."

The commitment of the military is understandable, but why do colleges want to become associated with SOC? Is their motivation as straightforward as that of the officers we just quoted? At most of the colleges we visited, we felt this to be so. They were sincerely
committed to provide educational opportunities for all persons in their communities who could benefit from them—and active or retired military personnel made up from one-third to slightly more than one-half of their student population well before the advent of SOC. For these institutions, complying with the SOC Criteria presented little or no difficulty. In several cases, no adjustment was required save for the commitment to accept future work from other accredited institutions that met the curricular requirements or array of courses necessary for the degree program agreed upon with the student in a "contract for the degree".

However, the reasons for involvement of the remaining colleges was not so simple. The motivation to join SOC was, for a few—no matter in what terms it was couched—monetary. It is understandable that institutions in financial difficulties because of soaring costs and declining enrollments, should seek new clients and sources of revenue. Unfortunately, a number of ESOs felt that a few of these institutions were offering inferior although "accredited" programs on their and other bases and were ripping off the government. "But can you imagine what would happen if I made my feelings known? They'd get right to their Congressman, I'd lose my job, and who would gain? This is one reason SOC must have some monitoring system for quality. I don't know how it can be done but somehow..." The very next day we were talking to the field director of a college and he was explaining at length about their rigid criteria for teachers and their stringent methods of quality control on farflung military
bases. It was a laudable dissertation but he was interrupted in the middle of his position by a short telephone call after which he called to his assistant and said, "Hey, do we have a body who can teach Psych. 101 and 201 at (a distant base) in ten days? Well, see if you can turn one up this afternoon. We need him bad." It was hardly a reassuring interview.

At another college I heard the President inform the chairman of the board of trustees that more than one-half of the funds necessary to retain the central campus came from courses taught at military installations, a campus few military students ever saw. It seems clear that tremendous differences exist in what the military is getting for its money. This college was paying its faculty well, but not providing counseling or other services as required by the SOC agreement.

Yet other colleges, which also needed funds to stay alive, were doing superb jobs in providing all sorts of services on bases— not only to students who had enrolled in their courses, but to many would-be students who came to the education office and who needed a variety of counseling and advising services. In doing so, these college representatives were fulfilling the more generalized function of ESOS or military education advisors, a fortuitous circumstance since some education offices were understaffed.

Although colleges are enthusiastic about the SOC concept and want to serve SOC students well, a number do experience difficulty in meeting some of the SOC criteria. It was apparent that in many
cases, problems in conforming to SOC criteria can be overcome.

One important key to a truly effective SOC program was, we were told, "Put a good high administrator in charge. Don't give SOC to an assistant dean as an ancillary duty."

In one state, the community colleges involved in SOC could not individually modify their residency requirement because of statewide regulation. In an effort to better meet the SOC criteria, the question of residency requirements was raised with the Chancellor. As a result, a committee of presidents was appointed to consider the question for all community colleges, whether involved in SOC or not. It is anticipated that the requirement will be considerably modified to allow much greater flexibility.

In another state, the requirement for thirty resident credits at community colleges made it impossible to meet the SOC criteria. The president considered the problem and concluded that credits for CLEP, military training including P.E. and USAFI were, in fact, credits awarded by his institution and therefore were to be considered resident credits. As a result, some service personnel have been able to meet the entire residency requirement upon their first registration. A number of others have had the requirement reduced to the point that it was no longer an obstacle.

Acceptance of on-base courses as resident courses seemed to be no problem to any institution visited.

A two-year institution had previously had difficulty gaining faculty acceptance of CLEP and CASE recommendations. When the SOC
opportunity occurred, the president moved strongly to meet the
criteria and suddenly the question arose among the faculty: "If
we do it for service personnel, why not for all our students?"
The motion sailed through the faculty senate without further trouble.
Of course, the guarantee of as many as a dozen faculty positions
attributable directly to SOC didn't hurt the president's case.

Changes in educational policy as a result of SOC participation

Has the SOC program changed the policies of participating
colleges toward non-military students? The answer is yes for the
majority of colleges involved in our survey that did not meet SOC
standards before the program was initiated. Radical changes were
most apparent in the two-year colleges but this seems a reflection
of two factors; a year's experience with the program and a tradi-
tional policy of providing educational opportunities for an array
of students in the community. Generally, the changes came and con-
tinue to come because of a number of factors; the excellent ex-
periences participating colleges have had with active duty military
personnel as students, the general boom in the concept of contin-
uing education, and the realization that the service person and
his or her dependents are no longer unique in their mobility. In
fact, now that one can re-enlist and be guaranteed a duty station
(barring a national calamity) for several years, military personnel
and their families may, in fact, be less mobile than many wage-
earners including executives of IBM and their families. Vance
Packard's A Nation of Strangers was quoted several times as the
eye-opener.
What have these innovations been? The relaxation of residency requirements especially during the latter part of the degree-earning process, the availability of the contract for the degree option to all students, the acceptance of competencies gained in non-traditional ways (i.e., by studying on one's own or through on-the-job training, etc.) validated by CLEP and institutional challenge exams, and the restructuring of courses away from the traditional 12-week semester to anywhere from three to nine weeks of concentrated work. In addition, weekend or week-long seminars are becoming available.

It seems that students in many civilian circumstances also feel more able and comfortable in committing themselves to work longer hours for a shorter period of time than the arrangement of the traditional academic year makes possible. They can see the "light at the end of the road", which is particularly important to those who are combining study with other career and familial responsibilities.

It seemed that two things were important in institutions making changes in order to meet the SOC criteria. The first was the active and enthusiastic participation of the president. The second seemed to be related to the specific nature of what was being asked. By having a concrete set of proposals and a readily identifiable group of students to whom the changes would apply, many of the general arguments and vague defenses of domain seemed irrelevant. Then, having made the step for the specific group, it became more
reasonable to consider the change for a much broader population.
In some cases, the second step occurred immediately, in others some time occurred between the two, and, of course, in still others it hasn't occurred yet.
This section is devoted to some of the specific problems that became apparent from talking to ESQs, Servicemen's Counselors, Base Commanders, College Presidents, College Faculty and, most importantly, the Students.

CLEP

CLEP presents particular problems for dealing with both military and civilian students. On the one hand, colleges want to be as generous as they can in awarding credit on this basis because they firmly support CLEP, and, on the other, some feel that awards of credit at the 25th percentile as recommended by the American Council on Education may be too generous. They claim to have "noticed a bimodal distribution in CLEP scores" (from those who squeak by at the 25th percentile to those whose scores are at the 45th percentile or above) and have had "just enough experience" with students who encounter trouble in "sequent courses" to be leery of granting credit for low scores without further "validating" course work. The problem here is that the institutions have not done a systematic study to support the contention.

There are two complications that arise on occasion for both military and civilian students seeking credit through CLEP: Some state institutions are prohibited from granting awards of credit for less than the 50th percentile, and other junior and community
colleges are fearful that if they do, the student's academic transcript will be called into question when he tries to transfer to a four-year college. Happily, for most four-year institutions, the problem does not exist; whatever cut-off score that was used by a junior college is honored as long as the candidate for admission has fulfilled all other requirements for the A.A./A.S. degree.

Institutional acceptance of CLEP over locally generated "challenge exams" is gaining strength rapidly. Interviewees at a number of colleges told us that they looked forward to expanded CLEP offerings and the new norming study that would help them in reassessing their policies.

One problem remains to be solved. Some institutions make money when a student opts for an institutional exam rather than CLEP. If he fails the former, he will already be enrolled in the course; if he passes, his "place" is still paid for. It is a great temptation for colleges to push local institutional examinations when they may be eligible for state funds for one procedure but not for the other.

In general, institutions visited were accepting CLEP with little trouble. Some problems exist as to the score level at which credit is to be granted.

**Contract for Degree**

Of all the SOC criteria, the contract for the degree was the one with which colleges had had the least experience. Some had had no one ask for a contract, and were not precisely sure how they would handle requests when they arose. At those colleges that had
"let out" contracts, we found that they were simply traditional course-of-study plans listing the distribution requirements and courses in the area of concentration or major which, when completed at that or any other accrediting institution, would net the student a degree from the college holding the contract. Although this indeed is a contract, it lacks the nontraditional flavor espoused by John Valley in *Non Traditional Study*:

"A contract typically will cover the student's objectives, how the student proposes to obtain his objectives, the educational resources required, how and when they will be used. Further, a contract indicates the bases on which the student's performance will be evaluated; the evidence to be submitted to demonstrate that the learning goals have been attained. It is this aspect of the contract learning system together with its stress on behavioral statements of learning objectives that helps to relate external degree programs to the theme of competence."

At two colleges there was an effort to make manifest Valley's more expanded and flexible interpretation of the concept.

Whether narrow or broad, the concept of a contract for degree needs much better understanding before it can be considered a viable part of the SOC program.

There is a variability in the cost of a "degree by contract" for students depending on the college involved; there is also variability in the number of years such a contract is assumed to
be in force. At some institutions there is only a single charge of from $15 to $25 which is considered a registration fee and includes the cost of the initial evaluation of his academic status, counseling and the laying out of the additional requirements necessary for the degree. Other institutions require a yearly payment (usually $25) on the part of the student in order for the contract to remain in force. Some institutions consider five years to be the standard length of their commitment to the service person while others consider it to be ten years or "perpetuity".

There is another possible hitch that the "contract student" may encounter at some SOC colleges, particularly if he is slow in fulfilling his part of the contract and fails to keep in close contact with his advisor. If the requirements (either departmental or institutional) for his particular degree have been altered or amended between the time of the signing of the contract and the time he presents himself for the degree, he will be responsible for fulfilling these "new" requirements. For this reason, we think contract students should be urged to keep in close touch with their SOC advisors and write to them every six months or so whether or not they are currently enrolled in courses. It is imperative that they advise the SOC counselor of every change of address, for some SOC colleges are planning to contact their students periodically to keep them up to date and to offer encouraging words. They need to know where students are!
For the military person about to re-enter civilian life there is another wrinkle he may encounter in the contract for the degree. Although the majority of SOC colleges treat active and non-active military personnel alike, a few make a distinction between them and the contract is no longer valid where a person changes his status. This leads to the reimposing of residency requirements on the veteran. "After all, most of them retire here anyway." The program is too new to assess how much hardship, if any, will be imposed on veterans who wish to continue their formal education, but it does seem as if this is another area in which some kind of monitoring of the "spirit of the law" is indicated.

Credit Depository

Students with whom we talked described an educational experience while in the Armed Forces that approached the chaotic. In interviews, the following situations were described.

"I was working for the Coast and Geodetic Survey and was drafted...took GED...got out and went back in but failed OCS test but still had to finish hitch...took some courses at William and Mary until I had enough credits so that I didn't have to take admission test...William and Mary stopped offering courses so now I am taking courses at Christopher Newport...took CLEF some years ago but Christopher Newport only allows a certain amount of transfer...don't know how many credits they will give me." This man may have accumulated as much as fifty-five or sixty credits but will probably be lucky to get thirty applied to a degree.

"I received my AA in Law Enforcement from Maryland while in Germany, but the too liberal substitution rule means that Christopher
Newport can't fit all the credits into a degree program. Christopher Newport requires five courses in Law Enforcement but offers none so I must go to Thomas Nelson to get them. I hope to get some credit for three years experience as a policeman in Takoma Park. I took CLEP in Europe and scored 400 or above on four out of five but Maryland demanded 500. Christopher Newport says that if you take any courses they won't accept CLEP.

"I spent one year at the University of Illinois...was off and on at a junior college for two years...took Control Data Institute courses...went to Hampton but couldn't get the courses I needed at night...took CLEP but Hampton wouldn't figure credits unless I was a fully matriculated student going full time...Army wouldn't provide tuition help if I went full time so I switched to New York Institute of Technology (correspondence) where I have about twenty or thirty credits to go to get my degree."

"I took CLEP at White Sands but didn't know what they were...took a couple of courses from Maryland in Bangkok...went to NCSU...took Faculty Development course...now I am taking Air Studies at Kmary Riddle but they won't consider my other credits until I take at least eighteen credits from them...how about a degree from SOC in general without having to mess with transfers, transcripts, residencies and all that stuff?"

"Took the GCE (General Certificate of Education) and one year of teachers college in Granada...took a course in psychology at Hampton...took CLEP at Fort Polk...taking American History and
English Communication at Thomas Nelson but am not working on a degree...hope to get a bachelors degree at a school like Union College in New York...no, I haven't been in touch with Union to see what they will accept."

As student after student went through the above stories, the need for some way at least to keep records of all those different experiences in one place became overwhelming. John Summerskill described such a device in a recent talk at the annual meeting of the American Association of Higher Education. He called it an Educational Passport. The idea was to have a depository where a person could store and retrieve educational credentials throughout his life. Service personnel need some such passport even more than others because of the inevitable fragmentation of their educational efforts. It would be especially helpful in their cases to apply the Commission on Educational Credit (formerly CASE) recommendations as a way of translating service training into civilian terms. Probably a system of automatically storing records for students from the first time they take a course at a SOC college or take CLEP or GED would work reasonably well. The SOC program itself could operate such a depository.

Proliferation of Offerings

At one base that was visited, there were ten institutions of higher education actively represented and offering courses on the base. In addition, there were brochures from a number of external
degree and correspondence institutions. This situation seemed typical for a large base. The institutions involved had a wide range of requirements and fee structures. Tuition ranged from $6.25 per credit hour to $92.50 per credit hour. Residency requirements went from none to thirty hours for an associate degree or sixty for a bachelors. Some accepted CLEP according to CASE recommendations while others called for 500 scores and still others didn't accept it at all. One institution wouldn't even consider CLEP or transfer credits until an individual had accrued a minimum of eighteen credits in courses it offered. Transfer policies vary, counseling and guidance range from none to adequate, courses are taught by full time regular faculty (one community college has its department heads teaching on base) in some cases while in others the teacher is "pick up" for one course.

Faced with the wide range of institutions and offerings the often naive student is frequently confused, sometimes misled and, sad to say, occasionally bilked. Too often, the ESOs and their staffs have not had the level of experience in higher education that allows them to sort out the different offerings and provide sound advice to the students. In other situations the student doesn't know enough to seek help from the ESO. To him, he is dealing with a college and colleges are good, per se.

Having the variety of offerings is not bad in itself. As a matter of fact, it often provides a student with worthwhile
opportunities that would be unavailable if only one or two institutions had access to the base. The problem occurs because of the confusion and lack of knowledge of the student. A policy of laissez-faire is not appropriate in providing educational goods to service personnel and, because of their special needs, mere accreditation is not an adequate control. The requirement of meeting the SOC criteria associated with some kind of monitoring system would appear to be an answer to this problem.
Summary

As a result of our visits, we feel very strongly that the SOC program is worthy of continued and, hopefully, increased support. However, there are problems and some method must be worked out to monitor the activities of participating colleges in order to assure their compliance with both the letter and spirit of the SOC agreement. It is imperative that such a monitoring system include procedures to ensure quality control of teaching and advising. Such a system should include periodic visits to class sessions and talks with representatives of education offices, colleges and the students themselves. During our visits of several days to each site, we gained many insights and awarenesses that would never have come to light had we limited our focus to one group or another. It was often the opportunity to check information gathered from one source which seemed incomplete or confusing to us with another source within a very short time that made it possible to untangle some complex realities. Mailed surveys will never be enough.

As the base commanding officer said, "By God, I'm glad they sent somebody out from Washington to talk to the people a program is supposed to serve...This is the first time it has happened... Usually they either send a questionnaire or else call the directors and supervisors together for a conference and they sit around and try to impress one another."

His feelings were echoed by the military education officer at another base who paraphrased a fragment from Harry Truman's
memoirs when we talked about evaluation. "He said something about if you wanted to know how a building was going up and when it would be finished, you never asked the contractor or the superintendent but the workmen eating lunch."

SOC or something similar is a necessity if servicemen and women are to realize their goals for personal and professional growth. We know it has already done this for many who are grateful to both their colleges and their branches of the Armed Forces for making it possible.
Although it was thought from the beginning that the best insights into the functioning of the Servicemen's Opportunity College would come from site visits and personal interviews, it was also evident that some worthwhile data could be collected from mailed questionnaires. Separate questionnaires were developed for the three types in institutions: the military bases, the two year colleges and the four year colleges. Advice and review was received from AACJC, AASCU, the military branches and DOD on the questionnaires for their respective institutions. The questionnaires were accompanied by letters from AASCU, DOD or AACJC as appropriate for the recipient institution. The letters and questionnaires appear in the Appendix. They were mailed to the presidents of the colleges and to the ESOs on the military bases.

The questionnaires were deliberately designed to be as simple as possible and to call for as little work as possible in order to encourage returns. The recipients were advised to estimate or give their best guess rather than to do any elaborate data analysis. They were also advised to consult their colleagues about the answers to the questions.

The amount of time available for the entire project meant that it was necessary to call for a very short turn-around time and an equally short waiting period before the tabulations had to begin. The time constraint also dictated against a follow-up mailing to
elicit a greater response. Table 1 illustrates the size of the mailing and the response. A list of the institutions appears in the Appendix. They were chosen on the basis of already being SOC colleges or in the process of being designated SOC colleges and, with some limitations, being the military bases served by the colleges.

TABLE 1
Questionnaire Response Data

<table>
<thead>
<tr>
<th></th>
<th>Questionnaires Sent</th>
<th>Questionnaires Returned</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Installations</td>
<td>123</td>
<td>77</td>
<td>63</td>
</tr>
<tr>
<td>Two Year Colleges</td>
<td>96</td>
<td>51</td>
<td>53</td>
</tr>
<tr>
<td>Four Year Colleges</td>
<td>68</td>
<td>42</td>
<td>62</td>
</tr>
</tbody>
</table>

Comparisons Between and Among Institutions

The questionnaires contained common items among the three different institutions so that some comparison could be made from the different perspectives. In some cases, all three types of institutions were included and in others it was appropriate to have only the two and four year colleges respond.

The first substantive question to be asked of the colleges was about their difficulties in meeting the SOC criteria. In both two and four year colleges, the reports indicated overwhelmingly that the policy already existed or that only slight changes were necessary to meet the criteria. Modification of residency requirements was the most frequently cited criterion as requiring the most effort to change. Table 2 presents the data in a compacted form for two and four year colleges. Complete data and copies of the criteria appear
in the Appendix.

**TABLE 2**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>In Existence or Slight Difficulty</th>
<th>Criterion required Substantial Change or Impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two Year</td>
<td>Four Year</td>
</tr>
<tr>
<td>I</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>II</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>III</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>IV</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>V</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>VI</td>
<td>92%</td>
<td>69%</td>
</tr>
<tr>
<td>VII</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>VIII</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>IX</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>X</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TABLE 2: DIFFICULTY OF MEETING SOC CRITERIA FOR TWO AND FOUR YEAR COLLEGES**

It is quickly apparent from the table that only one of the criteria, Number VI, presented any significant problem and also accounts for the only major difference between two and four year institutions. Criterion Number VI is the one concerning residency requirements. The large size of the discrepancy probably exists because of slightly different ways of presenting the criteria. However, even adjusting for those differences
it still seems clear that the four year colleges have greater difficulty meeting the residency criteria. Two other criteria, V and VIII, appear to show some discrepancy between two and four year institutions. However, it is likely that the difference can be accounted for by actual differences in the criteria. For two year colleges Criterion V indicates that the "major portion of the associate degree requirements can be earned" through nontraditional modes. The four year criterion states that the major portion of the lower division requirements can be met by nontraditional means. In the first case the criterion calls for over half the requirements for a degree to be met in nontraditional ways while the second asks only for over one quarter. Although the same number of credit awards are involved in both, the perception by the two institutions could be quite different resulting in the two year institutions finding it somewhat more difficult to meet the criterion.

Criterion VIII presents a similar situation. With the two year colleges, an advisory council is called for while the four year criterion merely encourages liaison with the Armed Forces and other institutions. Again, the difference in the criterion for the two types of institutions would appear to account for the slightly greater difficulty in two year colleges.

Table 3 illustrates the response to the question asking how the policy change was accomplished.

There appears to be some real differences in the means used to accomplish the changes at the two types of institutions. A substantial difference exists in the greater use of trustees or governing boards.
TABLE 3

METHOD OF POLICY CHANGE

<table>
<thead>
<tr>
<th>Method</th>
<th>2 Year</th>
<th>4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote</td>
<td>16%</td>
<td>26%</td>
</tr>
<tr>
<td>Modification of State or Local Law</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Presidential Directive</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Trustee or Governing Board Action</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>Other (Most Frequent were Dean or Administrative Staff)</td>
<td>27%</td>
<td>26%</td>
</tr>
</tbody>
</table>

by the two year institutions on the one hand and the faculty vote and presidential directive by the four year colleges on the other.

All three types of institutions were asked what they thought of the idea of making the SOC criteria less stringent. It should be kept in mind in considering the answers to that question that, on the average, over 90% of the colleges responded that they had to make no or only slight policy changes to meet the criteria in the first place.

TABLE 4

LESS STRINGENT SOC CRITERIA

Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality of education?

<table>
<thead>
<tr>
<th></th>
<th>Military</th>
<th>2 Year</th>
<th>4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18%</td>
<td>56%</td>
<td>38%</td>
</tr>
<tr>
<td>No</td>
<td>82%</td>
<td>44%</td>
<td>62%</td>
</tr>
</tbody>
</table>
It seems clear that ESOs perceive the SOC criteria as helpful to service personnel to a much greater degree than the college respondents. This is further substantiated by the ESOs responses to questions about changes with regard to such things as passing the GED at CASE minimums, admission without a high school diploma or equivalency, numbers of courses offered and other matters related to the SOC criteria. It appears on balance from the response to this question and in light of the information in Table 2, that no strong case can be made for any lessening of the SOC criteria.

The following three tables covering the functions of the Servicemen's Counselor, the Advisory Council and the manner of promotion of SOC status and policies are presented here simply to show that there is little difference between two and four year institutions.

TABLE 5

What roles and functions will be performed by the SOC Servicemen's Counselor?

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>2 Year</th>
<th>4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Planning/Advisement</td>
<td>Academic planning/adviseent</td>
</tr>
<tr>
<td>2</td>
<td>Teaching responsibilities</td>
<td>Liaison activities with base education personnel</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation of transcripts, etc.</td>
<td>Liaison activities with college staff</td>
</tr>
</tbody>
</table>
The Advisory Council now performs (or will perform) what functions?

<table>
<thead>
<tr>
<th>2 Year</th>
<th>Rank Order</th>
<th>4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting close cooperation/planning between college and base officials</td>
<td>1</td>
<td>Reviewing effectiveness of the college's SOC program</td>
</tr>
<tr>
<td>Reviewing effectiveness of the college's SOC program</td>
<td>2</td>
<td>Promoting close cooperation/planning between college and base officials</td>
</tr>
<tr>
<td>Assisting college in preparing SIC status</td>
<td>3</td>
<td>Recommend new or revised college services and programs for servicemen</td>
</tr>
</tbody>
</table>

How does the college publicize or promote its SOC status and policies?

<table>
<thead>
<tr>
<th>2 Year</th>
<th>Rank Order</th>
<th>4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements in college catalog</td>
<td>1</td>
<td>Personal visits to base</td>
</tr>
<tr>
<td>Personal visits to base</td>
<td>2</td>
<td>Announcements in college catalog</td>
</tr>
<tr>
<td>Flyers for distribution on base</td>
<td>3</td>
<td>Flyers for distribution on base</td>
</tr>
</tbody>
</table>

Table 8 presents the responses to this question.

There seems to be general agreement that more active promotion of the system would be desirable. The discrepancy between the military and the colleges on the two expansion actions is perhaps understandable when the question is viewed from the different perspectives. The ESO
<table>
<thead>
<tr>
<th>Percent Indicating</th>
<th>Military</th>
<th>2 Year</th>
<th>4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand the number of colleges</td>
<td>83</td>
<td>37</td>
<td>10</td>
</tr>
<tr>
<td>Expand the number and variety of course offerings</td>
<td>45</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Modify SOC Criteria</td>
<td>11</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Promote the system more actively</td>
<td>53</td>
<td>65</td>
<td>85</td>
</tr>
<tr>
<td>Subsidize the system heavily through DOD</td>
<td>21</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

*This action was not included on the military questionnaire.*

sees expansion of institutions and courses as providing greater opportunities for servicemen. The colleges, on the other hand, have an understandable reluctance to share the potential student population any more widely than is now the case. At the same time, they view more and wider variety of course offerings at an additional expense. It should be noted that the institutions were not asked to vote on each of the actions listed but to check what they felt needed to be done next. In this context, it is particularly understandable why the *four year colleges* would check promotion in that they are just now getting started as SOC institutions.

A thoughtful examination of the comparative data shows two and four year colleges seem to be responding pretty much alike with a greater institutional bias than the ESOS who tended to respond in favor of their clients, the military personnel.
Military Installations

The questionnaires mailed to the military installations contained some items that allowed comparisons to be made between bases that had populations less than and greater than 5000. In addition, comparisons could be made before and after the SOC program went into effect. Full data appears in the Appendix. Table 9 presents data regarding admissions requirements.

TABLE 9
Admissions Requirements

<table>
<thead>
<tr>
<th>Percent of Installations Responding</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;5000</td>
<td>&gt;5000</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SOC</td>
<td>50</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>b. Since SOC</td>
<td>83</td>
<td>76</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1. In your experience, have admissions policies permitted enrollment of service personnel who lacked a high school diploma but who have passed the GED at CASE minimums?
2. In those colleges not restricted by state or local regulations, have servicemen been admitted even though they lacked a high school diploma or equivalency certificate?
3. Have there been cases where a serviceman was penalized by additional entrance requirements simply because he was in the armed forces?
It seems clear that acceptance of the GED at CASE recommendations increased spectacularly from the "sometimes" category to the "always" level. While the responses to Question #2 didn't show as dramatic a change from before SOC to after, it still appears that a substantial modification in favor of admitting service personnel without either a high school diploma or a GED equivalency. Finally, although the number of bases reporting additional entrance requirements for service personnel was small, there again appears to be change favoring the military student. There were no major differences in the reports from bases less than 5000 compared to those greater than 5000 except possibly a somewhat lesser problem with additional entrance requirements for the smaller installations.

The responses to the three questions covered in Table 9 show a substantial change in admissions requirements since the advent of the SOC program. However, the fact that two installations reported that the GED was never accepted and eleven only sometimes as meeting admissions requirements creates concern. If the colleges involved are SOC institutions, they are clearly in violation of the SOC criteria and their designation as SOC colleges should be withdrawn. If they are not SOC institutions, some questions should be raised about their access to base facilities if they are using them.

The changes in the number and types offered to military personnel is shown in Table 10.

Here again we find a very positive change since the inception of the SOC program with approximately one half of the installations reporting higher or much higher in response to the questions about both
TABLE 10

Number and Type of Courses Since the Inception of SOC

<table>
<thead>
<tr>
<th>Percent Responding</th>
<th>Much</th>
<th>Higher</th>
<th>Higher</th>
<th>Same</th>
<th>Lower</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses</td>
<td>12</td>
<td>36</td>
<td>49</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Type of Courses</td>
<td>15</td>
<td>31</td>
<td>54</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

the number and type of courses offered. Questions regarding residency requirements, credit for nontraditional learning and transfer all showed the same tendency as the admissions and number and type of courses with what is clearly an improved situation for service personnel. Thirty percent of the bases reported lower admissions requirements. The maximum credit given for such nontraditional means as USAFI, CLEP and CASE evaluated military training was reported as increased greatly by twenty-nine percent and increased some by forty-one percent of the responding installations. Similarly, transfer policies were reported as more generous by 52 percent for traditional credits and 65 percent for nontraditional.

There can be little doubt that in the eyes of the Educational Service Officers there have been considerable improvements in the areas of the main SOC criteria since the SOC program began.

They reported a positive change (in terms of military personnel) in more liberal admissions, more courses, relaxed residency requirements, greater acceptance of nontraditional learning and more generous transfer policies. The response to the last question asked on the military
installation questionnaire is typical of responses throughout. "Based on your experience thus far, do you feel that the SOC approach demonstrated enough actual or potential benefits for your clients to justify its continuation? Ninety-six percent said yes while only four said no.

Four Year Colleges

Because the four year colleges had not functioned as SOC institutions at the time of the survey, it was necessary to limit the questioning to experiences in meeting the criteria and the plans for operation.

About ninety percent of the institutions reported that policy already existed or only slight changes were necessary to meet the SOC criteria. The residency requirements were cited most frequently as requiring the most effort to change. Where change was required, modification was most often accomplished by directive of the president with a faculty vote being the next most often used.

Members of the regular counseling staff and directors of admission were frequently mentioned as the person designated as the Servicemen's Counselor. The most common arrangement, however, seemed to be a special position. Eighty-five percent of the respondents indicated that they expected the Servicemen's Counselor to act as an advocate or ombudsman for service personnel in their relationships with faculty and staff at the college.

The advisory council's functions most frequently cited were reviewing the effectiveness of the SOC program at the college and promoting close cooperation between college and base officials. The
councils are made up predominantly of college administrators and faculty but also have a fair representation of servicemen students and military staff. There was strong agreement among the colleges that a more active promotion of the SOC program is needed as a next step.

It is expected that as the four-year colleges have the experience of actually operating as SOC institutions there will be much stronger aspects of the program. For now, it appears that at least a reasonable number were able to meet the criteria with some ease and that they should be able to provide the services called for.

Two Year Colleges

The two year colleges had had students under the SOC program since at least the Fall term of 1973 when they received the questionnaires in March, 1974. Thus, the responses that were made reflect the actual and quite recent experience of operating under the SOC criteria with service personnel. Complete data appear in the Appendix.

The data collected show an average increase since SOC in military personnel of forty-five percent on base and thirty-nine percent on campus. The total number of servicemen currently enrolled in the forty-four colleges responding to the question is slightly over twenty-five thousand. Substantial increases were reported in admitting students without either a high school diploma or an equivalency. The following table shows the increases in the award of credit for non-traditional means since the SOC program.
TABLE 11

Increase in Credits Awarded Since Becoming a SOC

Percent Indicating an Increase

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 50AF Courses/Tests</td>
<td>31</td>
</tr>
<tr>
<td>B. VACE Evaluated Courses</td>
<td>33</td>
</tr>
<tr>
<td>C. CLEF General</td>
<td>21</td>
</tr>
<tr>
<td>D. CLEF Subject</td>
<td>19</td>
</tr>
<tr>
<td>E. Institutional Examinations</td>
<td>26</td>
</tr>
<tr>
<td>F. Other</td>
<td>10</td>
</tr>
</tbody>
</table>

The average number of students who completed or are about to complete degree or certificate programs rose from twenty-one for 1972-3 (pre-SOC) to thirty-six for the current year.

The two year colleges like the four year institutions, had the most trouble with the residency criteria and similarly made the policy changes through presidential directive and faculty vote. Unlike the four year colleges, they also made significant use of trustee or governing board action to accomplish the change.

Thus, it appears that in its first year of operation in two year colleges, the SOC program can be credited with impressive increases in enrollment of service personnel at their institutions. The increase was accompanied by a greater number of courses and more liberal entrance requirements, transfer policies and credit award for nontraditional learning. It seems that on the whole the SOC designated two year institutions are meeting the criteria and beginning to provide the greater opportunities for service personnel that is the aim of the program.
PART III
RECORD KEEPING AND DATA COLLECTION

The visits and questionnaire returns indicated that while certain kinds of numbers were being kept, substantive data about quality, dropouts, time to completion of degree, matriculated students, degrees accomplished, credits given for military training, CLEP credits given, wasted credits and a host of other pieces of information are simply not available in any systematic and reliable way. Opinions can be obtained, individual institutions have good data, ESOs have varying levels of information, but there doesn't seem to be a system in hand that will allow the kinds of hard data and projections that can properly be used as supportive or nonsupportive of the continued funding of the educational programs. Equally, the data are not available to substantiate the present procedures as being productive of better morale, better personnel, better recruiting, better education, and, ultimately, a better military force. This section of the report is intended to suggest some relatively simple data collection procedures and devices that can provide a data base for evaluating the ongoing SOC program as well as other external educational programs within the military. They should also provide immediate help to the institutions and the military bases in doing a better job of counseling and advising students as well as planning for succeeding semesters. The procedures have been designed to be done by hand using paper files. Institutions or bases that use automated data processing equipment can
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
<th>CXG</th>
<th>Name</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>C</td>
<td>G</td>
<td>CXG</td>
<td>Test</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Eng. Comp.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nat. Sci.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GPA</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

Credits awarded
CLEP (enter scores on reverse)
Military Training
Transfer
Work Experience
Other

Total

Graduate
Transfer
Dropout
readily adapt the hand system to whatever equipment they use. In the educational institutions, it would seem most appropriate that the system should be maintained as a cooperative arrangement between the registrar’s office and the serviceman’s counselor’s office. On the military bases, the ESOs are the obvious place.

A Card File System for SOC

In a strictly hand system, it is intended that service personnel records be kept separate from and probably in addition to the regular records of the registrar. The system envisions the use of 5 × 8 cards, but that is purely arbitrary and other sizes would, of course, work. A suggested format for the card appears at left. It is not intended that it be followed rigorously, but the data indicated to be collected are necessary to do the kinds of studies and evaluations that will be suggested.

The system begins with the student making his first registration and being asked to complete the card as far as name, address, rank, serial number, date, student number, time in service, high school or GED and his major and degree he is working toward, if appropriate. He also enters the course names and credits for which he is registering. At the point that a decision is made about awarding credit for CLEP, military training, transfer, work experience or other means, the amount awarded is entered on the appropriate line. CLEP scores are recorded on the reverse of the card. At the end of registration, the cards are alphabetized and placed in a file. The file should constitute
every person from a particular base who is enrolled in a course at
the institution. A check should be made against the records indicating
DoD tuition support or VA GI Bill support to assure a complete file.
The file complete, the system is ready to begin functioning.

At the next semester or quarter, the file is available at regis-
tration. As each student begins registration, the file is checked
and the appropriate card is pulled and given to him with the other
registration materials. The student is directed to record the grades
he received in the courses that he took the previous term, to multiply
the credits times the grade and to enter the names and credits for
which he is currently registering. The student's card is then placed
alphabetically in a new current file. First-time students complete
a card and it is also filed in the new or current file. At the end of
registration, whatever is left in the old file comprises the students
who, for whatever reason, have not enrolled in the succeeding term.

A series of things might be done with the old file. The first
step is to obtain a list of military personnel who obtained degrees
at the end of the term, pull their cards, enter the information about
graduation and file the card in the graduate file. If the information
about graduation can be obtained before registration and the cards
pulled ahead of time, it would be a better procedure. The remaining
personnel might be contacted by post card or telephone and reminded
about a special late registration (if possible). If no late regis-
tration is possible, the contact might be planned for the following term.
The contact might be through the individual's unit commander as this would reveal if the individual had been transferred. If so, the information should be recorded and the card filed in the transfer file. At the succeeding registration, both the current file and the old file should be available in order to take care of those who dropped out one term and are then enrolling again. At the end of this registration, there will be a new current file, a new old file and the remains of the original old file. These remains should be color coded to indicate that the person had dropped out for two terms in a row. If three terms in succession are missed, the card should be pulled, "dropout" checked and placed in a dormant file.

At the end of the academic year (the end of summer session should be considered the end of the year), summary data should be prepared using the card files. Simple counts of graduates, transfers, dropouts, and current students should be done as a minimum. The graduate file should be analyzed with the amount of time taken to accomplish the degree (AA or BA) tabulated. Grade point averages should be calculated for all graduates, transfers, old and current students. The graduate, transfer and dropout files should be stored as inactive. A chart illustrating how the file functions appears in the Appendix.

Given the base data in the files, many studies could be done that should prove helpful in many ways. The following list of some such studies is not intended to be exhaustive but merely illustrative.

1. A comparison of dropouts with graduates on such things as CLEP credits awarded, rank, years in service, high school graduate or GED.

2. Calculation of the average number of courses taken per year.
Study the relative academic performance of individuals in terms of grade point average and CLEP scores.

3. Study academic performance of dropouts, of graduates, by rank, by years in service, compared to civilian students, etc.

4. Calculation of the range and averages of credits awarded for CLEP, Military training, transfer and other.

5. Study of different majors compared to other data.

The idea of the studies is to help in evaluating programs and courses, plan future programs, give better advice and guidance to students and obtain a better understanding of the nature of what it is that the US effort is trying to assist. As an example of the kinds of things that might be done with little effort but with a great potential payoff where faculty or administration is leery about awarding too many credits for CLEP, the following simple study is described.

A simple tabulation is done from the files using CLEP credits awarded and grade point average. For each person receiving a range of credits, the grade point average for those awarded a credit, those awarded 1 to 6, 7 to 12, 13 to 18, 19 to 24 and 25 to 30. The information can be presented using a bar graph as illustrated. (see next page) It is even likely that the graph would take a form somewhat like that shown in the illustration. Such a graph along with other data could be used to bolster arguments for greater award on credit for nontraditional learning.
CLEP Credits Compared to GPA

<table>
<thead>
<tr>
<th>Credits Awarded</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>1-6</td>
<td>2.0</td>
</tr>
<tr>
<td>7-12</td>
<td>2.5</td>
</tr>
<tr>
<td>13-18</td>
<td>3.0</td>
</tr>
<tr>
<td>19-24</td>
<td>3.5</td>
</tr>
<tr>
<td>25-30</td>
<td>4.0</td>
</tr>
</tbody>
</table>
The role of the military base in the system is one of cooperation and exploitation. By knowing quickly which service personnel have failed to register in a succeeding term, the ESO is able to make contact with the individuals and deal with problems that may have caused the failure to continue in the program. By keeping a record of such problems, the ESO is able to provide the college with valuable documented information that can be of great help in keeping the program responsive to the needs of the military personnel for whom it was designed. The ESO also has the documented records to support an effort to make changes at the military installation if that is the source of difficulty.

If a person has been transferred, the ESO has the obligation to notify the college so that the card for that individual is placed in the "transfer file" rather than the "dropout file". A possible extra followup could occur for transferred personnel. A copy of the individual's SOC file card could be made and forwarded to the ESO at the base to which the person was transferred. The receiving ESO could then make contact and encourage the individual to continue in the program.

Although the chart and the description of how the file functions may seem a little complex, it actually is quite simple. It consists of a card for each student that is placed in one of five locations: the current file, the old file, the transfer file, the graduate file or the dropout file. The system's use allows for rapid followup of potential dropouts and the systematic storing of data in a readily accessible manner. The storing of the data in turn allows for regular
evaluation of the SOC program on a local or national basis and for special studies on a variety of important issues and characteristics of the SOC program.
Appendix A

SITE VISITS

1. Directions for Making Appointments at Visit Sites

2. Military Installation Site Visits

3. Two Year College Site Visits

4. Four Year College Site Visits
Directions for Making Appointments at Visit Sites

A. Interviews at Military Installations

Appointments

I. Individuals who are enrolled in a SOC two year program, working toward a degree either Associate or Bachelor. Some (2) individuals who are in four year program even though it is not a SOC institution. Appointments scheduled for 45 minutes each. Try for: representation of older noncommissioned officers or tech grades and relatively new in the military who probably will not make a career in the military. Schedule three in a.m. and three in p.m.

II. Appointment with at least one counselor for 45 minutes, probably p.m.

III. Appointment with ESO for 45 minutes to an hour.

IV. Courtesy call on base commander.

B. Interviews at Servicemen's Opportunity Colleges

Individual Interviews

I. Designated trained "Servicemen's Counselor"—at least one hour.

II. Representative from registrar's office who is familiar with policy on evaluation of military personnel credentials—one hour.

III. Individual who completed application or person most involved in trying to adapt or adjust institutional policy to meet SOC criteria—one hour.

IV. Two teachers, full time, who teach courses on the base or who have substantial exposure to military personnel as students—one hour each or together.

V. Recommendation of person called as to other significant individuals
on campus who are or were involved in changes or process of becoming a SOC college. Quite possibly a person or persons who have been directing or coordinating programs with the military before SOC came into being—one hour.
Military Installation Site Visits

Fort Bliss, Texas
Fort Eustice, Virginia
Fort Meade, Maryland
Fort Ord, California
Marine Corps Recruit Depot, California
McDill Air Force Base, Florida
Norfolk Naval Station, Virginia
Pensacola Naval Air Station, Florida
San Diego Naval Air Station, California
Vandenberg Air Force Base, California
Two Year College Site Visits

Allen Hancock Community College, California
Ann Arundel Community College, Maryland
El Paso Community College, Texas
Hillsborough Community College, Florida
Monterey Peninsula College, California
Pensacola Junior College, Florida
Thomas Nelson Community College, Virginia
Four Year College Site Visits

Chapman College, California
Golden Gate University, California
Hampton Institute, Virginia
New Mexico State University, New Mexico
University of Maryland, Maryland
University of San Diego, California
University of South Florida, Florida
University of West Florida, Florida
Appendix B
MAIL SURVEY

I. Recipients
   A. Military Installations
   B. Two Year Colleges
   C. Four Year Colleges

II. Questionnaires
   A. Military Installations
   B. Two Year Colleges
   C. Four Year Colleges

III. Accompanying Letters
   A. Military Installation
   B. Two Year College
   C. Four Year College
Military Installations

Alabama
Fort McClellan
Maxwell Air Force Base
Redstone Arsenal

Arizona
Davis-Monthan Air Force Base
Fort Huachuca
Luke Air Force Base
MCAS, Yuma
Williams Air Force Base
Yuma Proving Ground

Arkansas
Little Rock Air Force Base

California
Twenty-nine Palms MCB
Vandenberg Air Force Base
Presidio
Fort Mason
Treasure Island Naval Station
Hunters Point Naval Station
Nav Weapons, Seal Beach
MCAS, Hawaii
Navy Ed. and Tng, Long Beach
MCAS, El Toro
MCAS, Santa Ana
Los Alamitos NAS
Seal Beach Ammo Depot
Hunter-Liggett Air Force Base
Fort Irwin
Sharpe Army Depot
Ammo & Net Depot, Seal Beach
Mather Air Force Base
LeMoore NAS
Long Beach Naval Station
Long Beach Naval Shipyard
Castle Air Force Base
Camp Pendleton
Norton Air Force Base
MCAF, Santa Ana
Beale Air Force Base
Serves bases in:
    Japan
    Okinawa
    Philippines
    Taiwan
    Korea

Colorado
Lowry Air Force Base
Fitzsimons Army Hospital
Fort Carson
Ent Air Force Base
Air Force Academy
 Goose Bay Air Force Base (Labrador)
- 69 AFS (approximately 60 radar sites)

Connecticut
Westover Air Force Base
Nav Submarine Base

Delaware
Dover Air Force Base

Florida
Pensacola NAS
Nav Comm Thg Cen
CVT-16 Lex (Aircraft Carrier
Ellyson Field NAS
Gaffney Field NAS
Whiting Field NAS
Jacksonville NAS
Cecil Field NAS
Mayport Naval Station
Tyndall Air Force Base
MacDill Air Force Base
Homestead Air Force Base
Georgia
Fort McPherson
Atlanta Army Depot

Illinois
Great Lakes Naval Base
Fort Sheridan
Chanute Air Force Base
European on-base programs

Kansas
Fort Riley
McConnell Air Force Base
Richards-Gebaur Air Force Base
US Marine Corps HQ, 9th Marine District
US Marine Corps Automated Svc Ctr
Olathe NAS
Fort Leavenworth
US Marine Corps Finance Ctr.
Forbes Air Force Base

Kentucky
Fort Campbell

Maryland
Fort George G. Meade
USNS Annapolis
USCGS Curtis Bay
Edgewood Arsenal
Aberdeen Proving Grounds

**Massachusetts**
Boston Naval Shipyard
Westover Air Force Base
Fort Devens

**Michigan**
none

**Mississippi**
Meridian NAS
Keesler Air Force Base
Gulfport Naval Base

**Missouri**
Fort Leonard Wood
Richards-Gebaur Air Force Base
Fort Leavenworth

**Montana**
Kalispell Air Force Base

**New Hampshire**
Pease Air Force Base

**New Jersey**
Fort Dix
New York
Plattsburgh Air Force Base
Lockport Air Force Base
Niagara Falls, Air Force Base

North Carolina
Fort Bragg
Pope Air Force Base
Seymour Johnson Air Force Base

Oklahoma
Altus Air Force Base
Tinker Air Force Base

South Carolina
Myrtle Beach Air Force Base
Naval Weapons Sta
Charleston Army Depot
Charleston Air Force Base
Fort Jackson
McEntyre Air National Guard
Charleston Naval Bases
MCAS, Beaufort
Parris Island MCRD

Tennessee
Memphis NAS
Texas:
Chase NAS
Fort Hood
Fort Bliss
Webb Air Force Base
Brooks Air Force Base
Lackland Air Force Base
Randolph Air Force Base
Kelly Air Force Base
Fort Sam Houston
Shelee Air Force Base

Virginia:
Naval Weapons Lab
Quantico Marine Base
Fort Belvoir
Pentagon
HQs Battalion, HQMC
Marine Barracks, 8th and I Sts, SE
Marine Security Guard Battalion, State Department
Marine Support Battalion, Naval Security Group
Norfolk Naval Installations
Fort Eustis
Fort Monroe
Langley Air Force Base
Washington
Othello Radar Station
Marine Barracks, Puget Sound Naval Station
Naval Hospital, Puget Sound Naval Station
Kingston NIKE site
Seattle Naval Carrier Center
Sandpoint NAS
Keyport Naval Torpedo Station
McChord Air Force Base
Fort Lewis
Fairchild Air Force Base
Whidby Island NAS
13th Naval District Bases
POMPPAC-NAD
CAMNAV (Guam)
bases in Europe
Two Year Colleges

Alabama
Alexander City State Junior College
Jasden State Junior College
John C. Calhoun State Technical Junior College

Arizona
Arizona Western College
Cochise College
Glendale Community College
Maricopa Technical College
Mesa Community College
Phoenix College
Pima Community College
Scottsdale Community College

Arkansas
Arkansas State University

California
College of the Desert
Allan Hancock College
City College of San Francisco
Gavilan College
Golden West College
Hartnell College
Humphreys College
Long Beach City College
Los Angeles City College
Merced College
Monterey Peninsula College
Palomar College
Sacramento City College
San Bernardino Community College
Santa Ana College
West Hills Community College District
Yuba College

Colorado
Community College of Denver
El Paso Community College

Connecticut
Asnuntuck Community College
Mohegan Community College
Post Junior College
Quinebaug Valley Community College

Delaware
Delaware Technical and Community College

Florida
Florida Junior College at Jacksonville
Gulf Coast Community College
Hillsborough Community College
Miami-Dade Junior College
Peninsula Junior College

Georgia
Clayton Junior College
DeKalb College

Illinois
Central YMCA Community College
College of DuPage
Parkland College
Wilbur Wright College

Kansas
Hutchison Community Junior College
Johnson County Community College
Kansas City Kansas Community Junior College

Kentucky
Hopkinsville Community College

Maryland
Anne Arundel Community College
Harford Community College

Massachusetts
Mount Wachusett Community College
North Shore Community College
Springfield Technical Community College

**Michigan**
Lansing Community College

**Mississippi**
Meridian Junior College
Mississippi Gulf Coast Junior College

**Missouri**
Crowder College
Longview Community College
Maple Woods Community College
Penn Valley Community College

**Montana**
Flathead Valley Community College

**New Hampshire**
New England Aeronautical Institute & Daniel Webster Junior College

**New Jersey**
Burlington County College
Mercer County Community College

**New York**
Clinton Community College
Niagara County Community College
Rockland Community College
Villa Maria College of Buffalo
North Carolina
Fayetteville Technical Institute
Mount Olive College

Oklahoma
Altus Junior College
Oscar Rose Junior College
South Oklahoma City Junior College

South Carolina
Berkeley-Charleston-Dorchester Technical Education Center
Coastal Carolina Regional Campus, U. of S. C.
Tri-County Technical Education Center
Greenville Technical Education Center
Midlands Technical Education Center
Palmer College

Tennessee
State Technical Institute at Memphis

Texas
Hale County College
Central Texas College
El Paso Community College
Howard County Junior College
St. Philip's College
South Plains College
Virginia
Genanna Community College
Northern Virginia Community College
Tidewater Community College
Thomas Nelson Community College

Washington
Big Bend Community College
Fort Steilacoom Community College
Olympic College
Seattle Central Community College
Skagit Valley College
Spokane Community College
Tacoma Community College
Four Year Colleges

Alabama
Auburn University
Troy State University

California
Chapman College
Golden Gate University
University of San Diego

Colorado
Metro. State College
Southern CO State College

District of Columbia
American University
George Washington University

Florida
Florida Institute of Technology
University of North Florida
University of South Florida
University of West Florida
Georgia
Augusta College
University of Georgia

Idaho
University of Idaho

Illinois
Eastern Illinois University
McKendree College
Northeastern Illinois University
Sangamon State University

Indiana
University of Evansville

Kansas
Kansas State University
Ottawa University

Kentucky
Eastern Kentucky University

Louisiana
Northwestern State University
Maine
St. Francis College
University of Maine, Ft. Kent
University of Maine, Presque Isle

Maryland
St. Mary's College
University of Maryland

Massachusetts
University of Massachusetts

Michigan
Central Michigan University
Eastern Michigan University
Lake Superior State College
Northern Michigan University
Siena Heights College

Minnesota
St. Mary's College

Missouri
Central Missouri State University
Columbia College
Webster College
Montana
College of Great Falls

Nebraska
University of Nebraska

New Jersey
Thomas Edison College

New Mexico
New Mexico State University

New York
Ladycliff College
Long Island University, Brooklyn
New York Institute of Technology
State University College Of Arts & Sciences, Plattsburg
SUNY, Regents

North Carolina
East Carolina University
Fayetteville State University
Pfeiffer College
Ohio
Union for Exp. Colleges
Ohio Dominican College

Oklahoma
Cameron College

Pennsylvania
Bloomsburg State College
Pennsylvania State University
University of Pittsburgh

Texas
American Technical University
McMurry College
Sul Ross State University
Texas Lutheran College

Utah
Utah State University
Weber State College

Virginia
Hampton Institute
Old Dominion University
Virginia Commonwealth University
Washington
Central Washington State College
Eastern Washington State College

Wisconsin
University of Wisconsin, Green Bay
University of Wisconsin, Stout
SURVEY OF SERVICEMEN'S OPPORTUNITY COLLEGE MILITARY INSTALLATIONS

Following the General section which will help us describe your installation, you will find a number of questions related to the SOC criteria for two and four year colleges. Most of the questions require only a check mark or brief answer. Please read each question carefully. You may wish to refer to the SOC criteria for two and four year colleges which are enclosed with this questionnaire. Using the postage-paid envelope provided, please mail to:

Educational Testing Service
Princeton, N.J. 08540
Attn: Room B-018

March, 1974

General

Respondent (Name)__________________________________________
Title (ESO, etc.)____________________________________________
Installation (Name)__________________________________________
Location___________________________________________________

Branch of Service (Circle): Army, Navy, Marine Corps, Air Force

Affiliated SOC institution(s):___________________________________

1. What is the approximate size of the base in terms of active duty personnel?
   ______ a. Less than 1,000 ______ d. 5,000 - 9,999
   ______ b. 1,000 - 2,499 ______ e. 10,000 - 19,999
   ______ c. 2,500 - 4,999 ______ f. over 20,000

ADMISSIONS REQUIREMENTS

1. In your experience, have admissions policies permitted enrollment of service personnel who lacked a high school diploma but who have passed the GED at CASE minimums?
   ______ a. Prior to SOC Always ______ Sometimes ______ Never
   ______ b. Since SOC

2. In those colleges not restricted by state or local regulations, have servicemen been admitted even though they lacked a high school diploma or equivalency certificate?
   ______ a. Prior to SOC Always ______ Sometimes ______ Never
   ______ b. Since SOC

3. Have there been cases where a serviceman was penalized by additional entrance requirements simply because he was in the armed forces?
   ______ a. Prior to SOC Frequently ______ On occasion ______ Never
   ______ b. Since SOC


STUDY OPPORTUNITIES

1. For the current academic year (1973-74) please indicate the approximate number of courses of study and servicemen enrolled in the following types of courses: (Please estimate even though the categories may not be mutually exclusive.)

<table>
<thead>
<tr>
<th>Number of Servicemen</th>
<th>Usual Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-base</td>
<td></td>
</tr>
<tr>
<td>On-campus</td>
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<tr>
<td>Evening</td>
<td></td>
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<tr>
<td>Weekend</td>
<td></td>
</tr>
</tbody>
</table>

2. Without actually tabulating, approximately what percent of these servicemen are:
   a. Enlisted Warrant Officers
   b. Under 20__21-30__31-40__Over 40__
   c. Male__Female__
   d. Career__Non-Career__Servicemen__Servicemen__
   e. White__Black__Spanish/American__Other__

3. Compared to pre-SOC years would you say that the number and type of courses offered during the current academic year are:
   Much__Higher__Higher__Same__Lower__Lower

   a. Number of courses
   b. Type of courses

COMPLETION OF INTERRUPTED WORK

1. What special or optional non-traditional modes of instruction do SOC colleges make available to servicemen when their course work is interrupted by military obligations?
   a. Credit-by-examination.
   b. Correspondence courses.
   c. Independent study.
   d. Other.
   e. Combinations of those checked.

RESIDENCY REQUIREMENTS

1. Cite the minimum residency requirements of the institution(s) serving your base. (Name each college if more than one serves the base.)

   _____Semester hours
   _____Quarter hours

2. Compared to pre-SOC years this requirement is:

   _____Higher _____Same _____Lower

3. Which of the following options are provided by the institution(s) serving your base:

   _____Contract for Degree.
   _____Waiver of residency requirements.

4. Can this requirement be met at any time (beginning, final, or intermittent)?

   _____Yes _____No

CREDIT FOR NON-FORMAL LEARNING

1. What has been the maximum credit actually given for the following since the institution(s) serving your base was/were designated a SOC college? (Identify colleges if more than one serves the base.)

   a. USAFI Courses/Tests
   b. CASE Evaluated Courses
   c. CLEP General Examinations
   d. CLEP Subject Examinations
   e. Institutional Examinations
   f. Other Examinations (Identify)
   g. All Nontraditional Modes Combined College(s)

2. Compared to pre-SOC years, the maximum credit given for most non-traditional modes has:

   _____Increased _____Increased _____Remained
   _____Greatly _____Some _____the Same
   _____Decreased _____Decreased
   _____Some _____Greatly
TRANSFER POLICIES

1. With regard to the two broad types of learning experiences outlined in Criterion VII, how would you describe the transfer policy of the institution(s) serving your base since it became a SOC college?

More No Less

Traditional  ____  ____  ____
Non-traditional  ____  ____  ____

ADVISORY COUNCIL

1. Who from the base serves on the SOC Advisory Council?

   a. Base Commander
   b. Education Service Officer
   c. Servicemen Students
   d. Other

COMMUNICATION WITH COLLEGE

1. What contact and assistance has the base received from the college with respect to organizing educational programs for servicemen?

   Type of Contact

   Frequency

   "Very Frequently"

   a. Publications
   b. Letters
   c. Workshops & Mtgs.
   d. Personal visits
   e. Other

   Quality

   Excellent Good No Help

   a. Publications
   b. Letters
   c. Workshops & Mtgs.
   d. Personal visits
   e. Other

SPECIAL ACADEMIC ASSISTANCE

1. At what locations do SOC colleges provide tutorial or similar learning assistance to your servicemen?

   a. On-base.
   b. On-campus.
   c. Both.
   d. None provided.

2. Are these tutorial services?

   a. Remedial.
   b. Reg. courses.
   c. Both

BEST L. Y. AVAILABLE

OVERVIEW AND FUTURE DIRECTIONS

1. What do you feel is the best way to promote SOC among servicemen of all ranks on your base?

   a. Bulletins and brochures produced by colleges.
   b. Bulletins and brochures produced by base.
   c. Presentations on SOC by college and base personnel.
   d. Direct communication with servicemen by base education officers.
   e. Other

2. Now that SOC is well underway in two and starting in four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities? (Check all that apply.)

   a. Increase the number of colleges which meet SOC criteria.
   b. Expand and increase the number and variety of course offerings.
   d. Promote the SOC system more effectively.
   e. Get more direction from Service Headquarters.
   f. Other (Please Explain)

3. Do you feel it is possible to make the SOC criteria less stringent and still provide servicemen with essentially the same quality of education?

   a. Yes
   b. No

If yes, which ones?

4. Based on your experience thus far, do you feel that the SOC approach demonstrated enough actual or potential benefits for your clients to justify its continuation?

   a. Yes
   b. No
SURVEY OF SERVICEMEN'S OPPORTUNITY COLLEGES - TWO-YEAR COLLEGES

Following you will find a number of questions related to the SOC criteria for two-year colleges. Most of the questions require only a check mark or a brief answer. For those questions requesting numbers or percentages, use your best estimate...you need not figure exactly. You may wish to refer to the SOC criteria for two-year colleges which are enclosed with this questionnaire. Using the postage-paid envelope provided, please mail the completed questionnaire to:

Educational Testing Service
Princeton, New Jersey 08540
Attn: Room B-018

1. What is your Current Total Student Enrollment:
   Head Count __________ FT__

2. Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of two-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt such policy because of state/local law.)

   Criterion | 0 | 1 | 2 | 3
   ----------|---|---|---|---
   I.       |   |   |   |   
   II.      |   |   |   |   
   III.     |   |   |   |   
   IV.      |   |   |   |   
   V.       |   |   |   |   
   VI.      |   |   |   |   
   VII.     |   |   |   |   
   VIII.    |   |   |   |   
   IX.      |   |   |   |   

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

4. How was policy modified to accomplish this significant change?
   a. Faculty vote
   b. Modification of state or local law
   c. Presidential directive
   d. Trustee or governing board action
   e. Other

ADMISSIONS

1. During the 1973-74 school year, how many servicemen did your institution admit to certificate/degree programs?

2. Of those admitted, approximately how many
   a. Held either a high school diploma or an equivalency certificate?
   b. Did not have a high school diploma nor an equivalency certificate?
   c. Transferred from another two-year institution?
   d. Were women?
   e. Were officers?

3. Do any of the figures in (2) above represent an increase over pre-SOC years?
   Yes__ No__
   If yes, which ones? ________
4. Has any SOC counselor assumed the role of advocate/ombudsman for servicemen students?
   Yes   No

5. Is your institution sponsoring a VA-PREP program for servicemen?
   Yes   No
   Present Enrollment
   Program cycles per year
   Length of cycles

NON-FORMAL LEARNING CREDIT POLICIES

1. What is the maximum credit the college has thus far awarded for:

<table>
<thead>
<tr>
<th>1973 Prior -74 to SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. USAFI Courses/Tests</td>
</tr>
<tr>
<td>b. CASE Evaluated Courses</td>
</tr>
<tr>
<td>c. CLEP General Exams</td>
</tr>
<tr>
<td>d. CLEP Subject Exams</td>
</tr>
<tr>
<td>e. Institutional Exams</td>
</tr>
<tr>
<td>f. Other non-traditional modes</td>
</tr>
<tr>
<td>g. All non-traditional modes combined</td>
</tr>
</tbody>
</table>

RESIDENCY POLICIES/CONTRACT FOR DEGREE

1. Are all servicemen stationed in your area entitled to in-state or district tuition rates (in contrast with higher out-of-state or out-of-district rates)?
   Yes   No

2. A "Contract for Degree" option or a planned reverse-transfer policy as described in SOC Criterion VI are offered to:
   a. Service personnel
   b. Dependents of service personnel
   c. Veterans
   d. All students

3. How many servicemen with whom the college has entered into a "Contract for Degree" are
   a. Still at the local contiguous base
   b. Attending another college (transferred from local base)
   c. Finished with their contracted educational program

TRANSFER POLICIES

1. Give the percentage of servicemen transferring from other accredited institutions who receive full or partial credit for

<table>
<thead>
<tr>
<th>Full Credit</th>
<th>Partial Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. All traditional learning experiences</td>
<td></td>
</tr>
<tr>
<td>b. All non-traditional learning experiences</td>
<td></td>
</tr>
<tr>
<td>c. All traditional learning experiences only if validated by subsequent individual success in traditional study modes</td>
<td></td>
</tr>
<tr>
<td>d. All non-traditional learning experiences only if validated by subsequent individual success in traditional study modes</td>
<td></td>
</tr>
</tbody>
</table>

ADVISORY COUNCIL

1. How many Advisory Council representatives are there from each of the following groups?
   a. College administration
   b. College faculty
   c. College trustees
   d. Military staff
   e. Servicemen students
   f. Non-military students
   g. Community representatives
   h. Other (specify)

2. Does the Advisory Council serve more than one college or more than one military installation?  Yes   No

If yes, please name:
   College
   Bases
I. Check the functions the Advisory Council or Committee now perform or may in the future?

Present Planned

a. Assisted colleges in preparing SOC status

b. Review effectiveness of college's SOC program

c. Promote close cooperation/planning between college and base officials

d. Assist all college staff in understanding and implementing SOC policies

e. Recommend new or revised college services and programs for servicemen

f. Recommend improvements in base policies, facilities, support for educational program

g. Other

II. PROMOTION

1. How does the college publicize or promote its SOC status and policies?

   a. Announcements in college catalog
   b. Flyers for distribution on base
   c. Radio announcements
   d. Educational TV announcements
   e. Personal visits to base
   f. Workshops and regional meetings
   g. Other

III. CONTINUING COMMITMENT

1. What action has the college taken to insure continuing commitment to servicemen even though the college may discontinue its status as a Servicemen's Opportunity College?

   a. Modification of college policy
   b. Support through peer/professional counseling
   c. Tutorial assistance
   d. Other

IV. OVERVIEW AND FUTURE DIRECTIONS

1. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

2. How was policy modified to accomplish this significant change?

   a. Faculty vote
   b. Modification of state or local law
   c. Presidential directive
   d. Trustee action or governing board action
   e. Other

3. Now that SOC is well underway in both two and four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities?

   a. Expand the number of colleges
   b. Expand the number and variety of course offerings
   c. Modify SOC criteria
   d. Promote the system more actively
   e. Subsidize system more heavily
   f. Get more direction from DoD
   g. Other

4. Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality education?

   Yes    No
STUDY OPPORTUNITIES

1. How many of the following types of on-base educational courses are being offered by the college this year and when are they held? (Count off-base locations if within five miles of base entrance.)

<table>
<thead>
<tr>
<th>Location</th>
<th>Enrollment</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-Base or On-Campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many additional on-base courses are currently in the planning stages?  

3. Approximately how many servicemen are enrolled in all programs at all teaching centers and how much of an increase do these figures represent over last year?

<table>
<thead>
<tr>
<th>Location</th>
<th>Enrollment</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-Base or On-Campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Approximately how many servicemen completed planned educational programs (AA degree or Certificate work) last academic year (1972-73)?  

5. Approximately how many servicemen completed or will complete planned educational programs (AA degree or Certificate work) this academic year?  

COMPLETION OF INTERRUPTED WORK

1. What special means or optional non-traditional modes of instruction are available to servicemen whose course work is interrupted by military obligations?
   a. Credit-by-examination
   b. End-of-course test
   c. Correspondence courses
   d. Independent study
   e. Other (please specify)  

SPECIAL ACADEMIC ASSISTANCE

1. Does the institution provide tutorial services or similar learning assistance to servicemen?
   a. Yes
   b. No

If yes, where are these services offered?
   a. On-Base
   b. Off-Base
   c. On-Campus
   d. All of the above

2. Who has been designated as Servicemen's Counselor at your college?

<table>
<thead>
<tr>
<th>Location</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Base</td>
<td></td>
</tr>
<tr>
<td>Off-Base</td>
<td></td>
</tr>
<tr>
<td>On-Campus</td>
<td></td>
</tr>
<tr>
<td>All of the above</td>
<td></td>
</tr>
</tbody>
</table>

3. Indicate the roles and functions performed by the SOC Servicemen's Counselor and estimate the percentage of time spent on each function. (Average if more than one counselor and count only that time spent on SOC activities.)

<table>
<thead>
<tr>
<th>Role or Function</th>
<th>% of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic planning/advisement</td>
<td></td>
</tr>
<tr>
<td>Personal/vocational/family counseling</td>
<td></td>
</tr>
<tr>
<td>Coordinating of SOC Advisory Council</td>
<td></td>
</tr>
<tr>
<td>Publicity, recruitment and registration</td>
<td></td>
</tr>
<tr>
<td>Liaison activities with base education personnel</td>
<td></td>
</tr>
<tr>
<td>Oversight of &quot;contract for degree&quot;</td>
<td></td>
</tr>
<tr>
<td>Liaison activities with college staff</td>
<td></td>
</tr>
<tr>
<td>Liaison activities with staff from other institutions</td>
<td></td>
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<tr>
<td>Evaluation of transcripts, etc.</td>
<td></td>
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<tr>
<td>Teaching responsibilities</td>
<td></td>
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<tr>
<td>General administration</td>
<td></td>
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<tr>
<td>Other (specify)</td>
<td></td>
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</tbody>
</table>

BET COPY AVAILABLE
SURVEY OF SERVICEMEN'S OPPORTUNITY COLLEGES - FOUR-YEAR COLLEGES

Following you will find a number of questions related to the SOC criteria for four-year colleges. Most of the questions require only a check mark or a brief answer. For those questions requesting numbers or percentages, use your best estimate...you need not figure exactly. You may wish to refer to the SOC criteria for four-year colleges which are enclosed with this questionnaire. Using the postage-paid envelope provided, please mail the completed questionnaire to:

March, 1974
Educational Testing Service
Princeton, New Jersey 08540
Attn: Room B-018

Respondent_________________________Title_________________________
Institution__________________________Address________________________

What is your current total student enrollment:

Head Count____ FTE____

Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of 4-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt that policy because of state/local law.)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>I. a.</td>
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<td>III.</td>
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<td>IV. a.</td>
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<td>V. a.</td>
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<td>VI. a.</td>
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<td>d.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

4. How was policy modified to accomplish this significant change?
   a. Faculty vote
   b. Modification of state or local law
   c. Presidential directive
   d. Trustee or governing board action
   e. Other
5. Now that SOC is well underway in both two and four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities?

   a. Expand the number of colleges
   b. Expand the number and variety of course offerings
   c. Modify SOC criteria
   d. Promote the system more actively
   e. Subsidize the system heavily through (DoD)
   f. Get more direction from DoD
   g. Other

6. Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality of education?

   Yes    No

7. Who has been designated as Servicemen's Counselor at your college?

   Number  FTE

   a. Director of Admissions
   b. Counseling Staff
   c. Regular Faculty
   d. Registrar
   e. Other

8. What roles and functions will be performed by the SOC Servicemen's Counselor? (Count only that time which will be spent on SOC activities.)

   a. Academic planning/advisement
   b. Personal/vocational/family Counseling
   c. Coordinating of SOC Advisory Council
   d. Publicity, recruitment and registration
   e. Liaison activities with base education personnel
   f. Oversight of "contract for degree"
   g. Liaison activities with college staff
   h. Liaison activities with staff from other institutions
   i. Evaluation of transcripts, etc.
   j. Teaching responsibilities
   k. General administration
   l. Other

9. Will any of your SOC Servicemen's Counselors assume the role of advocate/ombudsman for servicemen students?

   Yes    No

10. How many Advisory Council representatives are there (or will there be) from each of the following groups?

    a. College Administration
    b. College Faculty
    c. College Trustee
    d. Military Staff
    e. Servicemen Students
    f. Non-military Students
    g. Community Representatives
    h. Other

11. Does (or will) the Advisory Council serve more than one college or military installation? Yes    No

   If yes, please name.

   College
   Base

12. The Advisory Council now performs (or will perform) what functions?

    a. Assisting colleges in preparing SOC status
    b. Reviewing effectiveness of college's SOC program
    c. Promoting close cooperation/planning between college and base officials
    d. Assisting all college staff in understanding and implementing SOC policies
    e. Recommend new or revised college services and programs for servicemen
    f. Recommend improvements in base policies, facilities, support for educational programs
    g. Other

13. How does the college publicize or promote its SOC status and policies?

    a. Announcements in college catalog
    b. Flyers for distribution on base
    c. Radio announcements
    d. Educational TV announcements
    e. Personal visits to base
    f. Workshops and regional meetings
    g. Other
March 4, 1974

Dear Education Services Officer:

I am writing to ask your help in a project to evaluate the Servicemen's Opportunity College program. At this time, we are anxious to know how best to proceed with this project in partnership with the academic community. You play a key role in the program. Your views and the information you can provide will have an important bearing on future directions.

Please complete the questionnaire and return it in the enclosed envelope. Answer the questions using your best judgment but do not feel that you must do any elaborate review of your files. By all means, ask your colleagues to collaborate if you desire. It will be most helpful if you complete and return the questionnaire immediately but in any event, not later than 25 March.

Thank you for your cooperation.

Sincerely,

M. Richard Rose
Deputy Assistant Secretary (Education)

Enclosure
Dear Colleague:

The American Association of Community and Junior Colleges in cooperation with the Four-year Servicemen’s Opportunity College Program has contracted with the Educational Testing Service to study the Servicemen’s Opportunity College (SOC) Program.

In order for the association to design an effective plan for assisting SOC colleges in the future, your assistance is needed at this time.

Please complete the questionnaire and return it in the enclosed envelope. Answer the questions using your best judgment but do not feel that you must do any elaborate review of your files. By all means ask your colleagues to collaborate if you desire. It will be most helpful if you can complete and return the questionnaire immediately - but in any event not later than March 25. Your responses will be treated confidential.

Each responding college will receive a summary of the survey from AACJC later this spring. Thank you for your cooperation.

Sincerely yours,

Lee J. Betts
Assistant Director
Programs for Servicemen and Veterans

LJB:jm
Enclosures
March 15, 1974

Dear President:

As part of the evaluation of the Servicemen's Opportunity College project, we have retained the Educational Testing Service, Princeton, New Jersey, to examine several aspects of SOC's development and operation. ETS will send interviewers to a half-dozen sites to confer with institutions, both two-year and four-year now working with the military, and with base personnel to evaluate the early stages of the SOC effort. In addition, ETS has developed a questionnaire to explore the problems and difficulties related to adjustments SOC institutions made to meet SOC criteria and to extend their services to service men and women.

Enclosed is the ETS questionnaire. Would you assist our office and ETS in this evaluation by giving the form to the most knowledgeable person who can make these judgments and interpretations for your campus. I would hope that he would confer as necessary to get the needed information.

Lastly, the time-lines of the SOC project require quick response from you, from ETS and from our office in this preliminary evaluation. Would you, therefore, ask that the ETS questionnaire be returned in the enclosed envelope by March 25.

We're sorry for the haste. But we're glad that your institution is now a part of the SOC network.

Sincerely,

James Nickerson
Director
Four-Year Servicemen's Opportunity College Program

Enclosures
Appendix C

SURVEY RESULTS

1. Military Installations

2. Two Year Colleges

3. Four Year Colleges
### ADMISSIONS REQUIREMENTS

<table>
<thead>
<tr>
<th>Percent of Installations Responding</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>50</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>83</td>
<td>76</td>
<td>79</td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>42</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>13</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td><strong>Never</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>8</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Installations Responding</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>17</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>29</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>44</td>
<td>59</td>
<td>54</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>39</td>
<td>57</td>
<td>49</td>
</tr>
<tr>
<td><strong>Never</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>34</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>24</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Installations Responding</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>16</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>0</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td><strong>Never</strong></td>
<td>$\leq 5000$</td>
<td>$&gt;5000$</td>
<td>Total</td>
</tr>
<tr>
<td>a. Prior to SCC</td>
<td>80</td>
<td>76</td>
<td>77</td>
</tr>
<tr>
<td>b. Since SCC</td>
<td>36</td>
<td>96</td>
<td>91</td>
</tr>
</tbody>
</table>

1. In your experience, have admissions policies permitted enrollment of service personnel who lacked a high school diploma but who have passed the GED at GED minimums?

2. In these colleges not restricted by state or local regulations, have service-men been admitted even though they lacked a high school diploma or equivalency certificate?

3. Have there been cases where a service-man was penalized by additional entrance requirements simply because he was in the armed forces?
STUDY OPPORTUNITIES

1. For the current academic year (1973-74) please indicate the approximate number of courses of study and servicemen enrolled in the following types of courses: (Please estimate even though the categories may not be mutually exclusive.) (73 Respondents--32 < 5000, 41 > 5000)

<table>
<thead>
<tr>
<th>Average Number of Servicemen from Bases</th>
<th>Average Number of Courses at Bases</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 5000</td>
<td>&gt; 5000</td>
</tr>
<tr>
<td>193</td>
<td>589</td>
</tr>
<tr>
<td>122</td>
<td>224</td>
</tr>
<tr>
<td>217</td>
<td>736</td>
</tr>
<tr>
<td>37</td>
<td>77</td>
</tr>
</tbody>
</table>

2. Without actually tabulating, approximately what percent of these servicemen are:

<table>
<thead>
<tr>
<th>Approximate %</th>
<th>Bases &lt; 5000</th>
<th>Bases &gt; 5000</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Enlisted men</td>
<td>85</td>
<td>78</td>
</tr>
<tr>
<td>Warrant</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Officers</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>b. Under 20</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>21-30</td>
<td>52</td>
<td>56</td>
</tr>
<tr>
<td>31-40</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Over 40</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>c. Male</td>
<td>88</td>
<td>91</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>d. Career Servicemen</td>
<td>52</td>
<td>55</td>
</tr>
<tr>
<td>Non-Career Servicemen</td>
<td>48</td>
<td>45</td>
</tr>
<tr>
<td>e. White</td>
<td>80</td>
<td>67</td>
</tr>
<tr>
<td>Black</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Spanish-American</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>
3. Compared to pre-LEC years would you say that the number and type of courses offered during the current academic year are:

<table>
<thead>
<tr>
<th></th>
<th>Much</th>
<th>Higher</th>
<th>Same</th>
<th>Lower</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Number of courses</td>
<td>12</td>
<td>36</td>
<td>49</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Type of courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(N=73)
1. What special or optional non-traditional modes of instruction do SAC colleges make available to servicemen when their course work is interrupted by military obligations? (73 Respondents)

Percent Indicating

90% a. Credit-by-examination

45% b. Correspondence courses

75% c. Independent study

Bases smaller than 5,000 indicated the a, c combination most frequently while bases larger than 5,000 most frequently checked all three - a, b, & c.
RESIDENCY REQUIREMENTS

1. Cite the minimum residency requirements of the institution(s) serving your base.

   Average
   
   10.4 Semester hours (60 Respondents)
   
   26.5 Quarter hours (72 Respondents)

2. Compared to pre-SOR years this requirement is: (66 Respondents)

   Percent
   Indicating:

   2 Higher
   68 Same
   30 Lower

3. Which of the following options are provided by the institution(s) serving your base:

   (73 Respondents)

   Percent
   Indicating:

   73 Contract for Degree
   37 Waiver of Residency Requirements

4. Can this requirement be met at any time (beginning, final, or intermittent)? (68 Respondents)

   94 Yes   6 No
CRedit for Non-Traditional Learning

1. What has been the maximum credit actually given for the following since the institution(s) serving your base was/were designated a JOE college? (32 Respondents)

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Average (Sem. hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. BS/JF Courses/Tests</td>
<td>32</td>
</tr>
<tr>
<td>b. CASE Evaluated Courses</td>
<td>16</td>
</tr>
<tr>
<td>c. CLEP General Examinations</td>
<td>31</td>
</tr>
<tr>
<td>d. CLEP Subject Examinations</td>
<td>21</td>
</tr>
<tr>
<td>e. Institutional Examinations</td>
<td>14</td>
</tr>
<tr>
<td>f. Other Examinations</td>
<td>--</td>
</tr>
<tr>
<td>g. All Nontraditional Lodes Combined</td>
<td>24</td>
</tr>
</tbody>
</table>

2. Compared to pre-800 years, the maximum credit given for most non-traditional modes has:

<table>
<thead>
<tr>
<th>Percent Indicating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Increased Greatly</td>
</tr>
<tr>
<td>41</td>
<td>Increased Some</td>
</tr>
<tr>
<td>30</td>
<td>Remained the Same</td>
</tr>
<tr>
<td>0</td>
<td>Decreased Some</td>
</tr>
<tr>
<td>0</td>
<td>Decreased Greatly</td>
</tr>
</tbody>
</table>
TRANSFER POLICIES

1. With regard to the two broad types of learning experiences outlined in Criterion VII, how would you describe the transfer policy of the institution(s) serving your base since it became a SOC college? (69 Respondents)

Percent Indicating

<table>
<thead>
<tr>
<th></th>
<th>More Generous</th>
<th>No Change</th>
<th>Less Generous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>52</td>
<td>48</td>
<td>0</td>
</tr>
<tr>
<td>Non-traditional</td>
<td>65</td>
<td>35</td>
<td>0</td>
</tr>
</tbody>
</table>

ADVISORY COUNCIL

1. Who from the base serves on the SOC Advisory Council?

Percent Indicating

<table>
<thead>
<tr>
<th></th>
<th>≤ 5000 (n=32)</th>
<th>&gt; 5000 (n=40)</th>
<th>Total (n=72)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Commander</td>
<td>6</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Education Service Officer</td>
<td>56</td>
<td>85</td>
<td>72</td>
</tr>
<tr>
<td>Servicemen Students</td>
<td>6</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* "Counselor" was most frequently cited as "Other" - 4% of Total
1. At what locations do S.C. colleges provide tutorial or similar learning assistance to your servicemen? (73 respondents)

<table>
<thead>
<tr>
<th>Percent Indicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-base</td>
</tr>
<tr>
<td>On-campus</td>
</tr>
<tr>
<td>Both</td>
</tr>
<tr>
<td>None provided</td>
</tr>
</tbody>
</table>

2. Are these tutorial services? (73 respondents)

<table>
<thead>
<tr>
<th>Percent Indicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>No Help</td>
</tr>
</tbody>
</table>

Number of bases responding to that option.
1. How do you feel is the best way to promote SCC among servicemen of all ranks on your base?  
   (75 Respondents)

<table>
<thead>
<tr>
<th>Percent Indicating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>Bulletins and brochures produced by colleges</td>
</tr>
<tr>
<td>28</td>
<td>Bulletins and brochures produced by the base</td>
</tr>
<tr>
<td>45</td>
<td>Presentations on SCC by college and base personnel</td>
</tr>
<tr>
<td>62</td>
<td>Direct communication with servicemen by base education officer</td>
</tr>
</tbody>
</table>

2. Now that SCC is well underway in two and starting in four-year colleges, what do you feel needs to be done next to improve SCC and servicemen's educational opportunities?  
   (75 Respondents)

<table>
<thead>
<tr>
<th>Percent Indicating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>Increase the number of colleges which meet SCC criteria</td>
</tr>
<tr>
<td>45</td>
<td>Expand and increase the number and variety of course offerings</td>
</tr>
<tr>
<td>11</td>
<td>Modify SCC criteria. (VI checked by 11%)</td>
</tr>
<tr>
<td>53</td>
<td>Promote the SCC system more effectively</td>
</tr>
<tr>
<td>21</td>
<td>Get more direction from Service Headquarters</td>
</tr>
</tbody>
</table>

3. Do you feel it is possible to make the SCC criteria less stringent and still provide servicemen with essentially the same quality education?  
   (77 Respondents)

<table>
<thead>
<tr>
<th>Percent Indicating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Yes</td>
</tr>
<tr>
<td>62</td>
<td>No</td>
</tr>
</tbody>
</table>

4. Based on your own experience thus far, do you feel that the SCC approach demonstrated enough actual or potential benefits for your clients to justify its continuation?  
   (75 Respondents)

<table>
<thead>
<tr>
<th>Percent Indicating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
</tr>
</tbody>
</table>
Two Year Colleges

The data presented below correspond directly to the questions asked on the questionnaire, a copy of which appears on the succeeding pages.

1. What is your current student enrollment?
   Average Head Count 6318
   Average PTE 3499
   N=51

2. Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of two-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt that policy because of state/local law.) (See next page, Table A)

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college? 49 Respondants
   Non Residency Waiver=10
   Contract for Degree=6

4. How was policy modified to accomplish this significant change? N=51
   16% a. Faculty vote
   2% b. Modification of state or local law
   29% c. Presidential directive
   25% d. Trustee or governing board action
   8% e. Other (Admin. Staff)
   4% (Dean's action)
<table>
<thead>
<tr>
<th>Criterion</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>b.</td>
<td>87</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>c.</td>
<td>96</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>d.</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>II.</td>
<td>77</td>
<td>19</td>
<td>4</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>III.</td>
<td>51</td>
<td>41</td>
<td>6</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>IV. a.</td>
<td>56</td>
<td>38</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>b.</td>
<td>48</td>
<td>41</td>
<td>9</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>c.</td>
<td>54</td>
<td>23</td>
<td>13</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>V. a.</td>
<td>64</td>
<td>24</td>
<td>10</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>b.</td>
<td>64</td>
<td>28</td>
<td>8</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>c.</td>
<td>75</td>
<td>21</td>
<td>4</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>d.</td>
<td>80</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>e.</td>
<td>52</td>
<td>35</td>
<td>13</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>VI. a.</td>
<td>45</td>
<td>40</td>
<td>3</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>b.</td>
<td>72</td>
<td>22</td>
<td>4</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>c.</td>
<td>48</td>
<td>47</td>
<td>17</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td>d.</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>VII.</td>
<td>75</td>
<td>21</td>
<td>4</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>VIII.</td>
<td>45</td>
<td>49</td>
<td>9</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>IX.</td>
<td>49</td>
<td>51</td>
<td>0</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>X.</td>
<td>71</td>
<td>77</td>
<td>2</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>% of each scale value</td>
<td>65</td>
<td>26</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
ADMISSIONS

1. During the 1973-74 school year, how many servicemen did your institution admit to certificate/degree programs? (44 respondents)

Range 2 - 5328  Average 573

2. Of those admitted, approximately how many

<table>
<thead>
<tr>
<th>Question</th>
<th>Respondent</th>
<th>Range</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Held either a high school diploma or an equivalency certificate?</td>
<td>32</td>
<td>2-4800</td>
<td>607</td>
</tr>
<tr>
<td>B. Did not have a high school diploma nor an equivalency certificate?</td>
<td>11</td>
<td>5-528</td>
<td>164</td>
</tr>
<tr>
<td>C. Transferred from another two-year institution?</td>
<td>19</td>
<td>3-550</td>
<td>96</td>
</tr>
<tr>
<td>D. Were women?</td>
<td>15</td>
<td>1-1000</td>
<td>86</td>
</tr>
<tr>
<td>E. Were officers?</td>
<td>14</td>
<td>1-1200</td>
<td>137</td>
</tr>
</tbody>
</table>

3. Do any of the figures in (2) above represent an increase over pre-SOC years? (38 respondents)

Percent responding Yes 63 No 37

If yes, which ones?

A. = 18  B. = 5  C. = 12  D. = 9  E. = 6
1. How many of the following types of on base educational courses are being offered by the college this year and when are they held? (Count off-base locations if within five miles of base entrance).

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Respondent</th>
<th>Range</th>
<th>Average</th>
<th>Range</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Academic, transfer</td>
<td>30</td>
<td>1-100</td>
<td>32</td>
<td>2-25</td>
<td>10</td>
</tr>
<tr>
<td>B. Technical, leading to Associate Degree</td>
<td>24</td>
<td>1-45</td>
<td>13</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>C. Occupational, Leading to Certificate</td>
<td>10</td>
<td>2-40</td>
<td>10</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>D. V.A. - PREP</td>
<td>6</td>
<td>1-6</td>
<td>1</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>E. Adult, non-credit courses</td>
<td>5</td>
<td>3-47</td>
<td>15</td>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>

2. How many additional on-base courses are currently in the planning stages? (23 Respondants)

Range 1-150  Average 18

3. Approximately how many servicemen are enrolled in all programs at all teaching centers and how much of an increase do these figures represent over last year?

<table>
<thead>
<tr>
<th>Range</th>
<th>Average Enrollment</th>
<th>Location</th>
<th>Percentage Range</th>
<th>Average % Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4000</td>
<td>404</td>
<td>On Base</td>
<td>3-200</td>
<td>45</td>
</tr>
<tr>
<td>3-1283</td>
<td>195</td>
<td>Off Base or on Campus</td>
<td>3-100</td>
<td>39</td>
</tr>
</tbody>
</table>

4. Approximately how many servicemen completed planned educational programs (AA degree or Certificate work) last academic year (1972-73?) (22 Respondants)

Range 1-180  Average 21

5. Approximately how many servicemen completed or will complete planned educational programs (AA degree or Certificate work) this academic year? (24 Respondants)

Range 2-220  Average 36
1. What special means or optional non-traditional modes of instruction are available to servicemen whose course work is interrupted by military obligations? (51 Respondants)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Credit-by-examination</td>
<td>98</td>
</tr>
<tr>
<td>B. End-of-course test</td>
<td>72</td>
</tr>
<tr>
<td>C. Correspondence courses</td>
<td>16</td>
</tr>
<tr>
<td>D. Independent study</td>
<td>65</td>
</tr>
<tr>
<td>E. Other (Specify)</td>
<td>4 USAFI</td>
</tr>
<tr>
<td>E.</td>
<td>4 CLEP</td>
</tr>
</tbody>
</table>
1. Does the institution provide tutorial services or similar learning assistance to servicemen?

<table>
<thead>
<tr>
<th>Type</th>
<th>Percent</th>
<th>Number Respondants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>98</td>
<td>50</td>
</tr>
<tr>
<td>Regular</td>
<td>98</td>
<td>47</td>
</tr>
</tbody>
</table>

If Yes, where are these services offered? (49 Respondants)

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Base</td>
<td>33</td>
</tr>
<tr>
<td>Off Base</td>
<td>2</td>
</tr>
<tr>
<td>On Campus</td>
<td>82</td>
</tr>
<tr>
<td>All of the Above</td>
<td>14</td>
</tr>
</tbody>
</table>

2. Who has been designated as Servicemen's Counselor at your college?

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
<th>Number</th>
<th>Avg</th>
<th>Range</th>
<th>N</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Director of Admissions</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>.5-1</td>
<td>2</td>
<td>.75</td>
</tr>
<tr>
<td>B. Counseling Staff</td>
<td>1-10</td>
<td>23</td>
<td>2.4</td>
<td>1-10</td>
<td>11</td>
<td>2.3</td>
</tr>
<tr>
<td>C. Regular Faculty</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>.33-1</td>
<td>2</td>
<td>.70</td>
</tr>
<tr>
<td>D. Registrar</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>.33</td>
</tr>
<tr>
<td>E. Other (Specify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3. Indicate the roles and functions performed by the SOC Servicemen's Counselor and estimate the percentage of time spent on each function. (Average if more than one counselor and count only that time spent on SOC activities.)

<table>
<thead>
<tr>
<th>Role</th>
<th>Average % of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Academic planning/advisement</td>
<td>25</td>
</tr>
<tr>
<td>b. Personal/vocational/family counseling</td>
<td>10</td>
</tr>
<tr>
<td>c. Coordinating of SOC Advisory Council</td>
<td>2</td>
</tr>
<tr>
<td>d. Publicity, recruitment and registration</td>
<td>10</td>
</tr>
<tr>
<td>e. Liaison activities with base education personnel</td>
<td>7</td>
</tr>
<tr>
<td>f. Oversight of &quot;contract for degree&quot;</td>
<td>2</td>
</tr>
<tr>
<td>g. Liaison activities with college staff</td>
<td>7</td>
</tr>
<tr>
<td>h. Liaison activities with staff from other institutions</td>
<td>4</td>
</tr>
<tr>
<td>i. Evaluation of transcripts, etc.</td>
<td>11</td>
</tr>
<tr>
<td>j. Teaching responsibilities</td>
<td>15</td>
</tr>
<tr>
<td>k. General administration</td>
<td>9</td>
</tr>
<tr>
<td>l. Other (specify)</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Has any SOC counselor assumed the role of advocate/ombudsman for servicemen students? (45 Respondents)

Percent Responding

Yes: 67
No: 33

5. Is your institution sponsoring a VA-PREP program for servicemen?

47 Respondents

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Enrollment</td>
<td>Yes: 60 No: 40</td>
</tr>
<tr>
<td>Program Cycles per Year</td>
<td></td>
</tr>
<tr>
<td>Length of Cycles</td>
<td></td>
</tr>
</tbody>
</table>
OVERVIEW AND FUTURE DIRECTIONS

1. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college? (51 respondents)

   Reduction of residency requirements
   
<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

2. How was policy modified to accomplish this significant change? (51 respondents)

   Percentage responding

   A. Faculty vote 16
   B. Modification of state or local law 2
   C. Presidential directive 30
   D. Trustee action or governing board action 25
   E. Other (Admin. decision/planning) (Dept. vote) 27

3. Now that SOC is well underway in both two and four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities? (51 respondents)

   Percentage responding

   A. Expand the number of colleges 37
   B. Expand the number and variety of course offerings 23
   C. Modify SOC criteria 2
   D. Promote the system more actively 65
   E. Subsidize system more heavily (DoD) 35
   F. Get more direction from DoD 12
   G. Other 18

4. Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality education? (48 respondents)

   Percentage responding

   Yes 56
   No 44
1. What is the maximum credit the college has thus far awarded for:

<table>
<thead>
<tr>
<th>PERCENTAGES</th>
<th>More since SOC</th>
<th>Same as Before</th>
<th>No Max. Ext.</th>
<th>No Comparison</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. USAFI Courses/Tests</strong></td>
<td>31</td>
<td>36</td>
<td>13</td>
<td>20</td>
<td>39</td>
</tr>
<tr>
<td><strong>B. CASE Evaluated Courses</strong></td>
<td>33</td>
<td>33</td>
<td>15</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td><strong>C. CLEP General Exams</strong></td>
<td>21</td>
<td>47</td>
<td>-</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td><strong>D. CLEP Subject Exams</strong></td>
<td>19</td>
<td>48</td>
<td>7</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td><strong>E. Institutional Exams</strong></td>
<td>26</td>
<td>44</td>
<td>12</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td><strong>F. Other non-traditional modes</strong></td>
<td>10</td>
<td>57</td>
<td>14</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td><strong>G. All non-traditional modes combined</strong></td>
<td>21</td>
<td>50</td>
<td>11</td>
<td>18</td>
<td>28</td>
</tr>
</tbody>
</table>

1. About 1/4 of the 2 year colleges reporting indicate that more credit is given now than before SOC requirements were met.

2. Almost 1/2 report credit given is about the same as before SOC.

3. One quarter reported no maximum was established or reported on one only (current year or prior to SOC) no comparison.
1. Are all servicemen stationed in your area entitled to in-state or district tuition rates (in contrast with higher out-of-state or out-of-district rates)? (51 Respondents)

Percent responding
Yes 84
No 16

2. A "Contract for Degree" option or a planned reverse-transfer policy as described in SOC Criterion VI are offered to: (51 Respondents)

<table>
<thead>
<tr>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Service personnel</td>
</tr>
<tr>
<td>B. Dependents of service personnel</td>
</tr>
<tr>
<td>C. Veterans</td>
</tr>
<tr>
<td>D. All students</td>
</tr>
</tbody>
</table>

3. How many servicemen with whom the college has entered into a "Contract for Degree" are (51 Respondents)

<table>
<thead>
<tr>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Still at the local contiguous base</td>
</tr>
<tr>
<td>B. Attending another college (transferred from local base)</td>
</tr>
<tr>
<td>C. Finished with their contracted educational program</td>
</tr>
</tbody>
</table>

4. What charges, if any, are assessed for a "Contract for Degree"? (41 Respondents)

<table>
<thead>
<tr>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. None</td>
</tr>
<tr>
<td>B. An initial, one time charge</td>
</tr>
<tr>
<td>C. An annual charge</td>
</tr>
<tr>
<td>D. Other (please specify)</td>
</tr>
</tbody>
</table>
1. How many Advisory Council representatives are there from each of the following groups? (51 Respondents)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. College administration</td>
<td>43</td>
<td>2</td>
</tr>
<tr>
<td>B. College faculty</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>C. College trustees</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>D. Military staff</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>E. Servicemen students</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>F. Non-military students</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>G. Community representatives</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>H. Other (specify)</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Does the Advisory Council serve more than one college or more than one military installation? (43 Respondents)

Percent Responding

Yes 26  
No 74

If yes, please name:

College
Bases

3. Check the functions the Advisory Council or Committee now perform or may in the future? (51 Respondents)

<table>
<thead>
<tr>
<th>Function</th>
<th>Present</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Assisted colleges in preparing SOC status</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>B. Review effectiveness of college's SOC program</td>
<td>55</td>
<td>27</td>
</tr>
<tr>
<td>C. Promote close cooperation/planning between college and base officials</td>
<td>65</td>
<td>23</td>
</tr>
<tr>
<td>D. Assist all college staff in understanding and implementing SOC policies</td>
<td>53</td>
<td>20</td>
</tr>
<tr>
<td>E. Recommend new or revised college services and programs for servicemen</td>
<td>49</td>
<td>33</td>
</tr>
<tr>
<td>F. Recommend improvements in base policies, facilities, support for educational program</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>G. Other</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
1. How does the college publicize or promote its SOC status and policies? (51 respondents)

Percentage responding:

A. Announcements in college catalog 86
B. Flyers for distribution on base 59
C. Radio announcements 20
D. Educational TV announcements 10
E. Personal visits to base 84
F. Workshops and regional meetings 41
G. Other 21

CONTINUING COMMITMENT

1. What action has the college taken to insure continuing commitment to servicemen even though the college may discontinue its status as a Servicemen's Opportunity College? (51 respondents)

Percentage responding:

A. Modification of college policy 57
B. Support through peer/professional counseling 53
C. Tutorial assistance 51
D. Other 10
Four Year Colleges

The data presented below correspond directly to the questions asked on the questionnaire.

2. Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of 4-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt that policy because of state/local law.) (See Table B, next page)

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

Twelve institutions indicated residency requirements.

4. How was policy modified to accomplish this significant change?

N=31

Percent checking response

26% a. Faculty Vote

3% b. Modification of state or local law

39% c. Presidential directive

6% d. Trustee or governing board action

26% e. Other

5. Now that SOC is well underway in both two and four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities? N=39
### TABLE B

<table>
<thead>
<tr>
<th>Criterion</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a.</td>
<td>92</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>b.</td>
<td>66</td>
<td>17</td>
<td>0</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>c.</td>
<td>92</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>d.</td>
<td>97</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>II.</td>
<td>91</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>III.</td>
<td>67</td>
<td>25</td>
<td>5</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>IV. a.</td>
<td>65</td>
<td>32</td>
<td>3</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>b.</td>
<td>67</td>
<td>28</td>
<td>3</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>c.</td>
<td>56</td>
<td>18</td>
<td>8</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>V. a.</td>
<td>89</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>b.</td>
<td>89</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>c.</td>
<td>84</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>d.</td>
<td>89</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>e.</td>
<td>73</td>
<td>19</td>
<td>8</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>VI. a.</td>
<td>47</td>
<td>24</td>
<td>24</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>b.</td>
<td>66</td>
<td>19</td>
<td>11</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>c.</td>
<td>42</td>
<td>24</td>
<td>24</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>d.</td>
<td>29</td>
<td>26</td>
<td>32</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>VII.</td>
<td>84</td>
<td>8</td>
<td>.5</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>VIII.</td>
<td>81</td>
<td>16</td>
<td>.3</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>IX.</td>
<td>61</td>
<td>39</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>X.</td>
<td>79</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>38</td>
</tr>
</tbody>
</table>
Number checking each response. (for use with question #5)
(more than one could be checked)

4 a. Expand the number of colleges.
4 b. Expand the number and variety of course offerings.
7 c. Modify SOC criteria.
33 d. Promote the system more actively
21 e. Subsidize the system heavily through (DOD)
 5 f. Get more direction from DOD
 7 g. Other

6. Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality of education? N=39
   Yes--38%
   No--62%

7. Who has been designated as Servicemen's Counselor at your college?
N
10 a. Director of Admissions
18 b. Counseling Staff
 5 c. Regular Faculty
 8 d. Registrar
31 e. Other
8. What roles and functions will be performed by the SOC Servicemen's Counselor? (Count only that time which will be spent on SOC activities.)

N=39

% checking response

100%  a. Academic planning/advisement
64%  b. Personal/vocational/family Counseling
51%  c. Coordinating of SOC Advisory Council
85%  d. Publicity, recruitment and registration
97%  e. Liaison activities with base education personnel
49%  f. Oversight of "contract for degree"
90%  g. Liaison activities with college staff
56%  h. Liaison activities with staff from other institutions
59%  i. Evaluation of transcripts, etc.
8%  j. Teaching responsibilities
69%  k. General administration
1%  l. Other

9. Will any of your SOC Servicemen's Counselors assume the role of advocate/ombudsman for servicemen students? N=40

Yes--85%  No--15%
10. How many Advisory Council representatives are there (or will there be) from each of the following groups? $N=39$

<table>
<thead>
<tr>
<th>Number</th>
<th>Checking</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>a.</td>
<td>College Administration</td>
</tr>
<tr>
<td>24</td>
<td>b.</td>
<td>College Faculty</td>
</tr>
<tr>
<td>2</td>
<td>c.</td>
<td>College Trustee</td>
</tr>
<tr>
<td>10</td>
<td>d.</td>
<td>Military Staff</td>
</tr>
<tr>
<td>18</td>
<td>e.</td>
<td>Servicemen Students</td>
</tr>
<tr>
<td>5</td>
<td>f.</td>
<td>Non-military Students</td>
</tr>
<tr>
<td>6</td>
<td>g.</td>
<td>Community Representative</td>
</tr>
<tr>
<td>6</td>
<td>h.</td>
<td>Other</td>
</tr>
</tbody>
</table>

11. Does (or will) the Advisory Council serve more than one college or military installation? $N=30$

Yes--43%  
No--57%

12. The Advisory Council now performs (or will perform) what functions? $N=39$

<table>
<thead>
<tr>
<th>Percent</th>
<th>Checking</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>31%</td>
<td>a.</td>
<td>Assisting colleges in preparing SOC status</td>
</tr>
<tr>
<td>90%</td>
<td>b.</td>
<td>Reviewing effectiveness of college's SOC program</td>
</tr>
<tr>
<td>85%</td>
<td>c.</td>
<td>Promoting close cooperation/planning between college and base officials</td>
</tr>
<tr>
<td>77%</td>
<td>d.</td>
<td>Assisting all college staff in understanding and implementing SOC policies</td>
</tr>
<tr>
<td>79%</td>
<td>e.</td>
<td>Recommend new or revised college services and programs for servicemen</td>
</tr>
<tr>
<td>61%</td>
<td>f.</td>
<td>Recommend improvements in base policies, facilities, support for educational programs</td>
</tr>
<tr>
<td>10%</td>
<td>g.</td>
<td>Other ________</td>
</tr>
</tbody>
</table>
13. How does the college publicize or promote its SOC status and policies?

<table>
<thead>
<tr>
<th>Percent</th>
<th>Checking Response</th>
<th>N=39</th>
</tr>
</thead>
<tbody>
<tr>
<td>87%</td>
<td>a. Announcements in college catalog</td>
<td></td>
</tr>
<tr>
<td>82%</td>
<td>b. Flyers for distribution on base</td>
<td></td>
</tr>
<tr>
<td>41%</td>
<td>c. Radio announcements</td>
<td></td>
</tr>
<tr>
<td>33%</td>
<td>d. Educational TV announcements</td>
<td></td>
</tr>
<tr>
<td>95%</td>
<td>e. Personal visits to base</td>
<td></td>
</tr>
<tr>
<td>23%</td>
<td>f. Workshops and regional meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Other ______________</td>
<td></td>
</tr>
</tbody>
</table>

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Appendix D

SOC CRITERIA

1. Two Year Colleges

2. Four Year Colleges
Criteria for Servicemen's Opportunity Colleges

All community and junior colleges and technical institutes meeting the following criteria have been designated as Servicemen's Opportunity Colleges. Many of the SOC colleges, which are subsequently listed, have far exceeded the requirements outlined in the criteria.

(Note: Many colleges and universities not affiliated with the American Association of Community and Junior Colleges have expressed interest in the SOC criteria. AACC and the American Council on Education are exploring with other associations of higher education the application of the SOC criteria to baccalaureate and graduate educational programs.)

I. A Servicemen's Opportunity College will have liberal entrance requirements.

A. A high school diploma or equivalency based upon satisfactory scores in the General Educational Development Tests are adequate educational credentials for enrollment in a degree program except in those instances where prerequisites are required for all students.

B. In those colleges not restricted by state or local regulations the above requirement may be waived and students evidencing promise may be admitted who lack a high school diploma or equivalency certificate.

C. In no case will an individual be penalized by additional requirements because he is a serviceman.

II. A Servicemen's Opportunity College provides opportunities for servicemen to pursue educational program goals through courses offered on base, in the evenings, on weekends and at other nontraditional time frames.

III. A Servicemen's Opportunity College provides opportunities for servicemen to complete courses through special means or optional nontraditional modes when his education is interrupted by military obligations.

IV. A Servicemen's Opportunity College provides special academic assistance to students in need of this assistance through:

A. The availability of tutorial services or similar learning assistance at times and in locations convenient to servicemen.

B. The designation of a trained servicemen's counselor who is available at times and in locations convenient to servicemen who will assist them in program planning, and guide them in their understanding of all educational options available to them at this and all other Servicemen's Opportunity Colleges.

C. The implementation of PREP programs that are sponsored by the college at the base where feasible.

V. A Servicemen's Opportunity College offers maximum credit for educational experiences obtained in the Armed Services.

A. College policy permits and encourages granting credit for United States Armed Forces Institute courses that are relevant to a student's program of studies.

B. College policy permits and encourages granting exemption from and credit by examination for courses that are relevant to a student's program of studies, through the use of any or all of the
Section III

following. College-Level Examination Program (CLEP), College Proficiency Examination Program (COPE), institutional "challenge" examinations.

C. College policy permits and encourages granting credit for appropriate educational experiences in the Armed Services in accordance with their evaluation in the American Council on Education's 1968 Guide to the Evaluation of Educational Experiences in the Armed Services or by the Commission on the Accreditation of Service Experiences evaluation service. (Credit recommendations for Service educational experiences not included in the 1968 Guide may be obtained from CASE.)

D. College policy permits exemption from or credit for required health or physical education course requirements for servicemen who have had at least one year of active military service.

E. The major portion of the associate degree requirements can be earned through the above nontraditional learning modes.

A Servicemen's Opportunity College has residency requirements that are adaptable to the mobility and personal needs of servicemen.

A. Temporal residency requirements may be fulfilled in any sequence at any time in the student's program.

B. Residency requirements may be fulfilled by completion of any educational program sponsored by the college whether offered on-campus or off-campus.

C. At least one of the following options will be available to servicemen.

Contract for Degree

1 A contract for degree option is available to servicemen. A serviceman may contract with a Servicemen's Opportunity College at any appropriate point in time; usually it will be the college of his initial enrollment. The college will designate an advisor, who will assist the serviceman in contracting for his degree with the institution. The contract should specify the course of study to be pursued and appropriate learning options in accordance with the above criteria. The advisor continues to guide the serviceman's educational planning when he is forced to transfer to other institutions in accordance with his duty assignment. As long as he is being effectively guided by his advisor, he will be permitted to transfer in reverse appropriate credits earned at other institutions back to the original institution in essence, a reverse transfer policy. The institution agrees to provide a repository for all academic records of the individual. The contracting college will award the servicemen the appropriate certificate or degree upon fulfillment of the contract.

2 The college will waive or eliminate residency requirements for servicemen.

3 Where residency requirements are restricted by state law, the college will make every effort to receive an exemption for servicemen.

VII. A Servicemen's Opportunity College has a transfer policy that is generous in recognition of traditional and nontraditional learning obtained at other institutions.

Servicemen's Opportunity Colleges to which servicemen transfer will accept, as a minimum, the level of credit applied by all regionally accredited colleges in which servicemen have been enrolled in comparable programs, both for traditional and nontraditional learning experiences, when validated by subsequent individual success in traditional study modes.

VIII. A Servicemen's Opportunity College provides for a representative local advisory council that will aid the college in carrying out its mission in relation to servicemen.

IX. A Servicemen's Opportunity College will publicize and promote its SGC policies by inserting them in its college catalog and by other appropriate manners.

X. A Servicemen's Opportunity College will maintain its commitments to servicemen students previously enrolled if for any reason it discontinues its status as a Servicemen's Opportunity College.
CRITERIA

FOUR-YEAR SERVICEMEN'S OPPORTUNITY COLLEGE

Entrance Requirements

I. A Servicemen's Opportunity College (SOC) will have liberal entrance requirements.

- A high school diploma or equivalency based upon appropriate scores in the General Educational Development Tests is an adequate educational credential for enrollment in a degree program except in those instances where further qualifications are required of all students for institutional admission or for entry into a particular degree program.

- In those colleges not restricted by state or local regulations the above requirement may be waived and students evidencing unusual promise may be admitted despite lack of a high school diploma or equivalency certificate.

- An Associate Degree awarded by an accredited institution will be completely transferable where appropriate to the major baccalaureate degree program to be pursued. Requirements of the major program may in some cases call for additional work, but repeating previously completed work will be avoided.

- In no instance will an individual be subjected to additional requirements because he or she is in service.

Increased Study Opportunity

II. A Servicemen's Opportunity College provides opportunities for service men and women to pursue educational programs through a variety of traditional and non-traditional means - on campus and on base, in a variety of instructional modes or delivery systems and at times appropriate to their duty assignments.

1 When accreditation of the transferring institution is pending the receiving institution may recognize all or part of an individual's work on a case-by-case basis.
III. A Servicemen's Opportunity College provides opportunities for service men and women to complete courses through special means or optional non-traditional modes especially when their course work is interrupted by military obligations.

IV. A Servicemen's Opportunity College provides special academic assistance to students in need of this assistance through:

- The designation of a trained "servicemen's counsellor" who is available at times and in locations convenient to service men and women and who will assist them in program planning and guide them in their understanding of all educational options available to them within the criteria observed by Servicemen's Opportunity Colleges.

- The availability of tutorial services or similar learning assistance at times and in locations convenient to service men and women.

- The consideration of implementing PREP programs sponsored by the institution at the base.

V. A Servicemen's Opportunity College will provide maximum recognition of educational experiences obtained in the Armed Services. It will maximize recognition of such experiences consistent with standards of the programs it offers by the granting of credit for or exemption from courses relevant to a student's degree program by such policies as:

- The use of United States Armed Forces Institute (USAFI) courses.

- The use of the College Level Examination Program (CLEP), the College Proficiency Examination Program (CPEP), Advanced Placement (AP), institutional "challenge" examinations.

- The evaluation for credit of military educational experiences in accordance with their evaluation in the American Council on Education's 1968 Guide to the Evaluation of Educational Experiences in the Armed Services or by the Commission on the Accreditation of Service Experiences (CASE) evaluation service. (Credit recommendations for service educational experiences not included in the 1968 Guide may be obtained from CASE. A new Guide is to be available in June, 1974).
credit for In-Service Educational Experience

V. (cont.)

- The exemption from or credit for required health or physical education courses for service men and women who have had at least one year of active military service.

- The acceptance of such non-traditional learning modes for the major portion of lower division requirements where appropriate and for upper division requirements to the extent such modes may be available or appropriate.

Adaptable Requirements

VI. A Servicemen's Opportunity College has requirements for in-residence or on-campus study including approval and sponsorship of a student's program which are adaptable to the mobility and special needs of service men and women.

- Residency requirements based upon time spent on campus or minimum credits to be earned from the institution may be fulfilled at any time within their programs.

- Residency requirements may be fulfilled by completion of any educational program sponsored by the institution whether offered on campus or off campus.

- Special options to satisfy residency requirements will be made available to service men and women. Institutions may consider the following options:

Contract for Degree

- A Contract for degree option may be made available to service men and women. They may contract with a Servicemen's Opportunity College at any appropriate time; usually the contract will be with the college of their initial enrollment. The college will designate an advisor, who will assist the service man or woman in contracting for a degree with the institution. The contract should specify the course of study to be pursued and appropriate learning options in accordance with the Four-Year Servicemen's Opportunity College criteria. Prior approval by the contracting institution will be required for work taken subsequently from another institution when the service man or woman is forced to transfer as a result of a change in duty assignment.
VI. (cont.)

As long as the service man or woman is being effectively guided by his or her advisor, transfer of appropriate credits earned at other institutions back to the original institution will be permitted -- in essence, a reverse transfer policy.

The institution agrees to provide a repository for all academic records of the individual. The contracting college will award the service man or woman the appropriate degree upon fulfillment of the contract.

Residence Requirements

- The college may waive or eliminate residency requirements for service men and women.
- Where residency requirements are restricted by state law, the college will make every effort to obtain an exemption for service men and women.

Transfer Policy

VII. A Servicemen's Opportunity College has a transfer policy that is generous in recognition of traditional and non-traditional learning obtained at other institutions and will accept as a minimum for transferring service personnel the level of credit applied by all regionally accredited colleges in which they have been enrolled in comparable programs when validated by subsequent individual success in traditional study modes.

Liaison

VIII. A Servicemen's Opportunity College is encouraged to provide for liaison with local Armed Forces representatives and other institutions serving the same base to provide appropriate coordination of the effort.

Promotion

IX. A Servicemen's Opportunity College will publicize and promote its SOC policies by inserting them in its college catalog and by other appropriate means.

Continuing Commitment

X. A Servicemen's Opportunity College will maintain its commitments to service men and women who enroll under these Criteria if for any reason it discontinues its status as a Servicemen's Opportunity College.
Appendix E

FLOW CHART FOR

RECORD SYSTEM