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AN ASSESSMENT OF THE ARMY ROTC RECRUITING AND
PUBLICITY PROGRAM AT THE UNIVERSITY OF MONTANA

By


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B.A., Eastern Washington State College, 1972

Presented in partial fulfillment of the requirements
for the degree of Master of Public Administration
UNIVERSITY OF MONTANA

1981

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PREFACE

This particular research endeavor is the culmination of three wonderful years of experience, education and challenge as a Military Science (ROTC) Instructor at the University of Montana.

The study was born out of hours of frustration, bewilderment and wondering what it is that motivates students to enroll in ROTC and, eventually, earn an officer's commission. This study is the author's attempt to begin unraveling the web and to provide the Military Science Department of the University of Montana a better understanding of its efforts to recruit high quality students and promote its program. It also provides a general assessment of how well the ROTC program is integrated into student attitudes, both inside and outside the department.

As in most research endeavors of this kind there are many contributors, most of whom go unmentioned. This one is no exception. However, a special thanks must go to the many students who participated from beginning to end helping to develop the study and critiquing the questions and surveys, and to the many students who voluntarily and honestly responded on the surveys. Additionally, numerous university faculty members graciously consented to set aside time in their classes to allow the surveys to be administered. Without everyone's help I probably would have given up long ago. Thanks!

Missoula, Montana

Raymond A. Domaskin

TABLE OF CONTENTS

List of Tables.....	iv
Introduction.....	1
Chapter	
I History and Overview of ROTC at the University of Montana.....	4
II Review of Literature.....	9
III Research Methodology.....	11
IV Composition of Questionnaire.....	18
V Analysis of Questionnaire Results.....	24
Conclusion.....	39
Footnotes.....	43
Appendices	
A Army ROTC Recruiting and Publicity Program Survey Results.....	45
B Comments Given By Survey Respondents.....	77
C. Questionnaire.....	79
Selected Bibliography.....	87

LIST OF TABLES

1. University of Montana Commissionees By Year (1923-1981).....	2
2. Concept Analysis By Group Response to Questions.....	25
3. Concept Analysis By Individual Response.....	28
4. Comparability of Survey Respondents.....	47

INTRODUCTION

Military Science training has been part of the University of Montana's curriculum of instruction since the spring of 1917. Since that time, the U.S. Army Reserve Officer Training Corps (ROTC) has commissioned 1,356 University of Montana students as Second Lieutenants in the U.S. Army.¹

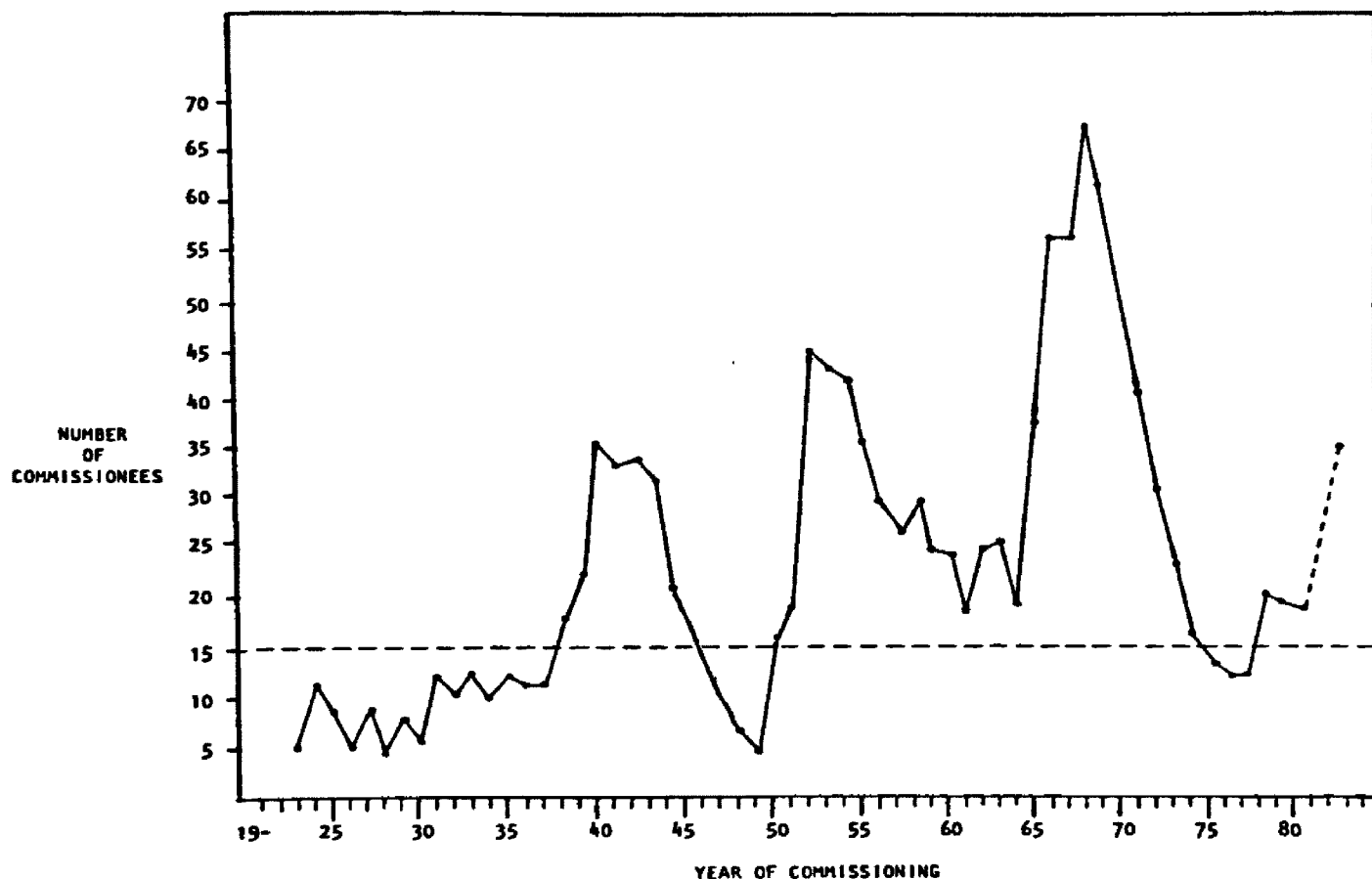
Beginning in the middle 1960's, the Army ROTC program on the University of Montana campus experienced significant reductions in enrollment. (Table 1 shows the fluctuations based on the number of commissionees each year.) Enrollment declined primarily as a result of a widespread anti-war sentiment that affected many college campuses across the nation.² Anti-war sentiment was particularly strong on the University of Montana campus during the decade between 1965 and 1975.³ During the middle 1970's, enrollment in ROTC declined to a point which nearly eliminated the program. However, since 1977 a steady increase in enrollment has been realized.

The increasing success of the Army ROTC program at the University of Montana cannot be attributed to any one factor. The renewed interest appears to be the result of a variety of factors which must be analyzed on a case-by-case and individual basis.

No analysis has been made to assess the Army's ROTC program at the University of Montana with respect to the popularity of the Army ROTC program among the enrolled students of the university, what interests or disinterests them, and what influences their decisions to or not to enroll in such a program.

TABLE 1

UNIVERSITY OF MONTANA COMMISSIONEES BY YEAR (1923-1981)



SOURCE NOTES: Data was obtained through a review of the commissioning log books dating from June 1923 to present, maintained in the Military Science Department, University of Montana.

The graph illustrates the fluctuations in enrollment and commissionings each year. The horizontal dashed line at 15 represents the Department of the Army minimum acceptable number of commissionees each year. The dotted line extending up from 1981 commissionees represents the projected number of commissionees for 1982.

Even though students' attitudes have not been formally assessed, a great deal of emphasis has been placed on recruiting and publicity of the Army ROTC program since 1977 in order to satisfy enrollment objectives. A formal plan was developed in June 1978 and updated in October 1980 which establishes the general objectives of the University of Montana recruiting and publicity program.⁴

This research project was designed to assess the accomplishment of several key objectives of the recruiting and publicity program. Questionnaire surveys were administered to comparable groups of University of Montana students. One group consisted of freshmen and sophomores enrolled in Army ROTC classes; the other, a group of students possessing similar demographic characteristics to the first group, but who were not enrolled in Army ROTC classes.

The results of this survey indicate that while the target population is aware that Army ROTC is offered at the University of Montana, the students are unfamiliar with the program, its activities and opportunities available through enrollment.

Comparison of responses between the two groups surveyed appears to indicate that there are significant attitudinal differences between ROTC and non-ROTC students with respect to their opinions about the Army ROTC program. This apparent difference in attitude and some of the variables related to its expression are examined in this study.

Chapter 1

HISTORY AND OVERVIEW OF ROTC AT THE UNIVERSITY OF MONTANA

Compulsory military training for all freshmen and sophomores was inaugurated at the University of Montana in the spring of 1917, after being overwhelmingly endorsed by a vote of the student body and faculty.⁵ In 1918, the federal government, in conjunction with the university, established the Student's Army Training Corps in which students could enlist in the Army and continue to pursue their college degrees. During 1918, before barracks were completed the men lived in tents.

The Reserve Officer Training Program was formally established by the War Department, on 27 January 1919.⁶

The mission of the ROTC program is to obtain well-educated commissioned officers in sufficient numbers to meet the Army requirements. The objectives of the ROTC program are to attract, motivate, and prepare selected students with potential to serve as commissioned officers in the Regular Army, Army National Guard of the United States, or the U.S. Army Reserve; to provide an understanding of the fundamental concepts and principles of military art and science and to develop leadership and managerial potential, a basic understanding of associated professional knowledge, a strong sense of personal integrity, honor and individual responsibility, and an appreciation of the requirements for national security.⁷

The cadet corps expanded steadily over the following years, producing 324 Reserve officers through June 1944.⁸ In 1943, the advanced course (junior and senior academic level) program was suspended for the duration of World War II, although the compulsory basic course (freshmen and sophomore academic level) was continued. The advanced course resumed in 1946. That same year, Air Force ROTC was incorporated into the curriculum and resulted in a departmental split in July 1949.

Under the impetus of the draft and the Korean emergency, the programs expanded rapidly until 1952. On 3 June 1954, by faculty vote, a Bachelor of Science Degree in Military Science, was approved.⁹

Enrollment in the advanced course program tapered off following the end of the conflict in Korea; however, an increase in enrollment began in the middle 1960's which correlated with an escalation of the war in Southeast Asia.

The middle 1960's were a turbulent period for the ROTC programs on this campus. Increased U.S. military involvement in a politically unpopular war in Southeast Asia was unfavorably received by a large segment of the University of Montana faculty and student body. Anti-ROTC critics forced elimination of the B.S. degree in Military Science, reduction of allowable Military Science credits toward graduation from 33 to 18, and nearly forced the Military Science Departments and programs to move off-campus to Fort Missoula.¹⁰ Finally, as a result of establishing the All-Volunteer Force concept and reduction in the active duty force strengths of the Armed Forces following the end of military commitments in Southeast Asia, emphasis on attracting or recruiting students into the ROTC program had dwindled. As a result, the Air Force program left campus in June 1976, and the Army program nearly collapsed in the years 1975 through 1977, due to a failure to commission the minimum number of officers required by Department of the Army. "The program must produce a minimum annual average of 15 qualified commissioned officers; and have

as a minimum of 20 MS III (junior academic level) students enrolled."¹¹
In the years since 1977, steady improvements have resulted in at least minimum numbers being satisfied.

Since 1977, a great deal of emphasis has been placed on recruiting and publicity of the ROTC program in order to satisfy enrollment objectives. A formal plan, developed in June 1978 and updated 15 October 1980, established the following general objectives of the University of Montana recruiting and publicity program:¹²

- 1) Inform the public concerning Army ROTC.
- 2) Gain public understanding and support of Army ROTC's unique role in national defense.
- 3) Inspire public confidence in the ability of Army ROTC to accomplish its mission now and in the future.
- 4) Publicize the advantages of Army ROTC for the nation, the Army, the taxpayer, the student and civilian enterprise.
- 5) Emphasize the opportunities that Army ROTC offers, to stimulate the interest of quality personnel.
- 6) Stress "equal opportunities" and the citizen-soldier concept.
- 7) Attract quality students in sufficient numbers to meet the Army's annual requirements for new officers.
- 8) Reinforce the overall information objectives of the Army.

The primary target groups are high school juniors and seniors; college freshmen, sophomores and juniors; veterans; junior college and other transfer students; and persons who exert influence over each of

these groups. Secondary target groups are members of local communities to gain public support and understanding of Army ROTC's unique role in national defense. Enrollment efforts will also include periodic or at least annual personal contact with high schools throughout the State of Montana.¹³

In addition to the recruiting objectives established for the school by Department of the Army (minimum of 20 MS III cadets and 15 commissionees annually) the enrollment plan establishes a recruiting goal to enroll 3.8% of the university's freshman class population into the basic course program.¹⁴

The general methods of recruiting are categorized as follows:¹⁵

1) Personal (Direct). Considered to be the most effective method, this includes letters to prospective students, telephone and personal contact with University of Montana students and prospective students.

2) Personal (Indirect). This is the second most effective method, and comprises contact with individuals who directly influence the prospective cadet, including letters, telephone and personal contact with parents; continuous direct contact with high school counselors, principals, teachers, as well as college advisors and administrators; and periodic direct contact with leaders and advisors of youth groups.

3) Mass (Direct). This third most effective method of recruiting, although efficient in terms of the time-versus personal contact-ratio, is admittedly ineffective unless it results in personal direct contact.

This method includes those activities wherein prospective students are indirectly addressed in a group by a representative of the ROTC program. Examples of this type include addressing high school and college assemblies or youth organization meetings, ROTC displays and exhibits, mail outs to schools and organizations, and so on.

4) Mass (Indirect). The fourth method of recruiting is the most efficient in terms of the time expended to contact a large segment of the population. It is however ineffective unless direct personal contact is made. This method includes mass publicity and advertising techniques such as: continuous public information releases on the ROTC program in general and accomplishments of ROTC cadets, public service advertising on radio and TV, special feature programs on radio and TV, advertising in newspapers, periodicals and other publications, etc. The purpose of this method is to increase general understanding and support of the ROTC program.

At the present time, recruiting and advertising efforts are directed at every possible source. Although personal contact is considered the highest priority, it is conceivable that this recruiting effort may be directed at less productive means and not exploiting the more marketable resources.

Chapter II

REVIEW OF LITERATURE

A review of literature has indicated that the University of Montana is not the only academic institution that has faced the dilemma of having to do a better job of recruiting and advertising its ROTC program. In fact, the period of turbulence for ROTC on the University of Montana campus was quite similar to many other colleges and universities where ROTC was offered.¹⁶

Though recruiting and publicity activities are growing in importance in the more than 280 Army ROTC departments throughout the country, only one empirical study has been published. Data are especially lacking about the significant factors which influence an individual's desire to enroll in a military science program, including data which explain the image of ROTC and the military on college campuses today.

North Dakota State University Army ROTC Department prepared and administered a twenty-four item, interviewer assisted questionnaire to 119 randomly sampled college freshmen at that university. The study was intended to gather information to develop effective methods of promoting Army ROTC at NDSU. Supporting purposes of their survey were to:¹⁷

- 1) Assess the image of Army ROTC.
- 2) Discover effective media for Army ROTC promotion.
- 3) Assess "Knowledge" about Army ROTC.
- 4) Assess attitudes towards the military.

The results of the survey conducted at NDSU were meant to be utilized solely by the Department of Military Science at that school, and not generalizable outside that university. However, with minor modifications, the questions can be adapted for use by other ROTC programs to assess the image that their programs have on their own campuses. As far as assessing the factors which influence an individual's desire to enroll in ROTC and measure the effectiveness of the recruiting and publicity program, this questionnaire is inappropriate and other means are necessary to evaluate these criteria.

The following section of this research project will discuss the methods used to assess the accomplishment of the recruiting and publicity program and identify the factors which influence an individual's decision to enroll in ROTC.

Chapter III

RESEARCH METHODOLOGY

This chapter provides an explanation of research methodology used to formulate and assess the effectiveness of procedures employed to promote Army ROTC at the University of Montana.

The purpose of this study was to assess the effectiveness of current methods employed to recruit, advertise and promote Army ROTC at the University of Montana. The results of this study were designed to provide the ROTC Department faculty with a basis for possibly altering recruiting and advertising program emphasis. To accomplish this goal, three key objectives of the UM Recruiting and Publicity Plan¹⁸ were selected as measures of the program's effectiveness. Specific program objectives investigated were:

- 1) Is the public informed about Army ROTC?
- 5) Is the public aware of the opportunities that Army ROTC offers?
- 6) Have "equal opportunities" and the "citizen-soldier" concepts been stressed?

Additionally, as it was believed that many factors influence individual attitudes about Army ROTC enrollment, an attempt was made in this study to assess the relevance of interpersonal influences that may affect an individual's enrollment in ROTC.

Due to the need to obtain student opinions and comments desired by this study, a survey questionnaire was determined to be the most efficient and economical method of obtaining the information.

The prime target population that Army ROTC focuses its recruiting efforts toward consists of high school juniors and seniors; and college freshmen, sophomores, juniors and veterans attending the University of Montana.¹⁹ For sampling convenience, the target population for this study was limited to freshmen and sophomores attending the university during the Spring Quarter of the 1981 school year. These students were selected because they are the only presently enrolled group that can be effected by the results of this study. The disadvantages of attempting to survey high school students include the possibility that those students who may be surveyed may not go on to college and secondly, those who do go on to college may not enroll at the University of Montana. Students who are academically college juniors, at the time of the survey administration, would not have been eligible for enrollment in Army ROTC by the time the study was completed. Veterans consist of only a small proportion of the student population, and therefore were not segregated from the sampling frame.

In order to provide a meaningful measurement of how well the recruiting and publicity program objectives had been accomplished, the survey was administered to two groups of students who possessed similar demographic characteristics (i.e. age, sex, major field of study and academic class standing). One group consisted of 83% of the students enrolled in the freshman and sophomore level ROTC classes. The other group consisted of a small sample of students not enrolled in ROTC but who possessed similar characteristics as those who were enrolled in ROTC.

Because students enrolled in ROTC may be representative of the general campus make-up, the matched group comparison was considered appropriate in order to validate differences in responses.

The sampling frame was selected because it provided an economical means of assessing the attitudes of a small group of students who possessed characteristic similarities with respect to the kinds of decisions each individual has had to make (i.e., choice of career and/or academic field of study and personal aspirations). The only major difference between the groups was that one had elected ROTC enrollment while the other had not. This factor provides a means of checking the degree of difference between the groups responses, and thereby provides a more clear understanding of the results received. This approach to judge the effectiveness of the ROTC program's publicity and advertising efforts by comparing the successes of the program to characteristically similar non-enrolled students is considered a valid approach in order to obtain concrete practical results that can be put to use in making significant changes in the focus of the recruiting and retention program.²⁰

The responses from the significantly large sample of ROTC students allowed for strong inferences to be made from that data, while care was taken not to over-generalize the results of the non-ROTC student group.

Several university instructors were approached and consented to allow their classes to be surveyed. Class rosters were compared between the ROTC freshman and sophomore classes to a freshman level Public Speaking class and a freshman level Political Science American Government class.

It was determined that a good match based on the demographic information of the two groups was possible and administration dates were scheduled. (See pages 15, 16 and 47 of this report for how the matches occurred).

An initial survey questionnaire was prepared and pretested on a separate group of twenty students on 11 and 12 May 1981. The pretest questionnaire consisted of 20 questions and included four (4) questions which addressed each of the three (3) recruiting and publicity program objectives. Additionally, four (4) questions pertained to demographic data (i.e., age, sex, major field of study and academic class standing) and four (4) questions were directed at identification of interpersonal influences. Responses to the pretest survey identified several discrepancies in wording and choice options. A second pretest was prepared and administered to another group of 10 respondents on 20 May 1981. This questionnaire asked for the same demographic information from respondents but placed greater emphasis on a much more precise and enlarged section of questions on interpersonal influences of enrollment in Army ROTC. Twenty-Six questions were asked. Four (4) questions pertained to demographic data, six (6) pertained to how well the respondents were informed about ROTC, four (4) questions addressed Army ROTC opportunities, six (6) questions determined how well the concepts of equal opportunities and the citizen soldier had been stressed, and ten (10) questions were asked about interpersonal influences. Results of the second pretest were more favorable. (See pages 18 and 19 of this report for pretest changes).

The final instrument contained essentially the same questions as did the second pretest and was administered to the students enrolled in

Army ROTC freshman and sophomore level courses on 26 and 28 May 1981. Students enrolled in the Public Speaking class were administered the survey on 1 June 1981 and the American Government class was administered the survey on 4 June 1981. The survey questions administered to the different groups were identical, except that questions 17, 18, 19 and 20 of the survey administered to ROTC students were phrased in the past tense, while, non-ROTC students were asked the same questions in the future tense.

There were thirty-six (36) surveys administered to the students enrolled in the freshman and sophomore level ROTC classes. Surveys were administered in the Public Speaking and American Government courses only to consenting students. Fifty-six (56) non-ROTC students in these last two classes volunteered to participate in the survey. Four students elected not to respond on the questionnaire in the last two classes. All enrolled ROTC students consented to participate.

Initial analysis began with matching non-ROTC student questionnaires with ROTC enrolled students. Matching consisted of comparing students using the demographic information provided. ROTC students were matched as closely as possible with non-enrolled students from the Public Speaking and American Government classes. A ROTC student and a non-ROTC student were matched as shown in the following chart: (See also Table 4, page 47 for a comparison listing of each participant)

	<u>Total Surveys Accepted</u>	
	<u>ROTC</u>	<u>Non-ROTC</u>
Male	20	20
Female	10	10
Total	<u>30</u>	<u>30</u>

	<u>Total Surveys Not Accepted</u>	
	<u>ROTC</u>	<u>Non-ROTC</u>
Male	2	13
Female	4	13
Total	<u>6</u>	<u>26</u>

Total Surveys Administered: 36 56

The six surveys administered to ROTC students which were not accepted consisted of individuals either beyond the age of consideration of that of the prime group (4 surveys) or because demographic data provided could not be matched to any non-ROTC students (2 surveys). Surveys completed by non-ROTC students that were not used could not be matched to any of the six remaining ROTC student surveys not used.

Identical matches were virtually impossible due to the limited number of samples obtained. Not more than one year difference in age was considered optimal (23 cases). Seven other respondents were also selected as matches who possessed 2, 3 or 4 years age difference because of other characteristic similarities that provided a good match. Additionally, students were matched by major field of study in 29 of 30

cases. The remaining match was History Major to a "general" education student. Finally, in 21 cases, students were matched to students of the same academic class. The remaining 9 informants were matched as close as possible in age.

Chapter IV

COMPOSITION OF THE QUESTIONNAIRE

The survey questionnaire was designed to elicit data about the personal background of the respondent and his/her attitudes toward Army ROTC. Specifically, the survey was designed to assess how well informed students are of the Army ROTC program by evaluating the effectiveness of the recruiting and publicity program. In the first part of the questionnaire (question 1) informants were asked to respond to four (4) demographic questions, which were used solely for the purpose of matching the two groups by means of similar qualities of experience (i.e., age sex, major field of study and academic class standing). The second part consisted of six questions (questions 2 through 7) which measured how well the public is informed about Army ROTC, and in particular, at the University of Montana. The third part of the survey consisted of four questions (questions 8 through 11) which measured how well the public is aware of the opportunities offered by Army ROTC. The fourth part of the survey consisted of five questions (questions 12 through 16) which evaluated how well the concepts of "equal opportunity" and the "citizen soldier" had been stressed. The final portion of the survey consisted of ten questions (questions 17 through 26) which assessed student attitudes to determine the extent of interpersonal influence which may affect an individual's choice whether to enroll in ROTC.

The wording of each question received a great deal of scrutiny, in the two pretests in order to preclude the respondent from develop-

ing a set pattern of response (i.e., all agree or all disagree). Additionally, many questions allowed for greater variety of response than originally planned. For instance, "no opinion" responses were added to opinion asking questions, ambiguous questions were deleted or words changed and several open-ended questions were added because of endless response possibilities to certain questions. The administration of two pretests helped to resolve many of these technical errors.

Seventeen of the twenty-six questions on the questionnaire were administered utilizing the Likert scale format²¹ for attitudinal measurement. In ten of these questions, five variations in degrees of response were available to the respondent (i.e., strongly agree, agree, don't know, disagree and strongly disagree). For the purposes of this study any further degree of discrimination of attitudinal response was not considered necessary to accomplish the practical benefits that were desired in this study. It was also doubtful that distinctions would have been any more meaningful had seven, nine or more options been available to the respondents.

Analysis of the Likert format questions consisted of applying weights to the responses (during analysis), ranging in value from +2 to +6, as shown in the example below:

Students can take Army ROTC classes without being obligated to serve in the Army.

(WEIGHT)

() Strongly agree

(6)

- () Agree (5)
- () Don't know (4)
- () Disagree (3)
- () Strongly disagree (2)

The remaining seven Likert format type questions added to the range of response possibilities the comment "no opinion." When chosen by the informant these responses were coded "1". "No opinion" responses provided the study a better discrimination than was otherwise available through the "don't know" response. "No opinion" was available as a response whenever a question asked opinion responses and was not offered when only factual responses were appropriate.

The remaining nine questions of the survey consisted of five "yes/undecided-don't know/no" formatted questions that were weighted +5, +4 and +3 respectively, and four questions of the open-ended format that were weighted for analysis with a range of +1 to +6. The researcher's judgement determined how favorable or unfavorable responses were to the open-ended responses based on the question and response provided by the informant.

Upon completion of the surveys by the student participants, the researcher matched the two groups as close as possible, based on the demographic data provided in question one. Refer to Table 4, page 47 for a comparison of the two groups.

Responses in each group were sorted first by eliminating juniors, seniors and graduate students from consideration. Then each group

was sorted by sex. Thereafter, a respondent not enrolled in ROTC was located as a match to a ROTC student that possessed closely approximating characteristics of age and major field of study. See pages 15 and 16 of this report for specific criteria of how matches were obtained. If no match was possible, then the survey was not used. The importance of having two groups of comparable characteristics carried greater importance to this study than a more representative probability sampling process.

Analysis of the data began once the two co-equal (by characteristics) groups were formulated. Each group was considered independent of the other. Analysis was done as a group and further subdivided with statistical analyses conducted by separating males from females in order to discriminate this subgroup's attitudes independently.

As mentioned previously, ordinal scale weights were used to measure favorable versus unfavorable opinion of each respondent to each question. The three concepts evaluated were measured by adding each individual's scores to questions in each category to arrive at that respondent's overall category or concept opinion. Favorable or unfavorable attitude was evaluated by concept and by question response within each subgroup and group.

Upon completion of the independent group analyses, a comparison was made of the responses given by each group. Comparisons were made to each question response and to the overall categorical or conceptual measurement in order to determine a pattern of differences or similar-

ities in the two groups (ROTC versus non-ROTC, male versus female).

Responses from each group (ROTC and non-ROTC) revealed information that indicated not only the degree to which the recruiting and publicity program is being accomplished, but also interests and disinterests, perceptions and misperceptions, and feelings that each group had which may ultimately effect the course of instruction and information to be disseminated to all students and the public regarding Army ROTC.

Given the objective of this study which was to assess the accomplishment of the recruiting and publicity program of the Army ROTC program at the University of Montana, it would be unwise to attempt making many inferences beyond its purview. The way the sample was drawn and the number of participants was purposive, and may not provide a complete or true cross-section of the University of Montana campus population. However, on the other hand, by approaching this study in the fashion discussed previously, it was the most efficient, economical and realistic means available to gather the information needed with a degree of accuracy that is acceptable. Additionally, in contrast to the limitations on making strong generalizations to the overall population, the approach taken by this study gains a strong sense of understanding the motivations, interests and disinterests of a cross-section of the target population.

The students and the groups they represent have experienced similar course, career and activity opportunities. The major differ-

ence between them lies in the fact that one has elected ROTC enrollment, while the other has not. This factor provides a strong case that allows for making a meaningful and true assessment of the recruiting and advertising program, with better generalizability from a small sample, by judging the program's successes (ROTC students) and comparing their responses with students having similar characteristics, but who are not enrolled in the program. Secondly, because the students who are enrolled in Army ROTC classes may not be a true or representative cross-section of the campus make-up, the matched group comparison provides the capability of checking response and variable results for accuracy.

Chapter V

ANALYSIS OF QUESTIONNAIRE RESULTS

As mentioned previously in this paper, there were three key objectives of the recruiting and publicity program of the University of Montana Army ROTC that were selected in order to measure the program's effectiveness. The specific questions asked by this survey were:

- 1) Is the public informed about Army ROTC?
- 2) Is the public aware of the opportunities that Army ROTC offers?
- 3) Have "equal opportunities" and the "citizen soldier" concept been stressed?

The questions listed above represent objectives 1, 5 and 6 respectively, of the University of Montana recruiting and publicity plan.

Survey questions 2 through 7 were used to assess the concept of "Is the public informed about Army ROTC?" Survey questions 8 through 11 were used to assess the concept of "Is the public aware of the opportunities that Army ROTC offers?" Survey questions 12 through 16 were used to assess the concept of "Have 'equal opportunities' and the 'citizen soldier' concepts been stressed?" An additional ten questions (survey questions 17 through 26) were used to assess the interpersonal influences associated with enrollment or non-enrollment in ROTC.

Results of each concept evaluated are shown in Tables 2 and 3. For detailed analysis of responses to each question, refer to Appendix A on pages 45 through 76.

Table 2

CONCEPT ANALYSIS BY GROUP RESPONSE TO QUESTIONS

Concept 1: Is the Public Informed About Army ROTC:

<u>ROTC:</u>	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Q 2	20	10	0	0	0	0
3	18	7	0	2	0/2	0/1
4	18	10	0	0	0/2	0
5	18	10	0	0	0/2	0
6	13	7	5	1	0/2	0/2
7	19	8	1	1	0	0/1
TOTAL	106	52	6	4	8	4
Mean:	17.67	8.67	1.00	.67	1.33	.67
% of Total	88.33	86.66	5.00	6.67	6.67	6.67
Total M/F	158/87.78%		10/5.55%		12/6.67%	

<u>Non-ROTC:</u>	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Q 2	19	9	1	1	0	0
3	7	3	7	4	0/6	0/3
4	12	7	2	0	0/6	0/3
5	10	6	5	2	0/5	0/2
6	4	2	4	3	0/12	0/5
7	8	5	8	3	2/2	1/1
TOTAL	60	32	27	13	33	15
Mean:	10.00	5.33	4.50	2.16	5.50	2.50
% of Total	50.00	53.33	22.50	21.67	27.50	25.00
Total M/F	92/51.11%		40/22.22%		48/26.67%	

Table 2--Continued

Concept 2: Is The Public Aware Of The Opportunities That Army ROTC Offers?

<u>ROTC:</u>	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Q 8	20	10	0	0	0	0
9	19	10	0	0	1	0
10	17	9	1	1	2	0
11	13	6	4	3	3	1
TOTAL	69	35	5	4	6	1
Mean:	17.25	8.75	1.25	1.00	1.50	.25
% of Total	86.25	87.50	6.25	10.00	7.50	2.50
Total M/F	104/86.67%		9/7.50%		7/5.83%	

<u>Non-ROTC:</u>	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Q 8	9	9	4	0	1/6	1/0
9	11	7	5	0	3/1	2/1
10	10	7	7	0	2/1	3/0
11	4	2	12	5	0/4	0/3
TOTAL	34	25	28	5	18	10
Mean:	8.50	6.25	7.00	1.25	4.50	2.50
% of Total	42.50	62.50	35.00	12.50	22.50	25.00
Total M/F	59/49.17%		33/27.5%		28/23.33%	

Table 2—Continued

Concept 3: Have "Equal Opportunities" and the "Citizen-Soldier" Concepts Been Stressed?

<u>ROTC:</u>	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Q 12	10	10	6	0	4	0
13	11	7	6	2	3	1
14	13	6	4	3	3	1
15	9	6	6	2	5	2
16	16	10	1	0	3	0
TOTAL	59	39	23	7	18	4
Mean:	11.8	9.75	5.75	1.75	4.50	1.00
% of Total	59.00	78.00	23.00	14.00	18.00	8.00
Total M/F	98/65.33%		30/20%		22/14.67%	
<u>Non-ROTC:</u>	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Q 12	6	4	4	0	0/10	0/6
13	5	2	8	5	0/7	0/3
14	6	3	8	4	0/6	0/3
15	9	4	4	2	2/5	2/1
16	7	6	5	2	1/7	1/1
TOTAL	33	19	29	13	38	18
Mean:	6.60	3.80	5.80	2.60	7.60	3.60
% of Total	33.00	38.00	29.00	26.00	38.00	36.00
Total M/F	52/34.67%		42/28%		56/37.33%	

Table 3

CONCEPT ANALYSIS BY INDIVIDUAL RESPONSE

Concept 1: Is the Public Informed About Army ROTC:

	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
ROTC:	20	10	0	0	0	0
TOTAL:	30		0		0	
% of TOTAL:	100%		0%		0%	
NON-ROTC:	9	4	9	5	2	1
TOTAL:	13		14		3	
% of TOTAL:	43.33%		46.67%		10%	

Concept 2: Is the Public Aware of the Opportunities That Army ROTC Offers?

	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
ROTC:	20	10	0	0	0	0
TOTAL:	30		0		0	
% of TOTAL:	100%		0%		0%	
NON-ROTC:	11	3	6	4	3	3
TOTAL:	14		10		6	
% of TOTAL:	46.67%		33.33%		20%	

Concept 3: Have "Equal Opportunities" and the Citizen Soldier" Concepts Been Stressed?

	<u>INFORMED</u>		<u>MISINFORMED</u>		<u>NO OPINION/ DON'T KNOW</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
ROTC:	14	10	6	0	0	0
TOTAL:	24		6		0	
% of TOTAL:	80%		20%		0%	
NON-ROTC:	2	2	8	4	10	4
TOTAL:	4		12		14	
% of TOTAL:	13.33%		40%		46.67%	

Table 2 shows responses to each question/concept by total responses provided by each group. Responses to each group of questions are shown in one of three categories: (1) INFORMED--responses to the question provide an acceptable level of understanding of the subject. (2) MISINFORMED--responses to the question do not provide an acceptable level of understanding of the subject. (3) NO OPINION/DON'T KNOW--responses are segregated by question, however, are combined to determine totals for the group of questions. This format was selected as the means for analyzing the three concepts because of the discrimination provided by the cumulative level of understanding to each subject. Table 3 provides a breakdown of each individual's cumulative responses by concept evaluated. An individual is classified into one of three categories based on his/her understanding of the subject matter assessed in each category: (1) INFORMED--responses to the questions asked provide an acceptable level of understanding of the concept evaluated. (2) MISINFORMED--responses to the questions asked do not provide an acceptable level of understanding of the concept evaluated. Responses to these questions showed some understanding and misunderstanding of the subjects being evaluated. (3) NO OPINION/DON'T KNOW--responses shown in this category show respondents who are either undecided or neutral in their overall responses to the concept evaluated.

The results of the survey provide an indication of differing levels of understanding between the ROTC and non-ROTC groups, based

quite simply on the amount of exposure to ROTC experienced by the two groups. At the time this survey questionnaire was administered, ROTC students as a group had been exposed to at least 18 hours of classroom lectures and discussions with Army ROTC personnel. On the other hand, only three of the non-ROTC students have been exposed to an ROTC class and fewer have had any exposure to ROTC personnel. The major concern here, however, is not the differing level of understanding between the groups, because it is clear as in other fields of education that through time, exposure and experience an individual acquires the appropriate knowledge and understanding of the field. What is of importance from this study is whether or not the means utilized to inform the public about Army ROTC are adequate. Therefore, analysis concerning the three concepts used to evaluate the effectiveness of the recruiting and publicity program place greater emphasis on the results obtained from non-ROTC students.

To the question/concept: Is the public informed about Army ROTC?, non-ROTC students responded with only about half of the group "informed" about Army ROTC to a level considered acceptable. 28 of 30 non-ROTC students knew of the existence of a University of Montana Army ROTC program. Beyond that, however, the level of knowledge and understanding diminishes rather quickly. There is a great deal of misunderstanding or lack of understanding among members of this group concerning some of the most vital and important aspects of the Army ROTC program. For instance, many non-ROTC students (36%) do not

understand the overall purpose of the ROTC program; an even greater number (46%) do not understand that by taking an Army ROTC class, they are not obligated for any reason to the Army; and 80% of the non-ROTC students polled are not familiar with the various methods of completing commissioning requirements. Additionally, only 43% of the members of the non-ROTC group polled have a positive opinion with respect to the esteem they feel an Army officer should have.

The responses and results indicate a definite lack of factual understanding and quite possibly appeal for the Army ROTC program. It would seem reasonable that the many individuals (57%) not feeling positive about Army officers would be difficult to persuade into joining an organization of which they are not particularly fond. To complicate efforts to change this apparent lack of understanding, it does not appear likely that direct mass mail will be overly productive, as only one-third of the non-ROTC students surveyed expressed a willingness to take the time to read a letter about Army ROTC.

Providing information to students can be more productive than impersonal communication means (i.e., letters, newspaper and radio ads) as indicated by the number of students, both ROTC and non-ROTC, who were exposed initially to the University of Montana program from interpersonal contact in the majority of cases. Of those sampled, 65% listed some kind of interpersonal contact as their source of information, with 25% indicating a friend as a source. This is not surprising since studies have shown that the majority of time spent in communi-

cation activities is classified as interpersonal.²²

Face-to-Face communications are superior under most circumstances,²³ as may be inferred from the data provided in this study.

Only when the sender is able to experience direct feedback from the receiver can he really sense what the receiver is hearing and what he is failing to hear. In other words, personal contact and face-to-face communication have the potential capability of bringing out into the open contradictory information already in the receiver's mind.²⁴

Personal contact and face-to-face communications need to be utilized by the Army ROTC Department to the maximum extent possible. Although the recruiting and publicity program identifies this method as the primary means of selling the ROTC program,²⁵ a great deal more can and should be done. As evidenced by the lack of understanding and distorted image of Army ROTC that many students have, a great deal more emphasis on personal contact and face-to-face communication appears to be needed.

ROTC staff and cadre must make an extra effort to get exposure with the students and faculty on campus and off through participating in open forums, meetings and guest lectures. Also, a genuine effort to develop relationships with students requires being approachable in less formal surroundings that are available through contact in the ROTC offices. Finally, of utmost importance is the presentation of exciting, worthwhile and academically rewarding classes of interest to a large segment of the campus population. Although not covered by this

study, additional emphasis needs to be directed at developing better relationships with prospective college students and particularly their high school guidance counselors in the nearby high schools.

Probably the most effective and least utilized resources available to the Army ROTC program for disseminating information on an interpersonal basis are the students enrolled in ROTC classes, Survey results indicated that 73% of non-ROTC students had acquaintances enrolled in Army ROTC. Here is an extremely valuable and potentially effective resource for at least disseminating information about Army ROTC. A great deal of care must be given to providing enrolled students with information, answering their questions and insuring that they first understand what the program is all about. Additionally, students enrolled in the ROTC program must enjoy it, believe in it and be willing to tell others about it. Through conversations with many enrolled students, this author has found that these last factors are not always so. Although not specifically addressed in this study, even enrolled students are dissatisfied with many of their experiences in Army ROTC, and as a result, are a much greater detriment than what one would initially imagine. Much more emphasis needs to be given to improving student satisfaction and their ability to help promote and advertise Army ROTC.

To the question/concept: Is the public aware of the opportunities that Army ROTC offers?, non-ROTC students responded with only about 60% of the group "informed" about the opportunities of Army ROTC to

a level considered acceptable. This factor is not unusual given the relative lack of information possessed by these students.

The most significant responses in this group of questions pertains to question 11 which asked: Participation in Army ROTC would be beneficial to my area of study. Most ROTC students (63%) agreed with the statement, 13% didn't know and a surprising 24% disagreed. Only 20% of the non-ROTC students felt participation would be beneficial, 23% didn't know and 57% disagreed with the statement. The reasons for such a high percentage of students feeling that ROTC would not be beneficial to their area of study cannot be obtained from the responses given in this study. However, it is believed that this is an important finding that deserves further study. Based on my experience, this data seems to indicate that students may not have been looking at the total program when they responded to this question. This too, may be caused by the lack of information about Army ROTC possessed by the students, but does not explain why ROTC students responded negatively to this question. Another explanation might be the fact that there are many academic fields for which ROTC enrollment is not complementary. A check of the surveys accounts for some of the disagreement, but not significantly.

It would seem reasonable at this juncture to suggest that there is an apparent link between how aware the public is of ROTC opportunities available to them is dependent upon the amount of accurate information possessed by them. It therefore seems appropriate to place much

more emphasis on informing the public, then secondly, reinforcing that knowledge with information concerning the available opportunities.

To the questions/concept: Have "equal opportunities" and the "citizen soldier" concepts been stressed?, it does not appear from the data provided in this survey that much emphasis has been given to publicizing this information in the ROTC classroom or in advertising materials. Only 80% of the ROTC students and 13.33% of the non-ROTC students are considered "informed" of the concept questioned. Over 43% of the non-ROTC students and 20% of the ROTC students are "mis-informed" about the concept. Also, over 43% of non-ROTC students sampled are not sufficiently informed, undecided or neutral on this issue.

Because of this concept's dependency on the amount of information about Army ROTC possessed by the individual, it seems reasonable, as in the case of the last concept, to emphasize this concept as a means of reinforcing an individual's knowledge about ROTC. This seems to be the case as indicated by the reduced level of informed students in both groups to questions posed to them evaluating this concept.

There are some significant results to questions asked in this group. First, question 13 asked students if upon completion of ROTC an individual is obligated to serve in the active Army. Both ROTC and non-ROTC groups responded with no clear-cut trend. Obviously to those who are aware, the response should have indicated disagreement, as there are several choices to be made and active duty is only one of them. However, students, to include those enrolled in ROTC, are

apparently not fully aware of the options available to them. This is an important factor when considered along with question 10, where 28.3% of all students indicated that the possibility of serving in the active Army was the least appealing aspect of Army ROTC.

The point to be made here is that ROTC has something to offer the individuals who are not interested in an active duty Army commitment. The citizen soldier (National Guardsman/Reservist) is every bit as important as recruitment and promotion of active duty and guaranteed job opportunities presently headlining advertising material.

An added point to be made concerning this question is that there is a great deal of misinformation that needs to be corrected. ROTC students especially need to understand their options because unless they are satisfied, they are less than effective recruiters as well as leaders.

A second question of this concept (question 14) resulted with mixed responses. Students were asked if they believed all Army ROTC classes stressed infantry-oriented tactical and physical training. There appears to be a great lack of information or a distorted image of ROTC as evidenced by only 47% of all students disagreeing with this statement. More attention needs to be given to accurately explaining to students the kind of training and instruction provided in each level of the ROTC program and its purpose in relationship to follow-on training offered at service schools.

Finally, question 16 resulted in responses of considerable mix

especially among non-ROTC students. When asked the question of whether ROTC benefits the University and the community by providing a poised and practically trained citizen, 57% of the non-ROTC students were either neutral, undecided, not adequately informed to respond one way or the other or were misinformed.

An important characteristic of the responses given in this group of questions is the content of the information that is being disseminated. While channels of communication chosen are an important consideration, the content of a message is equally, if not more important, in terms of achieving the desired effect upon the receiver of the message.²⁶

This study has identified several areas in which information was either lacking or inaccurate. In each of these areas, more information needs to reach the students and it is recommended that the methods outlined previously be utilized in order to achieve this goal.

With regard to the survey questions 17 through 26 that asked students about the interpersonal influences on their enrollment in ROTC, there does not appear from the data obtained to be any significant link that would suggest a relationship that encourages or discourages enrollment in the program. There may be a relationship as indicated by the results of the analysis on students who were undecided about enrollment (survey question 26), however, this data is not conclusive enough by itself and requires additional study to determine significance.

Based on my own experience, it seems reasonable that an individual

would be much more receptive to joining a group, if others whose opinions he values provide him encouragement to join the group. The results of this study seem to suggest, however, that an individual's decision is just that. Whatever possible or negative forces that may influence an individual's decision, have in fact minimal affect. The decision appears to be a combination of both rational and irrational stimuli that must be analyzed on a case-by-case and individual basis to determine primary motivations for having enrolled or not.

CONCLUSION

The findings of this study should be viewed primarily as providing a basic foundation for interpretation by the University of Montana Army ROTC Department to determine future endeavors of recruitment, advertising, program promotion and research, considering the context in which the students were selected and the data analyzed.

The data, drawn from an intentionally purposive sampling of the freshman and sophomore population at the University of Montana, suggests that the Army ROTC program is not an integrated part of their lifestyles. Sample participants not enrolled in Army ROTC tended not to have a high degree of knowledge about the ROTC program and were not aware of the various opportunities available to them as a result of enrollment, or the implications either might have on their future. While most of the students are aware that ROTC is available to them, their overall concept of the program is limited and in many cases at variance with a ROTC student's views or objectives. Enrolled students possess an acceptable degree of knowledge about the program and its opportunities, however, in many cases their understanding is also inaccurate.

Considering the results of this study, the Army ROTC Department at the University of Montana needs to pursue a more personally oriented advertising and publicity program. Mass mail-out letters, hand-outs, newspaper ads and other indirect means of communication provide very limited feedback, whereas personal contact has the advantage of not

only soliciting two-way communication and response, it can clarify and correct inaccurate information possessed by the prospective student. In this regard, information concerning the role and purpose of Army ROTC, the type of training and instruction offered, obligatory requirements of enrollment and commissioning, branch options, financial benefits and career opportunities all need to be stressed. To accomplish this task, greater emphasis needs to be placed on informing students accurately by establishing personal face-to-face contact with students, being honest with them and thereby, gain their trust, confidence and enthusiasm with the program.

Of even greater importance to a successful recruiting and advertising program than improving the awareness of the general campus population is the necessity to retain students already enrolled in the ROTC program. ROTC students must enjoy it, believe in it and be willing to tell others about it.

The results of this study suggest that a great deal more can and should be done to take advantage of the ROTC program's most valuable recruiting and advertising resources--the ROTC students--given the large majority of non-enrolled students who have acquaintances enrolled in Army ROTC.

The key to success of the recruiting, advertising and publicity program rests with the students enrolled in the ROTC classes. ROTC students therefore, control the fate of the program by their association, involvement and actions with other students on and off campus.

Many ROTC students lack an accurate understanding of the information that is important not only to decisions they must make concerning continued enrollment in ROTC, but also to their effectiveness as promoters of the ROTC message, if asked questions by others they themselves cannot accurately answer. ROTC students need to receive instruction and counseling in all of the areas measured in this study during the first quarter of enrollment in the program. Thereafter, the information needs to be periodically reiterated because it cannot be assumed to be retained indefinitely and accurately. Of particular importance is the need to stress the various commissioning options and obligations available, opportunities equally available to both men and women, type of training one can expect through continued enrollment and the benefits that ROTC training can provide to each individual regardless of academic field or career choice.

ROTC instruction and training need to be exciting, worthwhile, enjoyable and academically rewarding. The instruction and training need to be tailored to what the students need and can understand, not necessarily what the instructor likes or thinks is appropriate. Additionally, personalized counseling of students is probably more important than classroom instruction in regard to giving students an opportunity to express views and solicit responses to questions they do not feel comfortable voicing in front of others. Individualized counseling, instruction and training add a personal touch to the relationship with

the students that is important in order to better understand the persons needs and desires, encourages comfortability and indicates to the students that someone cares.

Unless ROTC students who have voluntarily entered the ROTC program are satisfied, enthusiastic and adequately informed of all aspects of the program, they will be less than productive disciples and promoters. If on the other hand, they are treated well and fairly, and enjoy what they are doing in the program, they will encourage others to check it out.

FOOTNOTES

1. Data was obtained through a review of the commissioning log-books, dating from June 1923 to present, maintained in the Military Science Department, University of Montana.
2. For example, see "What's Behind ROTC Attack," New York Times, 17 May 1969., p.6; "Study Reveals Continued Need for ROTC, Emphasizes Improvements in Communications," Commander's Digest (Department of Defense, Washington, D.C., 17 Oct 70, p.1, 6, 7); and, "The Final Report By The Ad Hoc Committee to Study the ROTC Curriculum," The President's Committee on the Curriculum, University of Oregon, Eugene, OR, 12 Mar 70.
3. "Final Report," Ad Hoc Committee on ROTC Programs, University of Montana, 19 Mar 71, pp. 1-3.
4. "U of M Recruiting and Publicity Plan," Department of Military Science, University of Montana, Missoula, MT, 15 October 1980, p. 1.
5. "Fact Sheet on Montana State University, Missoula, Montana: An ROTC Sponsoring Institution." Department of Military Science, MSU, 1 January 1964, p. 2.
6. Ibid.
7. Army Regulation 145-1, Reserve Officer's Training Program, Senior ROTC, Department of the Army, Washington, D.C., 1 August 1980, p. 1-1.
8. Data was obtained through review of the commissioning logbooks, dating from June 1923 to present, maintained in the Military Science Department, University of Montana.
9. "Fact Sheet on Montana State University, Missoula, Montana: An ROTC Sponsoring Institution." Department of Military Science, MSU, 1 January 1964, p. 2-3.
10. "Final Report," Ad Hoc Committee on ROTC Programs, University of Montana, 19 Mar 71, pp. 1-3.
11. Army Regulation 145-1, Reserve Officer's Training Program, Senior ROTC, Department of the Army, Washington, D.C., 1 August 198, p. 2-3.
12. "U of M Recruiting and Publicity Plan," Department of Military Science, University of Montana, Missoula, MT, 15 October 1980, p. 1.

13. Ibid., p. 2.
14. Ibid.
15. Ibid., p. 2-3.
16. For example, see "What's Behind ROTC Attack," New York Times, 17 May 1969, p. 6; "Study Reveals Continued Need for ROTC, Emphasizes Improvements in Communications," Commander's Digest (Department of Defense, Washington, D.C., 17 Oct 70, p. 1, 6, 7); and "The Final Report By The Ad Hoc Committee to Study the ROTC Curriculum," The President's Committee on the Curriculum, University of Oregon, Eugene, OR, 12 Mar 70.
17. "External Communication Project for Army ROTC," Organizational Communication 484, North Dakota State University, Fargo, ND, 1979.
18. "U of M Recruiting and Publicity Plan," Department of Military Science, University of Montana, Missoula, MT, 15 October 1980, p. 1.
19. Ibid., p. 2.
20. John M. Johnson, Doing Field Research, (New York: Free Press, 1975), p. 15-16, 214.
21. Gardner Murphy and Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, No. 140 (1932).
22. See Terence R. Mitchell, People in Organizations, (New York: McGraw-Hill Book Co., 1978), 9:205; R. Wayne Pace, "Oral Communication and Sales Effectiveness," Applied Psychology, 46 (October 1962), p. 231-324; D. A. Level, "Communications Effectiveness: Method and Situation," Journal of Business Managerial Psychology, 2d ed., (Chicago: University of Chicago Press, 1964).
23. Ibid.
24. Ibid.
25. "U of M Recruiting and Publicity Plan," 15 Oct 80, p. 2.
26. See Terence R. Mitchell, People in Organizations, (New York: McGraw-Hill Book Co., 1978), 9:205-207; and Denis McQuail, Communication: Social Processes, (New York: Longman, Inc., 1975), 1:3-25.

Appendix A

ARMY ROTC RECRUITING AND PUBLICITY PROGRAMSURVEY RESULTS

The results section of this report contains a listing of data compiled from the administration of the questionnaire "An Assessment of Army ROTC Recruiting and Publicity Program." The wording of each question is given, followed by data presented in table form showing the possible response category, the absolute frequency of each response and the percentile frequency for each of the two tested groups (ROTC and non-ROTC students). Subgroups are separated from the group response for the convenience of saving space. A measure of central tendency is computed on the basis of the absolute frequency and is recorded relative to the "CODE" number series listed to the left of each possible response. A brief explanation of question intent and a summary analysis follows each table.

1. Respondent Information:

		<u>ROTC</u>	<u>Non-ROTC</u>
Age:	Mean:	20.1	20.1
Sex:	Male:	20	20
	Mean Age:	20.05	20.00
	Female:	10	10
	Mean Age:	20.02	20.3

Major Field of Study: (See Table 2)

Academic Class Standing:

Freshman:	19	14
Male:	13	11
Female:	6	3
Sophomore:	11	16
Male:	7	9
Female:	4	7

Information obtained from this data was used only to assimilate each group into characteristically comparable groups for analysis.

Table 4

COMPARABILITY OF SURVEY RESPONDENTS

Survey Control No.	<u>ROTC</u>				<u>Non-ROTC</u>			
	<u>Age</u>	<u>Sex</u>	<u>Class</u>	<u>Major Field</u>	<u>Age</u>	<u>Sex</u>	<u>Class</u>	<u>Major Field</u>
1	20	M	S	Bus. Admin.	21	M	S	Business
2	19	M	S	Business	20	M	S	Bus. Admin.
3	21	M	F	Business	20	M	S	Business
4	20	M	F	Bus. Admin.	19	M	F	Bus. Admin.
5	20	M	F	Bus. Admin.	19	M	F	Business
6	19	M	F	Bus. Mgt.	19	M	F	Bus. Admin.
7	19	M	F	Geography	19	M	F	Geography
8	19	M	F	Ed., Soc/Psych.	21	M	F	Sociology
9	19	M	F	Forestry	19	M	S	Res. Conserv/Forestry
10	24	M	S	Business	23	M	S	Bus. Fin.
11	20	M	F	Geology	20	M	S	Geology
12	19	M	F	Pre-Law	19	M	F	Pre-Law/Bus. Admin.
13	23	M	S	Forestry	19	M	F	Forestry
14	20	M	F	History	23	M	S	General
15	18	M	F	Pol. Sci.	18	M	F	General-Poli. Sci.
16	21	M	S	Pol. Sci./History	23	M	S	Pol. Sci.
17	20	M	S	Ed., Engl., Psych.	18	M	F	Education
18	20	M	F	General	20	M	F	General
19	18	M	F	Computer Science	18	M	F	Computer Science
20	22	M	S	Wildlife Bio., Botany	22	M	S	Ed., Botany
21	19	F	F	Bus. Admin.	19	F	F	Bus. Admin.
22	20	F	S	Bus. Admin.	20	F	S	Bus. Admin.
23	23	F	F	Elem. Education	20	F	S	Elem. Education
24	20	F	S	Geology-Gen. Science	23	F	S	Gen. Science
25	19	F	F	Biology-Gen. Science	19	F	F	Gen. Science
26	22	F	F	Soc/Psychology	23	F	S	Elem Ed., Soc/Psych.
27	18	F	F	Soc., Pre-Law	19	F	S	Sociology
28	19	F	F	Forestry	19	F	F	Recreation, Forestry
29	19	F	S	Elem. Education	19	F	S	Soc/Elem. Education
30	23	F	S	Gen Science-Econ.	22	F	S	Econ/INCO

2. I first became aware of Army ROTC at the University of Montana through:

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Radio	1	.00	0	.00
2	Newspaper	0	.00	0	.00
3	Letter	4	.13	6	.20
4	Recruitment Officer	8	.27	2	.07
5	A friend	6	.20	9	.30
6	A relative	5	.17	2	.07
7	Orienteering Class	0	.00	1	.03
8	Other (See Appendix B)	7	.23	8	.26
9	Not Aware of it	0	.00	2	.07
	Mode:	4		5	
	Mean:	5.333		5.733	

This question was asked to determine the initial contact that students had with Army ROTC at the University. Results indicate that of those students surveyed who are not enrolled in ROTC, 90% are aware that it is available to them at the University of Montana. Additionally, results seem to indicate that personal contact may be an important influence in at least making people aware of the program. Personal contacts accounted for 73.3% of ROTC student initial contact, compared to 56.7% for non-enrolled students.

3. If I received a letter containing information about Army ROTC, I would take the time to read it.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	9	.30	0	.00
2	Agree	16	.53	10	.33
3	Don't Know	3	.10	9	.30
4	Disagree	2	.07	7	.24
5	Strongly disagree	0	.00	4	.13
	Mean:		1.933		3.167

This question was asked to determine whether direct mail is an effective way of getting information about Army ROTC to freshman and sophomore students. Responses to this question appear quite significant when comparing the two groups. 83% of the ROTC students indicated they would take the time to read a letter concerning Army ROTC, whereas responses from non-enrolled students appear mixed, with only 33% of the students indicating they would take the time to read the letter. The results may indicate that the individuals most likely to enroll in Army ROTC classes are also likely to be the ones who are accessible through direct mail; however, given the fact that the ROTC respondents were enrolled in an Army ROTC class at the time of the survey, any correspondence from ROTC would have personally affected them, and thereby distort the responses. To what degree this possible distortion occurred should be a matter for future study.

4. The purpose of the Army Reserve Officers' Training Corps is to produce well educated commissioned officers to meet the Army's requirements.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	16	.53	3	.10
2	Agree	12	.40	16	.54
3	Don't Know	2	.06	9	.30
4	Disagree	0	.00	1	.03
5	Strongly disagree	0	.00	1	.03
	Mean:		1.533		2.367

This question was asked to determine the extent of students' knowledge about the primary mission of Army ROTC. The results seem to indicate an awareness by most students of the Army's ROTC purpose/mission; however, there are still many students who are unfamiliar with the program.

5. Students can take Army ROTC classes without being obligated to serve in the Army.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	20	.67	5	.17
2	Agree	8	.27	11	.37
3	Don't Know	2	.06	7	.23
4	Disagree	0	.00	5	.17
5	Strongly disagree	0	.00	2	.06
	Mean:		1.400		2.600

The question was asked to determine if there is any confusion about enrollment in an ROTC class. Enrolled students have for the most part had the question answered for them. On the other hand, even though 54% of the non-enrolled students know there is no obligation attached to enrollment in an ROTC class, there is another 46% either not aware or misinformed about the course obligation question.

6. To receive an officer commission from Army ROTC, a student must enroll in ROTC classes for four (4) complete academic years.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	2	.16	1	.03
2	Agree	4	.14	6	.20
3	Don't know	4	.14	17	.57
4	Disagree	7	.23	5	.17
5	Strongly disagree	13	.43	1	.03
	Mean:		3.833		2.967

This question was asked to determine how well informed students are of the different enrollment options available. In addition to the 4-year program, most students are able to compress the requirements down to 3 or 2 years. The responses are generally as initially expected; but, there is a rather significant percentage of ROTC students unfamiliar with or misinformed of the options (44%) available to them.

7. Do you believe an Army officer should be held in high esteem by the rest of society?

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	11	.37	3	.10
2	Agree	16	.53	10	.33
3	Don't know	1	.03	3	.10
4	Disagree	2	.07	6	.20
5	Strongly disagree	0	.00	5	.17
6	No opinion	0	.00	3	.10
Mean:		1.667		3.300	

This question was asked to determine how students view the amount of respect that an officer receives from other members of society. ROTC students feel that officers should be highly respected, quite possibly because they identify themselves with having enrolled in a course that leads to an officer commission. The non-enrolled students show a very mixed opinion about this question. The question itself with the words "high esteem" may have over-emphasized the point to be drawn here and in the process stirred some negative feelings in response. This is a question that should be pursued in future studies to confirm the degree of respect or esteem an Army officer has with the students of this university. If there is in fact a negative opinion of Army officers on this campus, as appears from the present study, Army ROTC enrollment may certainly be influenced.

8. I believe that Army ROTC offers management training that can be of use in a civilian setting.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	19	.63	3	.10
2	Agree	11	.37	15	.50
3	Don't know	0	.00	6	.20
4	Disagree	0	.00	1	.03
5	Strongly disagree	0	.00	3	.10
6	No opinion	0	.00	2	.07
	Mean:		1.367		2.533

This question was asked to determine if students feel that ROTC gives them a chance to learn management skills for use in later years. The results from both groups indicate a margin of difference relative to their knowledge of the overall ROTC program.

9. What aspect of Army ROTC appeals to you the most?

Code	Category	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Guaranteed job upon graduation	5	.17	7	.23
2	Financial assistance	3	.10	2	.07
3	Leadership training	8	.27	4	.13
4	Scholarships	3	.10	1	.03
5	Group association	0	.00	0	.00
6	Extracurricular activities	0	.00	0	.00
7	Don't know	0	.00	4	.13
8	Other (See Appendix B for response)	11	.36	7	.23
9	No opinion	0	.00	5	.18
	Mode:	3		1	
	Mean:	N/A		N/A	

This question was asked to determine what aspects of Army ROTC appeal to students the most. For the students enrolled in Army ROTC the most common responses were leadership training and guaranteed job upon graduation, respectively. The non-ROTC students having an opinion about the question, selected the same two responses that ROTC students did most often, except their responses were reversed. This may be a

significant factor of changing incentives and individual motivation, however, is at the same time a subject for a more complete future study.

10. What aspect of Army ROTC is least appealing to you:

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Possibility of having to serve in the Army upon graduation	6	.20	11	.37
2	Too much discipline	1	.03	1	.03
3	Having to wear a uniform	1	.03	1	.03
4	Doesn't offer anything that will be beneficial to my career choice	1	.03	2	.07
5	It takes too much time away from other activities	3	.10	1	.03
6	Don't know	2	.07	1	.03
7	Other (See Appendix B for responses)	7	.24	6	.20
8	There are no unappealing aspects	9	.30	2	.07
9	No opinion	0	.00	5	.17
	Mode:		8		1
	Mean:		N/A		N/A

This question was asked to determine what aspects of Army ROTC do not appeal to freshman and sophomore students. ROTC students responded

with a great deal of irregularity; however, most (30%) felt there are no unappealing aspects of Army ROTC, followed by 20% indicating that the possibility of having to serve in the Army upon graduation was the most unappealing aspect of the program. Non-ROTC students, too, responded with a great deal of irregularity, but felt that the possibility of serving in the Army (37%) was the least appealing aspect. The fact that a significant number of students may not desire joining the Army is understandable; however, this response considered in relation to responses to other questions (5, 6, 11, 13 and 16) may suggest that students are not totally familiar with or have a distorted image of the opportunities available to them.

11. Participation in Army ROTC would be beneficial to my area of study.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	10	.33	3	.10
2	Agree	9	.30	3	.10
3	Don't know	4	.13	7	.23
4	Disagree	5	.17	12	.40
5	Strongly disagree	2	.07	5	.17
	Mean:		2.333		3.433

This question was asked to determine the student's feelings as to whether or not the ROTC program will benefit the students in their academic pursuits. Most ROTC students (63%) agreed that ROTC would be beneficial to them, however, most non-enrolled students (80%) either didn't know or disagreed with the statement. Regardless of the lack of significance shown by the mean, it must be recognized that this data reflects a great deal of confusion on behalf of the students regarding the benefits of Army ROTC to them.

12. Male and female graduates of Army ROTC receive equal opportunities for advancement in the Army.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	7	.23	3	.10
2	Agree	13	.44	7	.24
3	Don't know	4	.13	16	.53
4	Disagree	4	.13	3	.10
5	Strongly disagree	2	.07	1	.03
	Mean:		2.233		2.733

This question was asked to determine to what extent students have feelings about the equal employment opportunities available to them through the Army. The responses of both groups indicate a margin of difference relative to their knowledge of the situation, and are not significant enough to make conclusions from the data.

13. Upon completion of Army ROTC an individual is obligated to serve in the active Army.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	4	.13	6	.20
2	Agree	4	.13	7	.23
3	Don't know	4	.13	10	.33
4	Disagree	11	.37	6	.20
5	Strongly disagree	7	.23	1	.03
6	No opinion	0	.00	0	.00
	Mean:		3.433		2.633

This question was asked to determine whether freshman and sophomore students are aware of the service obligation alternatives available to them. Most commissionees have several options available to them with which to complete the six-year service obligation acquired upon commissioning. First, most students elect a three-year (ROTC scholarship recipients automatically receive a four-year) active duty option, then spend the last three years of their obligation in the Individual Ready Reserve (frequently referred to as the trained manpower pool). A second option for graduates of ROTC is to elect an assignment with an Army Reserve or National Guard unit, and complete their obligation of six years with a unit. A third option for those individuals who for one reason or another are unable to join a Reserve/NG unit, and do not desire active duty, may elect to fulfill their six-year obligation

through correspondence course training or active-duty-for-training during the summer months of each year.

The responses to this question seem to indicate that a large number of students, to include those enrolled in ROTC, may not understand that there are varieties of opportunities available to them, beyond the possibility of having to serve in the active force. The answer to this question by ROTC students should have indicated a clear understanding of their obligation; however, this is not the case. Greater emphasis needs to be given to this subject not only in the recruiters/counselor's office, but in the classroom and in advertising materials, to clarify the opportunities and minimize the misconceptions.

14. I believe that all Army ROTC classes stress demanding infantry oriented tactical and physical training.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	2	.07	2	.07
2	Agree	5	.17	10	.33
3	Don't know	4	.13	9	.30
4	Disagree	11	.37	8	.27
5	Strongly disagree	8	.26	1	.03
	Mean:		3.600		2.867

This question was asked to determine what kind of perception students have of Army ROTC classes. Only a small portion of the Army ROTC curriculum is oriented to tactical and physical training. Results seem to indicate that even ROTC students at the freshman and sophomore level, have some false/misguided impressions of the program's opportunities. This lack of knowledge or misinformation may influence their motivations for future ROTC enrollment, if left uncorrected. Counseling and classroom instruction time should be allotted for providing information pertaining to this question.

15. It has been said that ROTC is not the presence of the military in the University, but rather the presence of the University in the military. Do you:

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	4	.13	3	.10
2	Agree	11	.37	10	.33
3	Don't know	7	.24	7	.24
4	Disagree	4	.13	4	.13
5	Strongly disagree	4	.13	2	.07
6	No opinion	0	.00	4	.13
	Mean:		2.767		3.133

This question was asked to determine if freshman and sophomore level students have developed an understanding of the relationship that ROTC has with the academic institution. The responses are mixed in both groups and are not significant enough to make conclusions from the data.

16. ROTC benefits the University and the community by providing a poised and practically trained citizen.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	11	.37	1	.03
2	Agree	15	.50	12	.40
3	Don't know	3	.10	8	.27
4	Disagree	1	.03	6	.20
5	Strongly disagree	0	.00	1	.03
6	No opinion	0	.00	2	.07
	Mean:		1.800		3.000

This question was asked to determine if students have developed an opinion about a fundamental task of the Army ROTC--to train students with practical leadership skills--in order to make them better citizens within the community. The responses of both groups reflect a margin of difference relative to their knowledge of the situation, and are not significant enough to make major conclusions from the data. On the other hand, a majority of non-enrolled students (57%), either do not know, haven't formed an opinion or are misinformed about the question. Their responses may be indicative of the current advertising which stresses skill development opportunities; however, not oriented toward their career goals.

17. If I enrolled in Army ROTC, my father would: (When I enrolled in Army ROTC, my father:)

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly approve (d)	9	.30	6	.20
2	Approve (d)	10	.33	10	.33
3	Don't know	7	.23	8	.27
4	Disapprove (d)	4	.13	3	.10
5	Strongly disapprove (d)	0	.00	3	.10
	Mean:	2.200		2.567	

This question was asked to determine what the students believe their father's reaction would be/was to their enrollment in Army ROTC. The responses to this question seem to indicate that, on the average, fathers would tend to approve of their son/daughter enrolling in Army ROTC.

18. If I was considering enrollment in Army ROTC, my mother would discourage me from doing so. (When I enrolled in Army ROTC my mother discouraged me from doing so.)

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	1	.03	5	.17
2	Agree	4	.13	7	.23
3	Don't know	4	.14	7	.23
4	Disagree	14	.47	7	.23
5	Strongly disagree	7	.23	4	.14
	Mean:		3.733		2.933

This question was asked to determine what the students believe their mother's reaction would be/was to their enrollment in Army ROTC. The majority of responses of ROTC students (70%) indicate that the mother did not discourage their enrollment, whereas a much smaller number of non-enrolled students (37%) believe their mothers would not discourage their enrollment.

19. If I enrolled in Army ROTC, my girlfriend/boyfriend would:
 (How did your boyfriend/girlfriend feel about your enrollment in
 Army ROTC? Did she/he:)

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly approve	1	.03	1	.03
2	Approve	13	.43	1	.03
3	Don't know	7	.23	10	.33
4	Disapprove	4	.13	8	.27
5	Strongly dis- approve	1	.03	6	.20
6	I don't (didn't) have a girl- friend/boy- friend	4	.13	4	.13
Mean:		3.100		3.967	

This question was asked to determine what the students believe their girlfriend's/boyfriend's reaction would be/was to their enrollment in Army ROTC. The responses are mixed in both groups and are not significant enough to make strong conclusions from the data. Further studies will have to be made in order to determine if any relationship exists to this question.

20. If I was considering enrollment in Army ROTC, my friends would discourage me from doing so. (When I enrolled in Army ROTC, my friends tried to discourage me from doing so.)

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	1	.03	9	.30
2	Agree	5	.17	8	.27
3	Don't know	6	.20	9	.30
4	Disagree	11	.37	3	.10
5	Strongly disagree	7	.23	1	.03
	Mean:		3.600		2.300

This question was asked to determine what the students believe their friends' reactions would be/were to their enrollment in Army ROTC. The results provided from this data are not altogether conclusive because of the mix of responses, however, there is a definite indication of disparity between belief and fact. Whereas, 60% of the ROTC students polled indicate that their friends did not, in fact, discourage their enrollment in ROTC, an almost equal number of non-ROTC students believe their friends would discourage them from enrolling. An individual's peer group exerts a great deal of influence over its members. The question asked here does not ask to what extent an individual's choices are limited by the influence of friends; however, the data indicates that at least a perceptual influence exists and not

to the benefit of Army ROTC. It will be necessary to consider this factor when developing or restructuring the recruiting and promotion program.

21. I believe that enrollment in Army ROTC is socially unacceptable at the University of Montana.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Strongly agree	0	.00	3	.10
2	Agree	6	.20	6	.20
3	Don't know	9	.30	4	.13
4	Disagree	9	.30	8	.27
5	Strongly disagree	6	.20	7	.23
6	No opinion	0	.00	2	.07
	Mean:		3.500		3.533

This question was asked to determine what the students believe about their social acceptability at the university resulting from enrollment in Army ROTC. The results of responses from both groups seem to generally parallel each other, and as a result, no significant conclusions can be drawn from the data.

22. Have any members of your immediate family ever served in the Armed Forces? (If yes, please indicate the branch of service.

Indicate more than one if appropriate.)

<u>Code</u>	<u>Category</u>	<u>ROTC</u>			<u>Non-ROTC</u>		
		<u>Abs. Freq.</u>	<u>Missing Cases</u>	<u>Perc. Freq.</u>	<u>Abs. Freq.</u>	<u>Missing Cases</u>	<u>Perc. Freq.</u>
1	Air Force	10	20	—	13	17	—
2	Army	15	15	—	9	21	—
3	Coast Guard	0	30	—	1	29	—
4	Marines	5	25	—	6	24	—
5	Navy	9	21	—	9	21	—
6	National Guard/ Reserves	2	28	—	3	27	—
7	Total YES	25	—	.83	24	—	.80
8	NO	5	—	.17	6	—	.20

This question was asked to determine a possible relationship/influence on the student resulting from having had a family member in the service. It is believed that the experiences of the immediate family members could affect a student's perception of the military. The results/responses to this question indicate that a high percentage of students have had family members in the military; however, the responses do not conclude anything separately or when compared with the individual's other responses to questions.

23. Are any members of your immediate family currently serving in the Armed Forces? (If yes, please indicate the branch of service. Indicate more than one if appropriate.)

<u>Code</u>	<u>Category</u>	<u>ROTC</u>			<u>Non-ROTC</u>		
		<u>Abs. Freq.</u>	<u>Missing Cases</u>	<u>Perc. Freq.</u>	<u>Abs. Freq.</u>	<u>Missing Cases</u>	<u>Perc. Freq.</u>
1	Air Force	4	26	—	3	27	—
2	Army	5	25	—	1	29	—
3	Coast Guard	0	30	—	0	30	—
4	Marines	2	28	—	2	28	—
5	Navy	3	27	—	2	28	—
6	National Guard/ Reserves	2	28	—	2	28	—
7	Total YES	9	—	.30	8	—	.27
8	NO	21	—	.70	22	—	.73

This question was asked to determine if a possible influence exists from having a member of one's immediate family in the service. The responses to this question indicate that a high percentage of students do not have immediate family members in the military; however, the responses do not conclude anything separately or when compared with the individual's responses to other questions.

24. I have acquaintances enrolled in Army ROTC.

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Yes	29	.97	22	.73
2	No	1	.03	8	.27
3	Don't Know	0	.00	0	.00
	Mean:		1.033		1.167

This question was asked to determine whether or not students (primarily non-ROTC) had some kind of personal contact with Army ROTC. The responses from non-ROTC students indicate a significantly high proportion (73%) having personal contact with students enrolled in the Army ROTC program.

25. Have you ever enrolled in an Army ROTC class?

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Yes	30	1.00	3	.03
2	No	0	.00	27	.97
	Mean:		1.00		1.900

This question was asked to determine how many (primarily non-ROTC) students had ever enrolled in an Army ROTC course, and what influence that had on the individual. Two out of the three non-ROTC students (1 male, 1 female) who had previously enrolled in ROTC, provided consistently high and favorable responses, comparable with individuals who are presently enrolled in ROTC. One of the individuals intends to enroll in the future, while the other is undecided. The third non-ROTC student who had previously enrolled in an ROTC class (male), responded to the survey consistently with his peer group. Responses indicate a lack of information about ROTC consistent with individuals who had never enrolled in an ROTC class.

26. Are you considering enrollment in an Army ROTC class?

<u>Code</u>	<u>Category</u>	<u>ROTC</u>		<u>Non-ROTC</u>	
		<u>Absolute Frequency</u>	<u>Percentile Frequency</u>	<u>Absolute Frequency</u>	<u>Percentile Frequency</u>
1	Yes	26	.87	1	.03
2	No	0	.00	23	.77
3	Undecided	4	.13	6	.20
	Mean:		1.267		2.167

This question was asked to determine whether previous enrollment in ROTC favored continued enrollment and whether non-ROTC students are accessible. There does not appear to be a consistent pattern developed as a result of individual responses which would explain how individuals placed themselves in any of the three categories listed above. Undecided ROTC students were, however, less informed when compared to their reference group about the program in each of the three concepts evaluated. Undecided non-ROTC students appeared to be on average (5 out of 6) more informed of the ROTC program than did other members of the reference group.

Appendix B

COMMENTS GIVEN BY SURVEY RESPONDENTS

Question 2:

ROTC

High School Counselor--3 people responded similarly

I just knew it existed

I saw it in the Men's Gym

I noticed it in the catalog

I saw a television advertisement

Non-ROTC

I saw it in the Men's Gym--2 people responded similarly

A person-----2 people responded similarly

I noticed it on my own----3 people responded similarly

High School Counselor

Question 9:

ROTC

All of the above-----4 people responded similarly

Travel-----2 people responded similarly

Becoming an officer

Military instruction

I am interested in the military service

Combat training

Interesting and challenging career

Non-ROTC

Nothing appeals to me-----3 people responded similarly

All of the above-----2 people responded similarly

Discipline for myself

Gain knowledge in field of interest

Question 10:

ROTC

Making a commitment to the Army before I have a chance to
look around

Too much physical training

Hair length

General anti-military attitude of my generation

Credits don't count for General Education Requirements---2 people
responded similarly

I like the Marines

Non-ROTC

All of the above-----4 people responded similarly

Only look at academic record

You are being trained to kill

The following statement was provided at the end of one of the
surveys:

"I believe that all, if any, military training should be pointed
to the military schools (e.g., West Point) and not State funded
schools."

Appendix C

AN ASSESSMENT OF ARMY ROTC RECRUITING AND PUBLICITY PROGRAM

This questionnaire is designed for you to describe how the publicity and recruiting program utilized at the University of Montana has affected you.

It is important that you answer each question as thoughtfully and frankly as possible if this questionnaire is to be helpful and accurate in describing your opinions.

The completed questionnaire will be processed automatically by equipment which summarizes the answers in statistical form so that individuals cannot be identified. To maintain this complete confidentiality, please do not write your name anywhere on the questionnaire.

GENERAL INSTRUCTIONS: Either a pen or pencil may be used to complete this questionnaire. Most of the questions may be answered by simply placing an "X" in the appropriate box; other questions ask for written-in answers. However, you may write in additional comments whenever you wish to do so.

1. Respondent information:

Age: _____

Sex (circle one): Male Female

Major Field of Study: _____

Academic Class Standing (circle one): Freshman Sophomore Junior
Senior Graduate

2. I first became aware of Army ROTC at the University of Montana through:

 Radio Newspaper Letter Recruitment Officer A Friend A Relative Orienteering Class Other (please specify): _____ Not aware of it

3. If I received a letter containing information about Army ROTC, I would take the time to read it.
- Strongly agree
 - Agree
 - Don't know
 - Disagree
 - Strongly disagree
4. The purpose of the Army Reserve Officer's Training Corps is to produce well educated commissioned officer to meet the Army's requirements.
- Strongly agree
 - Agree
 - Don't know
 - Disagree
 - Strongly disagree
5. Students can take Army ROTC classes without being obligated to serve in the Army.
- Strongly agree
 - Agree
 - Don't know
 - Disagree
 - Strongly disagree
6. To receive an officer commission from Army ROTC, a student must enroll in ROTC classes for four (4) complete academic school years.
- Strongly agree
 - Agree
 - Don't know
 - Disagree
 - Strongly disagree

7. Do you believe an Army officer should be held in high esteem by the rest of society?

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree
- No opinion

8. I believe that Army ROTC offers management training that can be of use in a civilian setting.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree
- No opinion

9. What aspect of Army ROTC appeals to you the most?

- Guaranteed job upon graduation
- Financial assistance
- Leadership training
- Scholarships
- Group association
- Extra curricular activities
- Don't know
- Other (please specify): _____
- No opinion

10. What aspect of Army ROTC is least appealing to you?

- Possibility of having to serve in the Army upon graduation.
- Too much discipline
- Having to wear a uniform
- Doesn't offer anything that will be beneficial to my career choice
- It takes too much time away from other activities
- Don't know
- Other (please specify): _____
- No opinion

11. Participation in Army ROTC would be beneficial to my area of study.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

12. Male and female graduates of Army ROTC receive equal opportunities for advancement in the Army.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

13. Upon completion of Army ROTC an individual is obligated to serve in the active Army.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree
- No opinion

14. I believe that all Army ROTC classes stress demanding infantry oriented tactical and physical training.
- Strongly agree
 - Agree
 - Don't know
 - Disagree
 - Strongly disagree
15. It has been said that ROTC is not the presence of the military in the University, but rather the presence of the University in the military. Do you:
- Strongly agree
 - Agree
 - Don't know
 - Disagree
 - Strongly disagree
 - No opinion
16. ROTC benefits the University and the community by providing a poised and practically trained citizen.
- Strongly agree
 - Agree
 - Don't know
 - Disagree
 - Strongly disagree
 - No opinion
17. If I enrolled in Army ROTC, my father would: (* When I enrolled in Army ROTC, my father:)
- Strongly approve(d)
 - Approve(d)
 - Don't know
 - Disapprove(d)
 - Strongly disapprove(d)

18. If I was considering enrollment in Army ROTC, my mother would discourage me from doing so. (* When I enrolled in Army ROTC my mother discouraged me from doing so.)

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

19. If I enrolled in Army ROTC, my girlfriend/boyfriend would: (* How did your girlfriend/boyfriend feel about your enrollment in Army ROTC? Did she/he:)

- Strongly approve
- Approve
- Don't know
- Disapprove
- Strongly disapprove
- I don't (didn't) have a girlfriend/boyfriend

20. If I was considering enrollment in Army ROTC, my friends would discourage me from doing so. (* When I enrolled in Army ROTC, my friends tried to discourage me from doing so.)

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

21. I believe that enrollment in Army ROTC is socially unacceptable at the University of Montana.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree
- No opinion

22. Have any members of your immediate family ever served in the Armed Forces?

Yes

No

If Yes: Please indicate the branch of service.
(Indicate more than one if appropriate)

Air Force

Army

Coast Guard

Marines

Navy

National Guard / Reserves

23. Are any members of your immediate family currently serving in the Armed Forces?

Yes

No

If Yes: Please indicate the branch of service.
(Indicate more than one if appropriate)

Air Force

Army

Coast Guard

Marines

Navy

National Guard / Reserves

24. I have acquaintances enrolled in Army ROTC.

Yes

No

Don't know

25. Have you ever enrolled in an Army ROTC class?

Yes

No

26. Are you considering enrollment in an Army ROTC class?

Yes

No

Undecided

NOTE: Questions 17 through 20, which were preceded by an asterisk were only asked of ROTC students.

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