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Follow-up Study of Recruitment of College-Bound Students Through Use of the ACT Assessment File

Zimmerman, Ray A.; Zimmerman, Dona C.

Monterey, California. Naval Postgraduate School

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The purpose of the study was to further evaluate the methodology employed in two FY 1985 pilot studies for using American College Testing Program (ACT) records in targeting college-bound high school students for recruiting. An additional aim was to develop materials and identify ACT selection criteria that may be used to target students with particular educational backgrounds or interests.

This effort was divided into three tasks. Task 1 involved a follow-up evaluation of the pilot studies, including: 1) a content analysis of comments made by recruiters who had processed leads resulting from the pilot studies, and 2) an examination of the relationships between demonstrated interest and responses to items in the Student Profile Section of the ACT assessment file. Task 2 consisted of comparing the target-specific approach (i.e., tailoring mail campaign materials for a target group with specific aptitudes or interests) with the general approach, currently in use, of mailing general information regarding Army educational assistance to all students participating in the ACT program.

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Materials were developed in Task 3 to extend the target-specific approach to other specialized skill/aptitude areas.

The results of log-linear analyses indicated that the general approach was more effective in generating testers and enlistees among the general college-bound population, but was less effective in generating interest for foreign language students. The target-specific approach effectively generated interest among language students, bringing in high-mental-aptitude students for testing, yet it was not highly effective in producing enlistments. However, a cost-effectiveness analysis, showing only a modest cost increase for targeted recruiting, supports this approach, particularly for hard-to-fill military occupational specialties.

United States Army Recruiting Command.

USAREC SR 86-8.

FOLLOW-UP STUDY OF RECRUITMENT OF COLLEGE-BOUND STUDENTS THROUGH USE OF THE ACT ASSESSMENT FILE.

BY

DONA C. ZIMMERMAN

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October 1986

**Approved for Public Release;
Distribution Unlimited**

Research and Studies Division

Progam Analysis and Evaluation Directorate

Fort Sheridan, Illinois 60037

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Prepared by

Department of Administrative Sciences
Naval Postgraduate School
Monterey, California

for

DISCLAIMER

The views, opinions, and findings in this report are those of the authors and should not be construed as an official Department of the Army position, policy, or decision, unless so designated by other authorized documents.

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SUMMARY

Background

The recruitment of high quality young people to fill enlisted positions will be a priority for the Army over the next decade. The number of young people in the prime age cohort has been steadily decreasing, the majority of young people of high mental aptitude tend to pursue a college education rather than serving in the military, and most college-bound young people who are favorably disposed toward military service are interested in serving as officers. The problem is compounded by the fact that new generations of more technologically sophisticated weapons systems require more highly qualified enlisted personnel. The potential supply of high quality recruits is shrinking, while the demand is increasing. Thus, in addition to current efforts, it may be useful to further segment the college-bound market, on the basis of special skills, abilities, or interests, and tailor the approach to different market segments.

The current approach to reaching college-bound young people involves a mass mailing of literature regarding educational assistance programs offered by the Army to all high school seniors who are likely to aspire to a college education. One limitation of this general approach is that it does not address the

specific interests and aptitudes of individuals in the college-bound population. This general type of approach may be contrasted with the target-specific approach employed in two pilot studies, conducted in Fiscal Year 1985, for reaching specific subgroups of the college-bound population.

The two pilot studies were conducted to examine the utility of telephone interviews and mail campaigns in stimulating interest among high school seniors and recent graduates in foreign language training at the Defense Language Institute (DLI). The treatment groups for both studies consisted of individuals who had studied a foreign language for three or more years.

Study 1 involved telephone interviews of 505 high school seniors and recent graduates to: 1) collect information pertaining to respondents' language background, career plans, interest in pursuing additional foreign language studies, etc., and 2) provide information about foreign language training programs at the DLI. In Study 2, 43,848 high school students and recent graduates were contacted by mail. The mail-out materials included: 1) a form letter from the Dean of the DLI with a greeting in the language that the individual had studied (providing a somewhat personalized form of contact), 2) an information sheet describing the DLI and educational assistance for veterans, and 3) a business reply card for requesting additional information.

Several conclusions were drawn from the results of the Fiscal Year 1985 pilot studies. First, it was clear that the telephone approach was more efficient than the mail-out approach

in generating leads and contracts, but also more costly. Also, the telephone approach seemed to be somewhat more efficient in attracting females than males, but the reverse was true for the mail-out approach. In addition, the telephone approach was extremely inefficient and costly for attracting graduates. Finally, besides foreign language background, interest in studying abroad may be used as a criterion in selecting names from ACT if individuals are to be contacted by telephone.

Purpose

The purpose of the present study was to: 1) further evaluate the methodology employed in the pilot studies for using ACT records in targeting college-bound young people for recruiting, and 2) develop mail-out materials and identify ACT selection criteria that may be used to target students with other skills or interests.

Method

Follow-up evaluation of the pilot studies included content analysis of recruiter reply forms, a survey of recruiters who received leads generated from the pilot studies, and a further analysis of the Student Profile Section data.

Qualitative data from the recruiter reply forms were summarized by classifying: 1) recruiters' impressions regarding the

quality of leads generated by the pilot studies and 2) responses as to how far each lead had progressed in the recruiting process. Three researchers (judges) worked independently to categorize the responses. Inter-judge reliability was assessed; cases for which there was disagreement were discussed and reclassified on the basis of consensus between the researchers. The number of cases in each category was then tabulated.

Results from the content analysis suggested additional questions to ask recruiters who had followed up the leads generated by the pilot studies and had returned recruiter reply forms (RRFs). A brief set of interview questions was drafted, and 52 recruiters were selected for the telephone interviews from the 113 recruiters who had provided fairly detailed information on the RRFs. The final selection of the sample of recruiters insured that each region and recruiters expressing both positive and negative points of view were represented.

The final step in the follow-up evaluation of the pilot studies was an examination of all of the items from the Student Profile Section (SPS) of the ACT assessment file which could be useful for purposes of market segmentation. Responses to SPS items were cross-tabulated with the degree of interest shown by individuals in the two treatment groups.

The comparison of general and target-specific approaches involved the selection of three subsamples of college-bound students. The sample of individuals assigned to Treatment Groups 1 and 2 was selected from the population of male high school

seniors who were U. S. citizens with no reported physical disabilities, who had studied foreign language for three or more years. Those assigned to Treatment Group 3 were also males who were not foreign language students, but met the other two criteria.

The mail-out materials from the pilot study, which included: 1) a letter from the Dean of the DLI, 2) an information sheet, and 3) a business reply card (BRC), were revised for use in the current mailing. These materials were mailed to persons in Treatment Group 1 in late December 1985. The names of those returning BRCs were were forwarded to recruiting battalions on a bimonthly basis. In addition, a copy of the fact-sheet about the DLI was sent with each BRC to provide recruiters with information.

No information about the DLI or military occupations requiring foreign language training was sent to persons in Treatment Groups 2 and 3. However, all individuals in each of the three groups were included in the USAREC mail campaign to high school seniors who had participated in the ACT. This mail campaign consisted of information regarding educational assistance programs offered by the Army.

Information sheets were developed for three additional skill/aptitude areas. These materials were reviewed by three different offices at USAREC. Selection criterion for individuals with these particular backgrounds and interests were also specified for future use.

Results

A content analysis of the recruiter reply forms was carried out in order to evaluate the comments made by recruiters who had received leads generated in the previous studies. Comments on the quality of the system used to generate and forward leads to recruiters, the quality of the leads, and the interests/attitudes of the leads were evaluated. Of the 113 comments pertaining to the system or approach, 59 were positive, suggesting that recruiters 1) perceived genuine interest from the prospects, 2) had the ability to contact students who would have been otherwise overlooked because their high schools did not support recruiting efforts, and 3) had the opportunity to talk to students who may not have been otherwise interested. Seventy-eight percent of the recruiters who rated the individual(s) to be of better quality than the average lead, made no comment about the system for lead generation. However, of those commenting about the system, twice as many thought both the leads and the system were better than usual.

In the majority of cases recruiters did not indicate the prospects' level of interest. However, of 132 comments made about prospects' interests/attitudes, 76 showed little or no interest, 36 showed some interest, and 20 expressed negative attitudes or a complete lack of interest in programs being offered. Most of the individuals who had tested were qualified, but no comment was made about their interests or attitudes.

Recruiter interviews, revealed that: 1) more than one-half of the recruiters who were contacted desired to know more about special programs, 2) nearly one-half the recruiters believed that interest shown by the lead(s) they contacted was greater than interest from other leads, while the other half of the recruiters believed that the interest level of the leads was about the same as that of other leads, 3) believed that this approach limited the prospects' ranges of interest, but would not pose a problem for the Army recruiter, 4) believed that most of these prospects were high aptitude students, and would usually qualify for a language MOS or other options presented to them, and 5) thought that having a little additional information about the prospect offered them an edge over "cold prospecting". When asked if they thought it would be worthwhile to receive more of these leads, 51 out of 52 recruiters stated that it would be useful to receive leads generated with a target-specific approach.

Comparisons were made among the three treatment groups for mental category and enlistment training MOS. For applicants who tested, there were proportionately more AFQT category I individuals in Groups 1 and 2 than in Group 3. The pattern also was evident for AFQT category II, indicating that the language students were generally of higher mental aptitude than their non-foreign language cohorts. Conversely, only five percent of the tested applicants from Group 1 and four percent from Group 2 (foreign language students) fell into mental categories IIIB through V, while 25 percent of the tested individuals from Group

3 obtained scores in those categories. However, it appears that the target-specific approach (used for Group 1 only) may be only slightly more effective than the general approach (used for Groups 2 and 3) in bringing in higher mental category individuals for testing.

A similar pattern was evident for enlistees. The distribution of Regular Army enlistees from each treatment group by CMF, indicated that a clear pattern of enlistment training MOS did not emerge. This finding may be partially explained by some individuals' lack of ability to qualify for enlistment into MOS requiring a security clearance or special aptitude, rather than lack of interest in those MOS. Similar results were found for Army Reserve enlistees.

Items from the Student Profile Section of the ACT assessment file were examined to determine their usefulness in predicting interest in Army language programs generated by the pilot study mailing from fiscal year 1985. The degree of association between the SPS items and interest generated by the mail campaign was not strong enough to warrant the use of additional items in selecting the target group.

The results of log-linear analyses indicated that the general approach was much more effective for students who did not have three years of language training than for those who did. Also, although the target-specific approach was effective in bringing in more foreign language students for testing, it was apparently ineffective in generating enlistments.

Conclusions and Recommendations

Interviewed recruiters were asked to state their criticisms of the target-specific approach and suggest means for effective targeted recruiting. The major criticisms included 1) receiving the leads in the Spring after many students had made other firm plans, and 2) not having detailed information about language programs or the DLI. A need for information about special programs such as CMF 97, WOFT, and OCS was also expressed. It is recommended that specific information about the DLI and other special programs be integrated on the Joint Optical Information Network (JOIN) video system. Implementation of this recommendation would make pertinent information available to all recruiters and would not require them to be familiar with details that could be presented on the video.

In addition, recruiters expressed an interest in obtaining current lists of available MOS slots, so that they would be able to provide seemingly qualified prospects with a reasonable likelihood of assignment to such MOS. It appears that this suggestion may create problems because many prospects would claim they had been misled before getting to the Military Enlistment Processing Station (MEPS).

Several items from the Student Profile Section (SPS) of the ACT assessment file demonstrated statistically significant relationships to interest, but small contingency coefficients indicating the lack of practical significance. It is recommended

that the SPS items employed in this study be used for subsequent selections of student names from ACT-EOS.

The results of log-linear analyses indicated that the general approach was more effective in generating testers and enlistees among the general college-bound population, but was less effective in generating interest for foreign language students. The target-specific approach effectively generated interest among language students, bringing in high-mental-aptitude students for testing, but was not highly effective in producing enlistments. Some reasons for this finding may be that: 1) language students who were interested in language training but failed to qualify had no further interest in enlistment, 2) the target-specific approach was ineffective for language students (unlikely, since more people were brought in for testing from Treatment Group 1 than from Treatment Group 2), or 3) the timing of the target-specific mail campaign (midway through the students' senior year) may have reduced the number of enlistments.

It is recommended that targeted groups of college-bound students receive information about Army programs in specific fields of aptitude and interest. The cost-effectiveness of the target-specific recruiting approach indicated that the additional cost of recruiting an individual would be about $21.00. On the basis of the modest increase in cost, targeted recruiting is recommended.

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I. INTRODUCTION

Background

The recruitment of high quality young people to fill enlisted positions will be a major challenge for the Army over the next decade. It is well known that the number of young people in the prime age cohort has been steadily decreasing (U. S. Bureau of the Census, 1977). Moreover, the majority of young people of high mental aptitude tend to pursue a college education, rather than serving in the military. Also, most college-bound young people who are favorably disposed toward military service are interested in serving as officers. The problem is compounded by the fact that new generations of weapons systems, with greater technological sophistication, have increased the requirements for highly qualified enlisted personnel. Thus, the potential supply of high quality recruits is shrinking, while the demand is increasing.

To meet this challenge of recruiting high quality individuals for enlisted positions, the Army will have to compete more effectively with educational institutions for the services of college-bound young people. To do so, greater emphasis must be placed on developing and improving competitive strategies for reaching the college-bound. Since the college-bound population

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represents a distinct segment of the recruiting market with different needs and expectations than are found in other segments of the market, marketing strategies must be tailored toward those needs and expectations.

The current marketing strategy for attracting the college-bound involves a mail campaign to individuals in the college-bound population. The literature used in this campaign provides information regarding educational assistance programs offered by the Army. Clearly, this general approach is effective in reaching a number of young people who might not be able to achieve their goals for higher education without such assistance.

However, there are others who would not have sufficient interest in Army enlistment solely because of the offer of financial assistance for college who might otherwise be interested if they had the opportunity to receive training and experience congruent with their educational and career goals. Thus, in addition to current efforts, it may be useful to further segment the collegebound market, on the basis of special skills, abilities, interests, etc., and tailor the approach to different market segments.

This hypothesis was the basis of two pilot studies conducted in Fiscal Year 1985 to examine the utility of this "target-specific" approach in recruiting college-bound young people to fill highly specialized enlisted positions (Zimmerman and Zimmerman, 1985). The objective of this research was to stimulate interest in foreign language training at the Defense

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Language Institute (DLI) and in military occupations requiring foreign language training. The Foreign Language Center of the DLI conducts intensive training of personnel who are to serve in MOS requiring foreign language skills (e.g. radio intercept operator, intelligence specialist). It was reasoned that if the target-specific approach proved to be fruitful, it could be extended to other types of highly specialized MOS.

The American College Testing Program (ACT) assessment records provided the information used in identifying a target segment of the college-bound market. It should be noted that the ACT is more widely used in some states, while the Scholastic Aptitude Test (SAT) is used more frequently in other states. Thus, use of the ACT assessment records alone results in under-representation of college-bound students from some states. Ideally, this approach would be employed with SAT as well as ACT data. However, SAT does not release names of students to the Armed Forces for the purpose of recruiting to fill enlisted positions.

In pilot testing the utility of this approach, it was reasoned that college-bound young people who had studied foreign language for several years would, on the average, be more likely to show an interest in language studies at the DLI or in military occupations requiring a foreign language. Therefore, this segment of the college-bound market was selected as the target group for the two pilot studies.

The two studies differed in the approach used to stimulate interest. Study 1 employed telephone interviews while a mail campaign was used in Study 2. A thorough review of the pilot studies will be undertaken in the following chapter. It is sufficient to state, at this point, that a number of leads and eventual enlistments resulted from both studies.

Purpose

The purpose of the present study was to 1) further evaluate the methodology employed in the pilot studies for using ACT records in targeting college-bound young people for recruiting, and 2) develop materials and identify ACT selection criteria that may be used to target students with other skills or interests.

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II. SUMMARY OF PREVIOUS RESEARCH

In order to place the current research effort in proper perspective, it is necessary to give a more detailed account of the research conducted in Fiscal Year 1985. As stated previously, two exploratory studies were conducted to examine the utility of telephone interviews and mail campaigns in stimulating interest among high school seniors and recent graduates in foreign language training at the Defense Language Institute (DLI). The treatment groups for both studies consisted of individuals who had studied a foreign language for three or more years.

Study 1 involved telephone interviews of 505 high school seniors and recent graduates to: 1) collect information pertaining to respondents' language background, career plans, interest in pursuing additional foreign language studies, etc., and 2) provide information about foreign language training programs at the DLI. It was reasoned that such a personalized approach in providing information might generate more interest than an impersonal mass-mailing approach.

Respondents who expressed some interest in the DLI were sent additional information describing the DLI and the Veterans Educational Assistance Program in greater detail. In addition, arrangements were made for recruiters to receive the names and

addresses of respondents who expressed an interest in talking to a recruiter.

In Study 2, 43,848 high school students and recent graduates were contacted by mail. The mail-out materials included: 1) a form letter from the Dean of the DLI with a greeting in the language that the individual had studied (providing a somewhat personalized form of contact), 2) an information sheet describing the DLI and educational assistance for veterans, and 3) a business reply card for requesting additional information. Individuals who sent back the business reply card received, through the mail, a brochure containing more detailed information about the DLI. In addition, the names and addresses of these individuals were given to recruiters.

The two approaches were first compared on the basis of effectiveness in generating leads and enlistments, then in terms of costs. From the 505 telephone interviews, a total of 57 leads were generated, resulting in 4 enlistments (though one individual later separated from DEP). Thus, the telephone approach yielded one lead for every 8.86 interviews, at a cost of $72 per lead. Also, one enlistment resulted from every 126.25 interviews, at a cost of $1,010 per enlistment. A total of 746 leads and 30 enlistment came from the 43,848 contacts from the mass mailing. For the mail-out approach, one lead was generated for every 58.78 individuals contacted, at a cost of $3 per lead. One enlistment resulted from every 1461.60 individuals contacted, at a cost of $73 per enlistment. In addition, the effectiveness and cost

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figures for the two approaches were found to vary according to gender and educational level, as shown in Tables 1 and 2.

The telephone survey data were analyzed to identify variables which would predict the level of interest resulting from telephone contact. The general pattern that seemed to emerge was that respondents who showed the most interest in the DLI and in military occupations requiring foreign language training:

1) tended to have a strong interest in studying languages (e.g. they had studied or had planned to study more than one foreign language, they wanted a career that would utilize their foreign language skills),

2) tended to be somewhat uncertain about their plans for the succeeding year,

3) tended to plan to use educational grants to help finance their education (not necessarily scholarships or student loans), and

4) had previously considered military service (although they had not necessarily talked with a recruiter).

Next, six constructs were derived from the items of the survey instrument, based on the authors' judgments regarding similarity of content among items. All but one was significantly related to interest shown by respondents and one construct (Desire to learn a foreign language) showed a fairly strong relationship.

Finally, nine items were selected from the ACT assessment file to examine their relationship to interest in the DLI and in

Table 1

Summary of Effectiveness of Telephone Versus Mail-out Approach

to Information Dissemination for Fiscal Year 1985 Studies

Contacts/Leads Ratios

	Approach	
Sample Subgroup	Telephone	Mail-out
Gender		
Males	10.69/1	56.38/1
Females	8.15/1	60.54/1
Educational level		
Seniors	6.91/1	58.64/1
Graduates	62.50/1	59.05/1
Gender by educational level		
Male seniors	8.93/1	55.04/1
Male graduates	23.00/1	59.69/1
Female seniors	6.22/1	61.56/1
Female graduates	---	58.67/1
Total sample	8.86/1	58.78/1

Leads/Enlistments Ratios

Gender		
Males	8.00/1	19.75/1
Females	20.50/1	30.71/1
Total sample	14.25/1	24.87/1

Contacts/Enlistment Ratios

Gender		
Males	85.50/1	1113.50/1
Females	167.00/1	1859.43/1
Total sample	126.25/1	1461.60/1

Note: No leads were generated from female graduates in Study 1.

Table 2

Summary of Costs for Telephone Versus Mail-out Approach

to Information Dissemination for Fiscal Year 1985 Studies

Cost per lead

	Approach	
Sample Subgroup	Telephone	Mail-out
Gender		
Males	86	3
Females	65	3
Educational level		
Seniors	55	3
Graduates	520	3
Gender by educational level		
Male seniors	71	3
Male graduates	184	3
Female seniors	50	3
Female graduates	---	3
Total sample	72	3

Cost per enlistment

Gender			
Males	minimum	342	10
	maximum	684	56
Females	minimum	1,336	54
	maximum	1,336	93
Total sample	minimum	673	19
	maximum	1,010	73

Note: Figures represent estimated additional cost (in dollars) if
ACT records are used as the basis of other mail campaigns
for the college-bound market.

military occupations requiring foreign language training. Several items were significantly related to interest, but only one showed a relationship that was strong enough to be of practical significance. This item was a measure of interest in studying abroad and was of practical significance only for individuals who were contacted by telephone.

Several conclusions were drawn from the results of the Fiscal Year 1985 pilot studies. First, it was clear that the telephone approach was more efficient than the mail-out approach in generating leads and contracts, but also more costly. Also, the telephone approach seemed to be somewhat more efficient in attracting females than males, but the reverse was true for the mail-out approach. In addition, the telephone approach was extremely inefficient and costly for attracting graduates. Finally, besides foreign language background, interest in studying abroad may be used as a criterion in selecting names from ACT if individuals are to be contacted by telephone.

III. OVERVIEW OF CURRENT RESEARCH

As stated previously, the purpose of the present study was to: 1) further evaluate the methodology employed in the pilot studies for using ACT assessment records in targeting college-bound young people for recruiting, and 2) develop materials to extend this approach to reach college-bound young people with other specialized skills or interests needed by the Army. Three separate tasks were performed to accomplish this.

Task 1: Follow-up Evaluation of Pilot Studies

When the pilot studies were completed, several issues had not been addressed, since the relevant data were not available at that time. Thus, the purpose of Task 1 was to address the issues which remained from the pilot studies.

First of all, in the pilot studies, recruiters were asked to provide feedback to researchers regarding the leads generated by the telephone interviews and mail campaign. Specifically, this feedback came from a recruiter reply form (see Appendix A) which inquired about: 1) the quality of the leads generated from the pilot studies compared to those from the usual sources, and 2) how far the recruiter had been able to take the lead in the recruiting process. Out of 803 leads (57 from the telephone

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interviews and 746 from the mail campaign), recruiter reply forms were returned for 309 individuals. Since the questions from the recruiter reply form were open-ended, many of the recruiters provided more information than was requested. Thus, it was expected that a content analysis (Krippendorff, 1980; Scott and Wertheimer, 1962; Weber, 1985) of these comments would not only provide data about the leads from the pilot studies, but also information that would be useful for improving the efficiency of the target-specific approach to attracting the college-bound.

Another expected outcome of the content analysis was the suggestion of a number of additional questions to be asked of recruiters to provide more in-depth feedback on the utility of the target-specific approach. Thus, the second step of Task 1 was to contact a sample of 50 recruiters who followed-up on the leads from the pilot studies to obtain answers to additional questions resulting from the content analysis.

Finally, only a small subset of the data contained in the ACT assessment file had been examined to determine its usefulness for purposes of additional market segmentation, i.e. dividing the population of foreign language students into more homogeneous clusters, based on information from the ACT assessment file. If it were possible to better predict the level of interest (in the DLI and in MOS requiring foreign language training), based on additional information from the ACT assessment file, then more resources could be devoted to reaching individuals who are most likely to be interested.

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As noted in the previous chapter, nine such items (out of the 114 items in the Student Profile Section (SPS) of the ACT assessment file) were examined for this purpose. Several items were found to be related to interest to a statistically significant degree, but only one showed a relationship that was strong enough to be of practical significance. This item was a measure of interest in studying abroad and it was only of practical significance for individuals who were contacted by telephone. These results indicated that it would be useful to examine the remaining items in the SPS, which was the final step in Task 1.

Task 2: Comparison of General and Target-Specific Approaches

The current approach to reaching college-bound young people involves a mass mailing of literature regarding educational assistance programs offered by the Army to all high school seniors who are likely to aspire to a college education. One limitation of this approach is that it is not possible to obtain names and addresses of all individuals in the college-bound population. In fact, Scholastic Aptitude Test (SAT) records cannot be obtained for this purpose, and only recently has the Educational Opportunity Service (EOS) of ACT agreed to provide lists to the Armed Services to be used in recruiting for enlisted positions[1]. Another limitation, which provides the impetus for

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[1] The first use of lists provided by EOS for this purpose was in Fiscal Year 1985. Prior to that time, such lists could only be obtained to recruit for ROTC programs.

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this research, is that this general approach does not address the interests and aptitudes of individuals in the college-bound population. Thus, this general type of approach may be contrasted with the target-specific approach employed in the Fiscal Year 1985 studies for reaching specific subgroups of the college-bound population. Again, in attempting to interest people with foreign language backgrounds in MOS requiring foreign language skills, the target-specific approach employed in the pilot studies provided information to students about:

1)   language training programs at the DLI,

2)   MOS requiring foreign language skills,

3)   special bonuses for enlisting in MOS requiring foreign language training, and

4)   educational assistance programs offered by the Army.

Therefore, the second task of this research consisted of an experiment in which the target-specific approach was used to contact a sample of approximately 10,000 male high school seniors who were studying foreign languages. These students received materials through the mail in January 1986 while they were still making decisions for the upcoming year. The response rates of these individuals were compared to those of a second group of 10,000 language students as well as another 10,000 students from the general college-bound population (i.e. a sample from the total college-bound market, where foreign language background was not considered as a selection variable). Individuals in the latter two groups only received information about educational

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benefits offered by the Army, as part of the current marketing efforts on the part of USAREC for attracting the college-bound. In addition, Task 2 involved a comparison of the two approaches in terms of costs and benefits.

Task 3: Extending the Target-Specific Approach to Other Specialized Skill or Aptitude Areas

The pilot studies conducted during Fiscal Year 1985 had demonstrated that the target-specific approach held some promise. However, if this approach were to be of any real value in recruiting, it was necessary to apply it to other specialized skill or aptitude areas. Accordingly, three such skill/aptitude occupational areas were selected by USAREC, which included Career Management Field (CMF) 97 (Music/Band), MOS 91C (Practical Nurse), and CMF 63 (Mechanical Maintenance). Information was gathered from guidance counselors, Army Regulations[2], and other sources[3] in order to draft materials for applying the target-specific approach to reach college-bound young people with these skills/aptitudes.

Also, background and interest variables contained in the ACT assessment file (American College Testing Program, 1984; American

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[2] AR 611-201, Enlisted Career Management Fields and Military Occupational Specialties, 30 April 1986.

[3] (a) USAREC FY 87 Incentives List, Effective 29 April 1986. (b) Department of Defense. (1984). Military career guide: Employment and training opportunities in the military. Washington, D.C.: Author.

College Testing Program, 1985) was reviewed to determine the types of available information which could be used to identify the population subgroups to be targeted. In addition to test scores maintained by ACT-EOS, the ACT data base contains: 1) the Student Profile Section (SPS), which consists of self-reported biographic and demographic information, and 2) the ACT Interest Inventory.

The Student Profile Section consists of the following sub-sections:

1) Admissions/Enrollment Information,

2) Educational Plans, Interests, and Needs,

3) Special Educational Needs, Interests, and Goals,

4) Financial Aid,

5) Background Information,

6) Factors Influencing College Choice,

7) High School Information,

8) College Extracurricular Plans,

9) High School Extracurricular Activities, and

10) Out-of-Class Accomplishments.

The ACT Interest Inventory consists of 90 activities (e.g. visit a science museum, design a metal sculpture). The student responds to each item by stating whether he or she would like or dislike, or be indifferent toward the activity. These activities are grouped into six general interest categories and an interest profile is computed for each student.

Finally, an analysis of cost-effectiveness was conducted and an implementation plan for continued recruiting using the ACT assessment file was prepared.

IV. METHOD

Follow-up Evaluation of Pilot Studies

Content Analysis of Recruiter Reply Forms (RRFs)

Qualitative data from the recruiter reply forms were summarized by classifying: 1) recruiters' impressions regarding the quality of leads generated by the pilot studies and 2) responses as to how far each lead had progressed in the recruiting process. The two authors and a research assistant first read through all recruiter reply forms. Each researcher, then, induced a set of categories for the responses to the two questions. Subsequent discussions of these preliminary categories yielded a final set. The researchers then worked independently to categorize the responses. It should be noted that the categories were not mutually exclusive, i.e. any given response could have been classified into several categories. Inter-judge reliability was assessed in a pairwise fashion by the percentage of responses for which the researchers were in agreement on their category judgments. Next, cases for which there was disagreement were discussed and reclassified based on consensus of the researchers. Finally, the number of cases in each category was tabulated.

Survey of Recruiters

As expected, the content analysis described above suggested some additional questions to be asked of recruiters who had followed up on the leads generated by the pilot studies and had returned RRFs. Thus, a brief set of interview questions was drafted, as shown in Appendix A. A sample of 80 recruiters was selected for the telephone interviews. The sample was not selected at random since the intention of the survey was not to represent the views of all recruiters who had followed up on the leads, but to gain as much information as possible to improve the target-specific approach. Thus, only the 113 recruiters who had provided detailed information on the recruiter reply forms were considered for the interviews. The final selection of 52 recruiters insured that individuals from each region were included as well as those who had expressed both positive and negative points of view.

Further Analysis of Student Profile Section Data

The final step in the follow-up evaluation of the pilot studies was an examination of all of the SPS items which could be useful for purposes of market segmentation. To accomplish this, ACT-EOS was provided with the SSNs, names, and interest scores of individuals from the treatment groups for the two pilot studies. The EOS then performed cross-tabular analyses between SPS items and the degree of interest shown by individuals in the two treatment groups.

Sample

The sample of individuals assigned to Treatment Groups 1 and 2 was selected from the population of male high school seniors identified by ACT-EOS whose Student Profile Section data revealed the following characteristics:

1) U.S. citizen (item 6),

2) no reported physical disability (item 8), and

3) three or more years of foreign language studies completed by the time of high school graduation (items 88 through 91).

A systematic sampling procedure was used to assign individuals to Treatment Groups 1 and 2.

Next, an additional 10,000 male high school seniors were systematically selected for Treatment Group 3. These individuals also reported themselves to be U.S. citizens without physical disabilities, but they would not have completed three or more years of foreign language studies by the time they graduated from high school. A description of samples and treatments are illustrated in Figure 1.

Materials

The mail-out materials from the pilot study were revised for use in the current mailing. These materials were based on brochures and other literature provided by DLI personnel. The
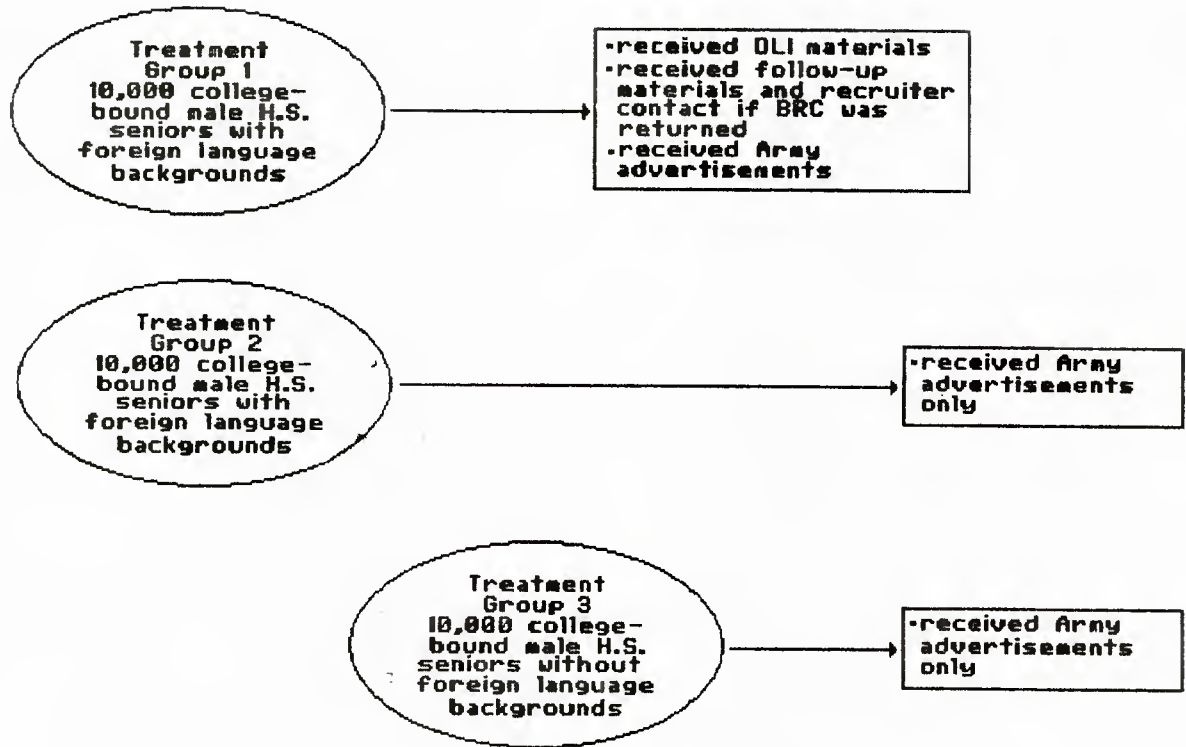
Figure 1. Description of Treatment Groups for Task 2

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mail materials were designed to establish that the correspondence was selective and personal and included: 1) an introductory letter from the Academic Dean of the DLI, with a greeting in the language that the individual had studied, 2) a fact-sheet with information about the DLI's location and programs, some military occupations requiring foreign language training, educational assistance offered by the Army, etc., and 3) a business reply card (BRC). A complete set of the mailing materials is shown in Appendix B. These materials were reviewed and approved by the Academic Dean and the Public Affairs Office of the DLI. The fact-sheet was subsequently adopted by the DLI Public Affairs Office for its own use.

Procedure

Materials were mailed to persons in Treatment Group 1 on 27 December 1985. Replies (BRCs) mailed to the DLI's Academic Dean were collected from the DLI mail room weekly. Replies began to be received within two weeks of the mailing. The names and addresses were extracted to print mailing labels provided to DLI personnel so that additional information could be sent to individuals who returned a BRC[4]. The computer files of returned BRCs were later matched with the files originally sent from ACT. Individuals who returned a BRC were given an interest criterion code of one, while non-respondents were given a criterion code of

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[4]This information was in the form of a brochure from the Public Affairs Office of the DLI (DLIFLC Pamphlet 360-1) and The New G. I. Bill and The New Army College Fund brochure (RPI 912).

zero. Next, the names of those returning BRCs were matched with recruiting battalions and the BRCs were forwarded to recruiting battalions on a bimonthly basis.   In addition, a copy of the fact-sheet was sent with each BRC[5].

No information about the DLI or military occupations requir-ing foreign language training was sent to persons in Treatment Groups 2 and 3.   However, all individuals in each of the three groups were included in the USAREC mail campaign to high school seniors who had participated in the ACT. This mail campaign consisted of information regarding educational assistance pro-grams offered by the Army.

In summary, the three treatment groups differed in terms of the manner in which they were selected and in the type of infor-mation they received.   Treatment Group 1 consisted of college-bound students with foreign language backgrounds.   These indivi-duals received 1) the target-specific materials designed to attract persons with foreign language backgrounds, and 2) mail-out materials used in the general approach to attracting the college-bound (i.e. information about educational assistance programs).   Treatment Group 2 was also made up of male high school seniors with foreign language backgrounds. However, these persons only received the materials used in the general college-bound mail campaign. Treatment Group 3 consisted of male

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[5] This was in response to feedback from recruiters who had
followed up on leads from the pilot study, who stated that they
would have been more effective in approaching the leads if they
had had information about the DLI. (See results for Task 1).

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high school seniors who did not have three or more years of foreign language studies. As with Treatment Group 2, these persons only received the materials used in the general college-bound mail campaign. Finally, it should be noted that the general college-bound materials received by all three treatment groups were sent as part of the USAREC mail campaign (for Fiscal Year 1986) to all high school seniors who participated in the ACT, who had a self reported grade average of C- or better.

V. RESULTS

Follow-up Evaluation of Pilot Studies

Content Analysis of Recruiter Reply Forms

A content analysis of the recruiter reply forms was carried out in order to evaluate the comments made by recruiters who had received leads generated in the previous studies. Three-hundred nine replies were received. Recruiters did not respond in a uniform manner to the questions on the recruiter reply form, included in Appendix A.   Codes for response categories were established and agreed upon by three researchers (judges) and are also included in Appendix A. The three judges used the response codes to independently evaluate the comments made on each com-pleted and returned recruiter reply form.

Comments on the quality of the system used to generate and forward leads to recruiters, the quality of the leads, and the interests/attitudes of the leads were evaluated. The coding from the three judges was entered into a spreadsheet computer file and the percentages of agreement among the judges were calculated. The original agreements on the coding were high and are shown in Table 3. A consensus among judges was attained through a delphi process for the coding of each form. These total-agreement codes are reported in Tables 4 through 7 and Figure 2.

Table 3

Percent Agreement Between Judges for

Content Analysis of Recruiter Reply Forms

| | Question 1 | | | Question 2 | |
| | Judges | | | Judges | |
Judges	2	3		2	3
1	85.71	79.65		96.43	97.03
2		84.63			94.16

Table 4

Examples of Comments Regarding

the System for Providing Leads

Positive (n=59)

They are better. Not such a cold call. You know something about the lead. Makes for a better atmosphere on telephone.

1000% better than REACT. This young lady said she had been misled in the past, but this information has shed new light on the Army.

This allows the recruiter to make contact with quality individuals in schools that really don't support the recruiting effort.

Seemed more receptive to options and benefits available to her.

I personally welcome any lead I can get, but at least this prospect had considered Army and wasn't sending off for a gift (genuine interest).

Neutral (n=25)

About the same as REACT.

No better, no worse than other sources.

Really can't see any difference.

Negative (n=29)

Bogus lead. Unable to contact.

Very untimely. Individual moved before anyone contacted her.

No good. Applicant only wanted information on how the school was run. He had no desire to enlist.

This contact would have been better in the September/October time frame.

The contact is a good lead, but it tends to have individuals shopping for a specific job, even though the individual isn't fully qualified.

Table 7

Comments Regarding the Interest/Attitude and

Qualification Status of the Individuals Contacted

	Qualification Status			
Interest/ Attitude	Weight Disqualification	Other Physical Disqualification	Other Disqualification	No Disqualification
Some Interest	2	4	0	30
No Interest	2	0	0	74
Negative Attitude	1	1	1	17
Not Stated	7	10	4	158

```
        289 →
                    15 →  Previous lead          2 - College
  ┌──────────┐            - no further           3 - Military Academy
  │ Received │            contact                3 - Parental objection
  │information│                                  3 - Possible future
  │about lead│    31 →  Unable to                    lead
  └──────────┘           contact               20 - (No additional
        274 ↓                                        comment)

  ┌──────────┐    127 →  No appointment        40 - College
  │Telephone │                                  9 - Military Academy
  │call      │                                  3 - ROTC
  └──────────┘                                  2 - In USAR
        116 ↓     15 →  Unknown                  4 - Other service
                         outcome               29 - Lack of interest
  ┌──────────┐                                  4 - Physical disqual.
  │Appointment│   8 →   No show                  9 - Possible future
  │set       │                                       lead
  └──────────┘                                 26 - (No additional
        93 ↓                                         comment)

  ┌──────────┐    39 →  No                      13 - College
  │Interview │            processing             1 - Other service
  │conducted │                                   3 - Lack of interest
  └──────────┘                                   2 - Overweight
        54 ↓                                      2 - Other disqual.
                                                 2 - Possible future
  ┌──────────┐    11 →  No further                    contract
  │Initial   │            processing            16 - (No additional
  │screening │                                        comment)
  └──────────┘
        43 ↓     7 →   Unknown                   2 - College
                         outcome                 1 - Other service
  ┌──────────┐    8 →   Disqualified             1 - Lack of interest
  │Formal    │                                   3 - Overweight
  │testing   │    15 →  Qualified                4 - (No additional
  └──────────┘            yet not                      comment)
        13 ↓              enlisted
  ┌──────────┐                                   3 - College
  │Enlistment│                                   2 - Other service
  └──────────┘                                   1 - Lack of interest
                                                 7 - Possible future
                                                     contract
                                                 2 - (No additional
                                                     comment)
```

Figure 2. Flow of Leads Through the Recruiting Process:
Fiscal Year 1985 Pilot Studies

Examples of comments regarding the recruiters' opinions about this approach to generating leads are shown in Table 4. Of the 113 comments pertaining to the system or approach, 59 were positive. Several recruiters mentioned that they perceived genuine interest from the prospects and that these leads were not merely agreeing to an interview to receive a gift. This approach allowed recruiters to contact students who would have otherwise been overlooked because their high schools did not support the recruiting effort. Finally, some comments indicated that this system of providing leads provided recruiters with the opportunity to talk to students who may not have been otherwise interested. Well-trained recruiters with positive attitudes were sometimes able to enlist individuals in areas they had not previously considered or that were unrelated to the initial area of interest.

Several recruiters reported receiving bogus leads. The probable cause for this was that the business reply cards, used as lead cards, were sent in containing fictitious or erroneous information. Other recruiters encountered disinterested individuals or those who only wanted information about language training at the DLI, not in military enlistment. Recruiters frequently made negative comments about the system used to obtain leads, on the basis of a single contact with a disinterested individual or one who had decided to go to college. It should be noted again that these individuals were potentially "college-bound" as they had participated in the ACT program as high school seniors.

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It was hypothesized that recruiters' perceptions of the system for providing leads and the quality of the lead(s) that were contacted may be related. Table 5 shows that most (78 percent) of the recruiters who rated the individual(s) to be of better quality than the average lead, made no comment about the system for lead generation. However, of those commenting about the system, twice as many thought both the leads and the system were better than usual. Only four recruiters believed that the lead(s) they had contacted as a result of this study were of lower quality than leads obtained through normal recruiting practices. These recruiters made no comment about the system. Also noteworthy was that 48 recruiters (about 81 percent) responding positively about the system did not directly comment about the quality of the person(s) they talked to. It could be reasoned that either they had been successful in interviewing and processing these prospects or they were optimistic about the possibility of receiving specific information about prospects, useful for initial telephone contact or personal interviews.

A cross-comparison of comments regarding the quality of the leads contacted and their qualification status is presented in Table 6. For the leads with recruiter ratings of quality, 257 of those tested were qualified, while only 29 were found unqualified for service. Nearly half were disqualified because of weight. None of the disqualified people were rated by their recruiters as lower than average quality (see Row 3 of Table 6). In fact, the four individuals who received a "Worse" rating were qualified for

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service.   Finally, 89 percent (185) of the individuals whose
"quality" had not been mentioned by recruiters, were qualified
for enlistment, while 68 (26 percent) of the qualified indivi-
duals were believed to be of the same or better quality than
leads from the usual sources.

The final evaluation of comments was concerned with the
interest and attitudes exhibited by the prospects. In the major-
ity of cases recruiters did not indicate the prospects' level of
interest.   Out   of   132   comments   made   about prospects'
interests/attitudes, 76 showed little or no interest, 36 showed
some interest, and 20 expressed negative attitudes or complete
lack of interest in programs being offered. Lastly, most of the
individuals who had tested were qualified, but no comment was
made about their interests or attitudes.

Survey of Recruiters

Recruiter interviews were conducted as part of Task 1 to
ascertain the usefulness of this approach in obtaining high
quality leads and to receive practical suggestions from recruit-
ers who had contacted some of the leads generated from this
study.   A sample of 80 recruiters, from the 309 returned re-
cruiter reply forms was selected for the interviews.   In sample
selection, consideration was given to geographical regions and
the overall tone of remarks appearing on the recruiter reply
forms (positive, neutral, or negative). In other words, recruit-
ers who responsed positively, negatively, and neutrally were

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evenly represented in sample selection. However, more recruiter reply forms were returned from the North Central Region than from other regions. Therefore, 16 of the 52 recruiters contacted were from this region. Nevertheless, recruiters from all areas of the country were interviewed and regional biases were not apparent. The interview questions are shown in Appendix A and included the following topics:

1) Do recruiters have enough information about special training programs and schools such as the DLI?

2) Were these leads more interested than leads from usual sources such as Rapid Electronic Advertising Coupon Transmission (REACT)?

3) Did the recruiting approach seem to limit the prospect's range of occupational interests – if so, would this be a problem?

4) What additional information would have been useful before contacting these leads?

5) Would it be worthwhile to generate more of these kinds of leads?

6) How was information about the leads received-- were the BRCs forwarded to the station, phone message, photocopies sent, etc.?

7) any other comments, problems or recommendations

Responses to the first question revealed that more than one-half of the recruiters who were contacted desired to know more

about special programs. Twenty-nine out of 52 recruiters stated that they needed additional information to effectively answer prospects' questions. For instance, one recruiter said that he had sufficient information about the DLI, but needed more about CMF 97 (Band). The Warrant Officer Flight Training (WOFT) and Officer Candidate School (OCS) were also mentioned. Specific informational needs, expressed by the interviewed recruiters, regarding the DLI are shown in Table 8. It should be noted that six of the 52 recruiters stated that they needed general information about the DLI, that they had none. Most recruiters, however, wanted specifics to give to interested prospects.

Question 2 was concerned with how recruiters viewed the interest shown by these leads as compared with other leads. Twenty-three recruiters believed that interest shown by the lead(s) they contacted was greater than interest from other leads. An observation made by four recruiters was that these leads were genuinely interested, not just wanting a T-shirt or some other promotional gift, given for an interview. Seven recruiters felt that the leads they spoke to were less interested than their other leads. About one-half of the recruiters believed that the interest level of the leads was about the same as that of other leads, and two recruiters were unable to recall how interested the leads were. Finally, four other recruiters remarked that these leads were more interested in foreign language training than in military service.

Table 8

Summary of Reponses to Recruiter Interview Question 1

Type of Information Requested	Number of Recruiters Requesting Information
length of language programs offered at the DLI	13
general information or overview of various aspects of the DLI	11
language assignment process (the likelihood of being assigned to a particular language program)	8
languages offered at the DLI	6
course structure and requirements	6
need for recruiter publication items (RPIs) providing information about the DLI and other special programs	6
DLI applicant processing (procedure)	2
qualification for DLI assignments	2
more information about military intelligence occupations	1
length of duty day at the DLI	1
amount of time spent with instructor and/or equipment	1
type of training at the DLI (e.g. the mix of speaking, listening, reading and writing)	1
quality of life at the DLI (e.g. surrounding area activities, school facilities, etc.)	1
list of primary language MOS and language-dependent MOS	1

Since prospects had received information about the DLI and language occupations, recruiters were asked if they thought that this limited these individuals' range of occupational interests, if this seemed to hamper their willingness to enlist in other MOS, or could result in recruiting problems. Clearly, many (33) of the recruiters believed that this approach did, in fact, limit the prospects' ranges of interest. However, 41 of them felt that providing students interested in foreign language with materials about the DLI and MOS requiring foreign language training would not pose a problem for the Army recruiter, since most of these prospects were high aptitude students, usually qualified for language MOS. Furthermore, many recruiters felt that if these prospects could not qualify for a language MOS, other options could be presented to them. They stated that this kind of approach aided in the initial contact and generated interest on the part of otherwise college-bound students. Many recruiters thought that having a little additional information about the prospect offered them an edge over "cold prospecting". This question was unanswered on one interview form, and four others thought that problems could arise depending on the individual being contacted. After being reminded about the information included on the prospect cards, recruiters were asked to suggest other kinds of information that would be useful prior to contacting prospects. The majority (30) offered no further suggestions. The suggestions offered by the other 22 recruiters included making the following information available on the prospect card:

1) current or last school attended;

2) health status (medical problems, height and weight);

3) the month and year of graduation, or current grade level and anticipated graduation date;

4) birthdate or age; and,

5) detailed information about the program for which special recruiting is taking place.

When asked if they thought it would be worthwhile to receive more of these leads, 51 out of 52 recruiters stated that it would be useful to receive leads, generated with a target-specific approach. The recruiter who thought this kind of approach was not particularly useful had received the information over the phone. The information may have been incomplete or the approach poorly explained.

The recruiters were asked how the lead information had been transmitted to them (i. e. BRCs were forwarded to them, information was given over the phone, photocopies of the lead cards and the letter explaining the project was sent). The six recruiters contacted for the pilot interviews were not asked this question. However, of the 46 who responded to the question, 31 reported having received the BRCs (prospect cards) from their battalions. Five recruiters received photocopies of the cards and/or the instructions. Four others were contacted by telephone, while another four received computer printouts with the information.

Only two recruiters were uncertain about how the information was transmitted.

The general comments and suggestions made by the interviewed recruiters have been summarized in the following discussion. Some recruiters indicated that it would be useful to target a wider interest or aptitude area because the prospects might be easier to work with. They also said it would be helpful to receive leads of this kind earlier in the school year since many college-bound students make firm college plans in late Winter or early Spring. Timeliness, then, is an essential ingredient of effective recruiting. On the other hand, a recruiter argued that timeliness should not be used as an excuse for poor recruiting. He noted that recruiters should approach all prospects with a positive attitude and use the opportunity to communicate appropriate information to each individual. He cited an example of a person who had already chosen to attend college in the fall. In this case, he presented the Army College Fund and the Army Reserve.

A few recruiters mentioned the effectiveness of "team" events conducted by the DLI for high school students, commenting that these events were both informative and effective in generating interest. Recruiters suggested that any leads generated by a targeted approach should be directly forwarded to recruiters, if possible as an attachment to the REACT card.

A need for information about special programs such as CMF 97, WOFT and OCS was expressed. Specific information about the

DLI and other special programs should be integrated on the Joint Optical Information Network (JOIN) video system. Implementation of this recommendation would make pertinent information available to all recruiters and would not require them to be familiar with detail that could be presented on the video.

In addition, many recruiters expressed an interest in obtaining current lists of available MOS slots, so that they can provide seemingly qualified prospects with a reasonable likelihood of assignment to such MOS. Of course, it is understood that the actual occupational assignment will be handled by Army guidance counselors at the MEPS. However, it may be advantageous to present a wide selection of available MOS for which the individual appears to qualify on the basis of performance on the Computerized Adaptive Screening Test (CAST) which is administered at the recruiting station.

A frequently made comment was that this approach generated high quality leads. However, several high aptitude students who were mentally qualified and interested in Army language training were medically disqualified (many because of weight). Others were highly qualified, mentally, but were morally disqualified. This could be a problem if the MOS requires a security clearance, such as those in the military intelligence field.

A recruiter commented that his prospect was not interested in language training, but was interested in learning about other Army opportunities. Others commented that this approach was a vehicle to bring otherwise disinterested individuals to the

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recruiting stations. Another recruiter said he received excellent referrals from the lead generated from this project. By using this approach, interest may be generated prior to recruiter contact.

The purpose of conducting recruiter interviews was to gather feedback on the quality of leads generated by this target-specific approach and problems encountered in contacting these individuals. These comments and suggestions provided useful information about the needs of recruiters and some feasible answers to problems they face, and should be addressed whenever possible.

Analysis of ACT Student Profile Section data

Items from the Student Profile Section of the ACT assessment file were examined to determine their usefulness in predicting interest in Army language programs generated by the pilot study mailing from fiscal year 1985. Table 9 shows the results for chi-square tests for independence and the associated contingency coefficient for each cross-tabulation.[6]

Of the 78 items examined, 33 demonstrated a statistically significant relationship to interest for males, 41 for females and 51 for the combined group. However, the magnitude of the contingency coefficient was small, for each of the items, with only two items showing coefficients as large as .06. Thus, the

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[6] Sample sizes for males and females were 17,816 and 26,032, respectively.

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Table 9

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
1	Do you plan full or part-time study?	0.04	.00	0.92	.01	0.39	.00
4	Where do you plan to live?	5.38	.02	8.67	.02	11.66*	.02
5	What is your marital status?	1.47	.01	0.01	.00	0.74	.00
14	How sure are you about your current choice of program of study?	2.67	.01	6.94*	.02	9.27**	.02
15	How sure are you about your first occupational choice?	5.91	.02	9.93**	.02	15.80**	.02
19	I need help deciding on my educational and career plans.	0.63	.01	0.59	.01	1.28	.01
20	I need help in expressing my ideas in writing.	1.84	.01	0.35	.00	0.16	.00
21	I need help in improving my reading speed and comprehension.	2.27	.01	1.52	.01	3.59	.01
22	I need help in improving my study skill	2.85	.01	9.98**	.02	12.31**	.02

* significant at $p < .05$
** significant at $p < .01$

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Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
23	I need help in improving my mathematical skills.	7.29**	.02	10.66**	.02	16.88**	.02
24	I would like help with personal concerns.	4.83*	.02	9.34**	.02	14.01**	.02
25	Interested in independent study.	5.68*	.02	20.06**	.03	25.09**	.02
26	Interested in freshman honors courses.	0.29	.00	8.76**	.02	7.00**	.01
27	Interested in studying in a foreign country during undergraduate years in college.	88.42**	.07	111.18**	.07	192.93**	.07
28	Interested in advanced placement in English.	5.43*	.02	7.78**	.02	12.54**	.02
29	Interested in advanced placement in mathematics.	3.95*	.02	1.13	.01	0.16	.00
30	Interested in advanced placement in social studies.	9.67**	.02	35.79**	.04	43.29**	.03

* significant at $p < .05$
** significant at $p < .01$

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Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
31	Interested in advanced placement in natural sciences.	3.02	.01	7.49**	.02	10.93**	.02
32	Interested in advanced placement in French.	8.00**	.02	39.52**	.04	43.42**	.03
33	Interested in advanced placement in German.	89.38**	.07	44.92**	.04	131.60**	.06
34	Interested in advanced placement in Spanish.	0.16	.00	7.57**	.02	5.54*	.01
35	Interested in advanced placement in other language.	9.78	.02	9.38**	.02	19.66**	.02
40	In college, I plan to participate in instrumental music.	4.25*	.02	10.62**	.02	14 54**	.02
41	In college, I plan to participate in vocal music.	5.52*	.02	5.24*	.01	9.27**	.02
42	In college, I plan to participate in student government.	17.01**	.03	4.91*	.01	18.76**	.02
43	In college, I plan to participate in publication activities.	6.14*	.02	3.80	.01	8.66**	.04

* significant at $p < .05$
** significant at $p < .01$

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Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
44	In college, I plan to participate in debate.	34.41**	.04	16.08**	.03	48.39**	.03
45	In college, I plan to participate in departmental clubs.	24.05**	.04	7.94**	.02	27.59**	.03
46	In college, I plan to participate in dramatics, theater.	13.50**	.03	9.71**	.02	20.01**	.02
47	In college, I plan to participate in religious organizations.	9.24**	.02	1.68	.01	8.31**	.01
48	In college, I plan to participate in racial or ethnic organizations.	4.17*	.02	22.59**	.03	24.59**	.02
49	In college, I plan to participate in intramural athletics.	0.64	.01	2.09	.01	3.21	.01
50	In college, I plan to participate in varsity athletics.	0.18	.00	2.48	.01	2.59	.01
51	In college, I plan to participate in political organizations.	27.23**	.04	14.11**	.02	40.43**	.03
52	In college, I plan to participate in radio-TV.	1.11	.01	7.01**	.02	1.76	.01

* significant at $p < .05$
** significant at $p < .01$

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Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
53	In college, I plan to participate in a fraternity or sorority.	0.71	.01	0.80	.01	1.74	.01
54	In college, I plan to participate in special interest groups.	17.56**	.03	3.01	.01	16.34**	.02
55	In college, I plan to participate in campus or community service org.	16.38**	.03	1.50	.01	11.14**	.02
56	I expect to apply for financial aid to attend college	3.28	.01	12.99**	.02	15.25**	.02
57	I expect to work while attending college.	7.02**	.02	30.95**	.04	35.88**	.03
58	About how many hours per week do you expect to work while attending college?	16.72**	.03	35.46**	.04	48.92**	.03
59	Please indicate, as accurately as possible, your family's income.	18.73*	.03	24.54**	.03	38.44**	.03
60	What is the size of your home community?	5.12	.02	6.91	.02	7.74	.01
62	What is your religious preference?	23.07	.04	60.21**	.05	67.49**	.04

* significant at p < .05
** significant at p < .01

Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
63	How far away do you live from the college you expect to attend?	3.63	.01	6.73	.02	8.88	.01
65	What is your ethnic background?	9.57	.02	9.63	.02	9.49	.02
66	What type of college do you prefer to attend?	2.49	.01	6.54	.02	3.44	.01
67	Do you prefer a coed, all-male or all-female college?	27.46**	.04	8.72*	.02	3.88**	.03
69	What is the maximum tuition you wish to pay?	10.12	.02	13.01	.02	14.64	.02
70	What size college do you prefer?	2.31	.01	9.52*	.02	8.77*	.01
78	What type of high school do(did) you attend?	2.75	.01	13.67*	.02	12.80*	.02
81	What is(was) your class standing?	5.03	.02	1.17	.01	3.10	.01
82	What is(was) your grade point average?	6.23	.02	12.80*	.02	13.82*	.02
83	What type of H.S. curriculum were you in?	5.36	.02	13.08**	.02	12.39**	.02

* significant at $p < .05$
** significant at $p < .01$

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Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
84	In high school, how many years have you studied English?	3.51	.01	9.73	.02	9.50	.02
85	In high school, how many years have you studied mathematics?	9.36	.02	9.72	.02	8.38*	.01
86	In high school, how many years have you studied social studies?	8.98	.02	6.18	.02	5.41	.01
87	In high school, how many years have you studied natural sciences?	17.12*	.03	21.15**	.03	15.40	.02
88	In high school, how many years have you studied Spanish?	24.69**	.04	9.24	.02	23.72**	.02
89	In high school, how many years have you studied German?	36.40**	.05	34.91**	.04	50.96**	.03
90	In high school, how many years have you studied French?	14.64	.03	40.66**	.04	35.38**	.03
91	In high school, how many years have you studied other foreign language?	13.10	.03	24.40**	.03	22.96**	.02
99	In high school, I participated in instrumental music.	3.33	.01	0.14	.00	0.63	.00

* significant at $p < .05$
** significant at $p < .01$

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Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

		Males		Females		Combined	
Item Number	Item	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
100	In high school, I participated in vocal music.	1.84	.01	2.99	.01	3.85*	.01
101	In high school, I participated in student government.	3.19	.01	3.18	.01	0.12	.00
102	In high school, I participated in publication activities.	2.45	.01	0.56	.01	2.14	.01
103	In high school, I participated in debate.	10.43**	.02	0.13	.00	4.31*	.01
104	In high school, I participated in departmental clubs.	6.81**	.02	10.08**	.02	16.58**	.02
105	In high school, I participated in dramatics, theater.	8.83**	.02	4.00*	.01	10.49**	.02
106	In high school, I participated in religious organizations.	1.65	.01	0.02	.00	0.43	.00
107	In high school, I participated in racial or ethnic organizations.	1.51	.01	3.24	.01	4.65*	.01
108	In high school, I participated in intramural athletics.	0.46	.01	0.01	.00	0.03	.00

* significant at $p < .05$
** significant at $p < .01$

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Table 9 (continued)

Relationship of Interest to Selected Student Profile Items for Fiscal Year 1985 Mailing

Item Number	Item	Males		Females		Combined	
		Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient	Chi-square	Contingency Coefficient
109	In high school, I participated in varsity athletics.	11.57**	.03	0.00	.00	3.87*	.01
110	In high school, I participated in political organizations.	1.23	.01	4.72*	.01	5.63*	.01
111	In high school, I participated in radio-TV.	0.55	.01	1.30	.01	1.93	.01
112	In high school, I participated in fraternity/sorority/social clubs.	0.34	.00	0.17	.00	0.00	.00
113	In high school, I participated in special interest groups.	8.66**	.02	0.09	.00	4.32*	.01
114	In high school, I participated in school or community service org.	2.79	.01	0.01	.00	1.06	.01

* significant at $p < .05$
** significant at $p < .01$

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degree of association between the SPS items and interest gener-
ated by the mail campaign was not strong enough to warrant the
use of additional items in selecting the target group.

Comparison of General and Target-specific Approaches

Comparisons were made among the three treatment groups for
mental category and enlistment training MOS. These group com-
parisons appear in Tables 10 through 14. Treatment Group 3
represents the general population of college-bound seniors who
are contacted by the Army via mail campaigns throughout each
academic year. Groups 1 and 2 were comprised of students who
participated in the ACT Program as seniors during academic year
1985-86 and would have completed study in a foreign language for
a least three years by graduation. In order to compare the
distributions of mental category and training MOS across the
three treatment groups, time frames of equal length were estab-
lished. The five months following the mailings were considered
for each treatment group. The materials for Group 1 were mailed
in late December. Thus, the five month period of consideration
included January through May. Since the Army's first mail cam-
paign took place in late September, the months of October through
February were considered for Groups 2 and 3.

The comparison of mental categories among groups is given in
Tables 10 through 12 for all applicants who took the ASVAB and
for regular and reserve enlistees. Table 10 shows that, for

Table 10

Mental Categories of Tested Applicants

from the Three Treatment Groups

			Treatment Group			
	1		2		3	
AFQT	n	Percent	n	Percent	n	Percent
I	18	19.35	8	10.53	3	2.05
II	59	63.44	55	72.37	68	46.58
IIIA	11	11.83	10	13.16	39	26.71
(I-IIIA)	(88)	(94.62)	(73)	(96.05)	(110)	(75.34)
IIIB	4	4.30	2	2.63	28	19.18
IVA	1	1.08	1	1.32	5	3.42
IVB	0	0.00	0	0.00	2	1.37
V	0	0.00	0	0.00	1	0.68
(IIIB-V)	(5)	(5.38)	(3)	3.95	(36)	(24.66)
Total	93	100.00	76	100.00	146	100.00

Table 11

Mental Categories of Regular Army Enlistees

from the Three Treatment Groups

	Treatment Group					
	1		2		3	
AFQT	n	Percent	n	Percent	n	Percent
I	7	20.59	3	13.04	3	4.69
II	20	58.82	16	69.57	25	39.06
IIIA	4	11.76	3	13.04	24	37.50
(I-IIIA)	(31)	(91.18)	(22)	(95.65)	(52)	(81.25)
IIIB	3	8.82	1	4.35	11	17.19
IVA	0	0.00	0	0.00	1	1.56
(IIIB-IVA)	(3)	(8.82)	(1)	(4.35)	(12)	(18.75)
Total	34	100.00	23	100.00	64	100.00

Table 12

Mental Categories of Army Reserve Enlistees

From the Three Treatment Groups

| | Treatment Group | | | | | |
| | 1 | | 2 | | 3 | |
AFQT	n	Percent	n	Percent	n	Percent
I	3	20.00	2	12.50	0	0.00
II	9	60.00	12	75.00	13	61.90
IIIA	3	20.00	1	6.25	0	0.00
(I-IIIA)	(15)	(100.00)	(15)	(93.75)	(13)	(61.90)
IIIB	0	0.00	1	6.25	8	38.10
Total	15	100.00	16	100.00	21	100.00

Table 13

Distribution of Regular Army Enlistees from

Each Treatment Group by CMF

		Treatment Group					
		1		2		3	
MOS Codes	CMF	n	Percent	n	Percent	n	Percent
11B	11-Infantry	8	24.24	4	16.00	6	9.52
12B,12F	12-Combat Engineering	1	3.03	2	8.00	5	7.94
13B,13F,13M,15D, 15E,15J	13-Field Artillery	2	6.06	1	4.00	6	9.52
16P,16R,16S	16-Air Defense Artillery	0	0.00	0	0.00	4	6.35
19A,19D,19K	19-Armor	1	3.03	1	4.00	7	11.11
24N,25L	23-Air Defense Systems Maintenance	0	0.00	0	0.00	1	1.59
26Y,29F,29M	29-Communications Electronics System Maintenance	0	0.00	0	0.00	1	1.59
31C,31K,31M,31V 32D,72G	31-Communications-Electronics Operations	8	24.24	4	16.00	3	4.76
62B	51-General Engineering	0	0.00	0	0.00	2	3.17
45B,52D,63B,63N 63T	63-Mechanical Maintenance	0	0.00	0	0.00	5	7.94
64C,57H	64-Transportation	0	0.00	0	0.00	2	3.17
67N,67S,67U 67Y,68J,68F	67-Aircraft Maintenance	2	6.06	2	8.00	4	6.35
71D,75F,71M,75B	71-Administration	2	6.06	0	0.00	5	7.94

Table 13 (continued)

Distribution of Regular Army Enlistees from

Each Treatment Group by CMF

		Treatment Group					
		1		2		3	
MOS Codes	CMF	n	Percent	n	Percent	n	Percent
76C,76P,76V,76Y	76-Supply and Service	0	0.00	0	0.00	1	1.59
81E	81-Topographic Engineering	0	0.00	0	0.00	1	1.59
76J,91A,91H,91P	91-Medical	4	12.12	5	20.00	2	3.17
93P	93-Aviation Operation	0	0.00	0	0.00	1	1.59
94B	94-Food Service	0	0.00	0	0.00	1	1.59
95B	95-Law Enforcement	1	3.03	2	8.00	3	4.76
96B	96-Military Intelligence	1	3.03	0	0.00	0	0.00
05H,05K,98C,98G	98-Electronic Warfare/ Cryptographic Operations	3	9.09	4	16.00	3	4.76
Total		33	100.00	25	100.00	63	100.00

Table 14

Distribution of Army Reserve Enlistees from

Each Treatment Group by CMF

		Treatment Group					
		1		2		3	
MOS Codes	CMF	n	Percent	n	Percent	n	Percent
11B	11-Infantry	1	6.67	4	23.53	3	11.11
12B	12-Combat Engineering	1	6.67	1	5.88	2	7.41
13B,13E,82C	13-Field Artillery	1	6.67	4	23.53	0	0.00
19D	19-Armor	1	6.67	0	0.00	0	0.00
31C,31K,31V	31-Communications-Electronics Operations	1	6.67	1	5.88	1	3.70
51B,51R,62F	51-General Engineering	0	0.00	2	11.76	5	18.52
54C	54-Chemical	0	0.00	0	0.00	2	7.41
64C	64-Transportation	0	0.00	0	0.00	2	7.41
67T,67U,67Y,68B 68J	67-Aircraft Maintenance	1	6.67	1	5.88	4	14.81
71D,71M,71N, 73C,75E	71-Administration	1	6.67	0	0.00	2	7.41
76V,76Y	76-Supply and Service	1	6.67	0	0.00	1	3.70
83F	81-Topographic Engineering	1	6.67	0	0.00	0	0.00
91A,91D,92B	91-Medical	4	26.67	3	17.65	3	11.11
95B	95-Law Enforcement	2	13.33	1	5.88	2	7.41
Total		15	100.00	17	100.00	27	100.00

applicants who tested, there were proportionately more AFQT category I individuals in Groups 1 and 2 than in Group 3. The pattern also was evident for AFQT category II, indicating that the language students were generally of higher mental aptitude than their non-foreign language cohorts. Further evidence for this supposition was gained by examining the lower mental categories, where it was found that only five percent of the tested applicants from Group 1 and four percent from Group 2 (foreign language students) fell into mental categories IIIb through V, while 25 percent of the tested individuals from Group 3 obtained scores in those categories. However, the only noticeable difference between Groups 1 and 2 is the proportion of category I individuals in Group 1 (Table 10). Thus, it appears that the target-specific approach (used for Group 1 only) may be only slightly more effective than the general approach (used for Groups 2 and 3) in bringing in higher mental category individuals for testing.

A similar pattern was evident for the Regular Army and Army Reserve enlistees shown in Tables 11 and 12. That is, the proportion of higher mental category enlistees was larger for the groups with foreign language background than for the group without this background. Thus, the population of students with three or more years of foreign language in high school represents a good source of high quality enlistments. However, since Groups 1 and 2 show a relatively similar pattern across mental categories, there is no strong evidence that the target-specific approach

differs from the general approach in terms of the caliber of college-bound young people that it attracts for enlistment.

The distribution of Regular Army enlistees from each treatment group by CMF, presented in Table 13, indicated that most of the individuals from Group 1 enlisted in Infantry, Communications-Electronic Operations, and Medical MOS. Since three individuals from Group 1 and four from Group 2 enlisted into Electronic Warfare/Cryptographic Operations, a clear pattern of enlistment training MOS did not emerge. This finding may be partially explained by some individuals' lack of ability to qualify for enlistment into MOS requiring security clearance or special aptitude, rather than because of lack of interest in those MOS. Similar results are shown in Table 14 for Army Reserve enlistees. Here, the Medical, Infantry, and Field Artillery MOS gained the most enlistments for Groups 1 and 2, while more people enlisted in General Engineering and Aircraft Maintenance for Group 3. Again, while many foreign language students may have been interested in studying at the DLI, their Defense Language Aptitude Battery (DLAB) scores may not have been high enough or they failed to meet moral qualifications required for enlistment in the crytpographic field. Consequently, some may have chosen not to enlist, to enlist in another occupation or in an occupation that may require language as a secondary skill, or to enlist in a two-year rather than a three- or four-year program.

Table 15 presents the numbers tested and enlisted from the treatment groups during two time periods. The first time period, immediately following the Army's mail campaign to all college-bound students who participated in the ACT during academic year 1985-1986, was used in examining the effects of the general approach on students with language backgrounds vs. those without language backgrounds. The second time period, which followed the mailing of DLI materials to language students, was used to determine the effectiveness of the target-specific approach.

As shown in Table 15, far fewer language students (Treatment Groups 1 and 2) tested during the October - December 1985 time frame than non-language students (Treatment Group 3). Also, from January through August of 1986, a greater number of language students who received the DLI materials (Treatment Group 1) were tested than those who did not receive these materials (Treatment Group 2). The same pattern holds for the number of enlistments.

Tables 16 and 17 present the results of log-linear analyses to test for differences among the treatment groups in the number of individuals tested and the number enlisted during each time period. The results of analyses for the first time period indicated that the general approach was much more effective, in terms of numbers tested, as well as enlisted, for Group 3 than for Groups 1 and 2. Also, there was apparently no difference between Groups 1 and 2, in terms of the effect of the general approach. Clearly, then, the general approach is less effective with language students than with non-language students.

Table 15

Overall Results for the Three Treatment Groups

	Number Tested	
Treatment Group	October 1985 – December 1985	January 1986 – August 1986
1	58	124
2	57	89
3	87	

	Number Enlisted	
Treatment Group	October 1985 – December 1985	January 1986 – August 1986
1	20	72
2	18	57
3	38	

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Table 16

Results of Log-linear Analyses for Differences
Between Numbers Tested from Each Treatment Group

October 1985 - December 1985			
Model	x^2	df	p
Intercept	4856.91	1	.0001
Group	8.56	2	.0138
Contrasts			
1 and 2 vs. 3	8.55	1	.0034
1 vs. 2	0.01	1	.9255

January 1986 - August 1986			
Model	x^2	df	p
Intercept	4235.45	1	.0001
Group	5.65	1	.0175

Table 17

Results of Log-linear Analyses for Differences

Between Numbers Enlisted from Each Treatment Group

October 1985 – December 1985

Model	x^2	df	p
Intercept	2478.59	1	.0001
Group	9.22	2	.0099
Contrasts			
1 and 2 vs. 3	9.18	1	.0025
1 vs. 2	0.11	1	.7455

January 1986 – August 1986

Model	x^2		p
Intercept	3214.56	1	.0001
Group	1.75	1	.1858

The results in Table 16 also indicate that, during the second time period, significantly more individuals from Group 1 were tested than from Group 2. However, there was no significant difference, in Table 17, in the number of enlistments for the two groups. Thus, the target-specific approach was clearly effective in bringing in more language students for testing, but apparently ineffective, in terms of generating enlistments.

VI. CONCLUSIONS

Further Evaluation of Pilot Studies

Recruiter Reply Forms

The recruiter reply forms that were returned from the pilot studies provided comments about the recruiting method used, namely identifying and contacting individuals with background and interest in foreign language, and the quality of leads generated with this approach. Over half of the comments regarding the use of the target-specific approach were positive. Although recruiters generally agreed that students who had studied foreign language were high aptitude individuals, many were found unsuitable for service because of weight. The use of the ACT Program's files does not allow for screening of weight or specific physical disabilities in sample selection. It was found that about three percent of the leads reported on received physical or weight disqualifications.

Most recruiters did not comment about prospects' attitudes or interests. However, some of these comments indicated that this system provided recruiters with an opportunity to talk to students who may not have initiated the contact or would have been excluded from normal recruiting efforts because of their schools' non-participation in recruiting activities.

Recruiter Interviews

Recruiter interviews were intended to provide feedback about target-specific recruiting. The sample, although selected to include recruiters from all recruiting districts and representing both positive and negative comments, was selected from among the pool of recruiters who had returned RRFs from the previous studies. The selection was non-random and was not intended for inferential purposes. Instead, the information was gathered from field recruiters with various backgrounds and recruiting experiences.

Recruiters were asked to answer several structured questions and to state their criticisms of the target-specific approach and suggest means for more effective targeted recruiting. The major criticisms included receiving the leads in the Spring after many students had made other firm plans, not being provided with all of the information normally appearing on the REACT card, and not having detailed information about language programs or the DLI. A solution to the latter problem could be alleviated by incorporating information about special programs/training into the JOIN video system. It was generally agreed that the target-specific approach provided high quality leads and in some cases propects who would not have ordinarily expressed any interest during "cold prospecting".

Student Profile Section Data

Items from the Student Profile Section of the ACT assessment file were examined to determine their usefulness as predictors of interest in Army language programs. Several items demonstrated statistically significant relationships to interest for both males and females. However, the contingency coefficients were small indicating that the items were of no practical significance. Had an item shown practical significance as well as statistical significance, it could also have been used as a selection criterion for recruiting market segmentation.

Comparison of General and Target-specific Approaches

Testing and enlistment rates were compared for three treatment groups, including: 1) foreign language students who received special information about DLI language training and language MOS, 2) foreign language students who did not receive material about language training (yet received Army recruiting brochures by mail), 3) and non-foreign language students who had participated in the ACT Program and had received Army recruiting brochures. The five months following the mailings were considered for each treatment group. The results seem to indicated that language students were generally of higher mental aptitude than their non-foreign-language cohorts. Also, it appears that the target-specific approach may only be slightly more effective than the general approach in bringing in higher mental category

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individuals for testing. In addition, while students with three or more years of foreign language are a good source of quality enlistments, there was no strong evidence that the target-specific approach differs from the general approach in terms of the quality of college-bound young people who enlist.

The majority of the enlistees with foreign language backgrounds did not enlist in language or language-dependent MOS, rather in infantry, communications/electronic operations, and medical MOS. This may be explained, to some degree, by individuals' disqualification for MOS requiring security clearance or special entrance qualifications such as the Defense Language Aptitude Battery (DLAB). Similar patterns emerged for Army Reserve enlistees.

Log-linear analyses were performed on the number of individuals tested and the number enlisted from each of the three treatment groups. The results indicated that the general approach was far less effective for students with language backgrounds than for those without language backgrounds. This was true for the number of individuals tested as well as the number of individuals enlisted. Also, the target-specific approach was more effective than the general approach in bringing in language students for testing. However, the target-specific approach was not found to be more effective than the general approach in terms of generating enlistments among language students.

Several explanations seem plausible for the lack of a significant difference between the enlistment rates for the two

approaches. First, it is possible that the target-specific approach is ineffective, or at least that it is ineffective for language students. While this explanation can not be entirely ruled out, it should be remembered that the target-specific approach did bring in more language students for testing than did the general approach. An alternative explanation is that the majority of the applicants who responded to the target-specific mail campaign may have been solely interested in language training. If such individuals failed to qualify on the DLAB or if there were no openings for the DLI at the time they processed at the MEPS, then they would have had no further interest in enlisting. A second alternative has to do with the timing of the target-specific mail campaign. Since the materials were sent in January, midway through the academic year, it may be that many of the students who might otherwise have enlisted, were already fairly certain of their plans for the following year. Furthermore, even if the target-specific approach is not effective in generating enlistments for language students, it may still be effective for other target groups.

Cost-effectiveness of the Target-specific Approach

There are at least two major difficulties which arise in estimating the cost-effectiveness of the target-specific approach for other target groups. The first is that the enlistment rate resulting from the use of the target-specific approach may vary

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widely across target groups.   Second,   setup   costs   related to printing and preparation of mailing materials will vary, some-what, depending on the size of the target group.   Thus, the estimation of   cost-effectiveness,   given   below,   is   somewhat tenuous.

To estimate the cost-effectiveness of the target-specific approach, it is necessary to construct a hypothetical situation in which this approach is clearly more effective than the general approach in generating enlistments from the target group. Using the results from Task 2 of this study,   the 57 enlistments ob-tained from Treatment Group 2 serve as an estimate of the number of enlistments which could be expected if the general approach were applied to a target group of 10,000 college-bound students. Using this base rate for enlistments, it is possible to determine the number of enlistments to confirm the hypothesis that the target-specific approach is more effective than the general approach.   Making use of the log-linear model discussed in the previous chapter, it was determined that 80 enlistments (i.e., 23 more than for the general approach) would show a statistically significant difference between the two approaches.

Given this situation, the analysis of cost-effectiveness focuses on the additional cost per enlistment when the target-specific approach, rather than the general approach, is used. Table 18 presents the additional costs which would be incurred if the target-specific approach were used with a target group of 10,000, instead of the general approach.   Thus, with an estimated

Table 18

<u>Sources of Additional Cost for Using the</u>

<u>Target-specific Approach</u>

Source	Explanation	Cost Per Piece
Purchase of names from ACT	Additional setup cost for selecting target group; no change in cost per name	.0125
Printing of cover letter	Additional setup cost for printing; no change in number of cover letters printed	.0015
Printing of fact sheet	Additional cost for printing	.0197
Printing of business reply card	Additional setup cost for printing; no change in number of business reply cards printed	.0015
Preparation of packet	Additional cost for inclusion of fact sheet	.0125
Total additional cost		.0477

additional cost per packet of 5.4 cents, a target group of 10,000, and a yield of 23 more enlistments, the additional cost per enlistment would be $20.74.

The cost per enlistment estimate for males from the FY 1985 pilot study, ranged from $10.00 to $56.00 (as shown in Table 2). Given that several thousand dollars are spent to enlist an individual, the additional cost of about $21.00 is a reasonable expenditure to acquire a high quality recruit for a hard-to-fill MOS.

VII. RECOMMENDATIONS

Use the ACT Program's assessment files is recommended in selecting target groups of high-mental-aptitude individuals for specialized recruiting efforts. Many individuals receiving materials about a particular Army training program or opportunity will not apply for or enlist in that particular program. However, by generating interest in Army enlistment, some of these individuals may be enlisted in other programs or may provide leads for the program for which special recruiting efforts are being conducted.

The Student Profile Section of ACT's college examination provides background and interest information on college-bound students. Listed below are steps in the suggested procedure to be followed in using the ACT Assessment records for market segmentation and target-specific mailings.

        1)   Use the Student Profile Section (SPS) of the ACT Assessment to choose the desired selection criteria;

        2)   determine the appropriate responses for the selection criteria;

        3)   decide whether or not to use the ACT Interest Inventory (includes six interest categories), the

four ACT subtests, and High School Course/Grade Information;

4) clearly fill-out the Educational Opportunity Service application form and specify what kind of output is desired (i. e. gummed mailing labels, cheshire mailing labels, magnetic tape, etc.);

5) complete and return the EOS application form;

6) submit a Supplemental Confidentiality Agreement if a commercial agency will handle the data or mailing;

7) prepare a "fact sheet" for each CMF or MOS that specific recruitment is planned for;

8) include the fact sheet containing enlistment incentives, an information brochure pertaining to the enlistment incentives such as the Army College Fund, and a business reply card (lead card) for follow-up in each mail-out packet; and,

9) disseminate information about the leads to the appropriate recruiters -- the leads could be entered into the REACT System and the special interest and aptitude information could be placed on a continuation card to provide recruiters with this information prior to contacting the individuals.

Career Management Field 63 (Mechanical Maintenance) will be used to illustrate this procedure. The ACT job family chart,

Vocational Interest Experience And Skill Assessment (VIESA), showed that Mechanical Maintenance fell within the Region 6: The Industrial Equipment Operation and Repair Job Family. The preparation requirements include basic high school courses such as industrial arts, industrial education, drafting, mechanics, welding, etc. Some occupations may require an apprenticeship, one or two years of technical training, or on-the-job training. This information was useful when SPS items were designated as selection criteria.

First, SPS item 12 was chosen as a selection criterion. The question reads, "What is your first choice of occupation (vocation)?" The appropriate responses to this question would be 334 (Appliance Repair), 336 (Automobile Mechanics), 345 (Engineering Technology -Mechanical), 351 (Machinework - tool and die, etc.), 355 (Radio and TV Repair), 356 (Small Engine Repair), or 358 (Watch Repair and Other Instrument Maintenance and Repair). Item 16 was also selected to indicate the highest level of education the individual expected to complete. In this case, the most desirable response to this question would be "yes" for plannning to participate in a vocational/technical program. Item 66, referring to the type of college preferred, could have been used as an alternate. If item 66 had been used, the best response would have been "yes" to planning to attend a vocational/ technical institution (two years or less). "Yes" responses to other SPS items useful for consideration were 19 [need help deciding on educational and occupational plans], 56 [need

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financial aid], and 83 [vocational/technical courses taken in high school].

Other SPS items which should be considered before selecting any names are item 6 [U. S. citizenship - 'yes']; item 8 [physical handicap or disability requiring special provisions or services - 'no']; item 18 [interest in participating in ROTC- 'yes' -- may indicate interest in military service, and item 82 [overall high school grade average - responses 4,5,6, and 7-- indicating a 'C' average or above].

The use of the self-reported grade point average may be advantageous, if higher mental category individuals are sought in recruitment. The self-reported scores may contain some bias, but will provide a fairly good estimate of an individual's high school scholastic achievements. The correlation between grades and achievement on standardized tests and future achievement is well accepted.

Points four, five and six in the preceding outline will be omitted from this discussion in order to discuss the preparation of the recruiting materials. The preparation of the mailing material is one of the two most important aspects of target-specific recruitment. First, the selection of the target group of people is important because group homogeneity is desirable. The groups members must also possess characteristics and inter-ests that are pertinent to the Army occupational specialty or field for which they will be prospected. The next important phase is the development of informative and concise materials

describing the related programs offered by the Army. This process was facilitated by the use of the Army Occupational Handbook 82-83, the Enlisted MOS Structure Chart, the FY 87 Incentives List, the Military Career Guide, and the Vocational Interest Experience and Skill Assessment (VIESA) Job Family Chart. The 1985-86 Educational Opportunity Service brochure, obtained from ACT-EOS, was used for the selection of students with particular interests and aptitudes. Written material from these sources was combined into a fact sheet as shown in Appendix C. The fact sheets for CMF 97 and MOS 91C are also found in Appendix C.

The mail-out materials used for the follow-up study of language students may be found in Appendix B. The business reply card and cover letter may be modified for other recruiting purposes.

The final point in the outline, the dissemination of lead information to recruiters, was handled in a different manner for the purposes of this project than it would be if conducted as a regular Army recruiting activity. However, because one purpose of this study was to compare lead and enlistment rates for three experimental groups, the BRCs were returned to the researchers. The data were not entered into the REACT System and forwarded through normal channels. Instead, the individuals' addresses were entered into a computer file and sorted by zip codes into recruiting battalions. The lead cards and a letter explaining the project were, then, sent to the recruiting battalions for distribution to the appropriate recruiting stations.

Ideally, specialized materials could be sent to specific groups of college-bound students, for recruitment in particular fields or MOS, and the BRCs could be collected at a centralized location. The additional information about these individuals could be incorporated with each one's REACT record. Recruiters would, then, be instructed to contact the individual regarding the specific occupation(s) he or she is interested in or has special aptitude, instead of contacting the individual as a "regular" lead. The likelihood of filling certain MOS with highly qualified individuals would be greater if recruiters could contact persons with the needed interest or skills, who would have already received mailed information about these MOS and Army training in the fields they are most interested in.

This procedure could be shortened if USAREC decides to implement this kind of targeted recruiting. The agency purchasing the names from ACT-EOS would quickly become familiar with ACT-EOS policies and the application procedure. The recruiting network would also become familiar with the handling of this information. Therefore, only the materials would have to be adapted for particular CMF or MOS, and could likely be developed easily and printed at a modest cost. For these reasons, it is suggested that this kind of approach would be useful in recruiting high aptitude individuals for certain Army occupations.

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RECRUITER REPLY FORM

Please fill in the information below for contacts from the USAREC
sponsored survey of college bound youth. Return to:

        Dr. Ray Zimmerman
        Naval Postgraduate School
        Code 54Zn
        Monterey, CA 93943.

Name of student (or recent graduate)

_____

Social security number of student (or recent graduate)

_____

Date contacted (YYMMDD)

_____

1.   What are your impressions about the quality of this contact,
      compared to contacts from the usual sources?

2.   How far in the recruiting process have you been able to take
      this contact?

_____

Name and rank of recruiter

_____

Address of recruiter

_____

_____

Telephone number of recruiter

_____

Recruiting Battalion_____

CODING FOR CONTENT ANALYSIS OF RECRUITER REPLY FORM

Question 1 - recruiter's responses regarding the quality of the lead, the lead's interests, the recruiter's evaluation of the target-specific approach, and other comments not pertaining to Question 2

G - general comment

I - person's interest level as perceived by the recruiter

N - nebulous, unclear whether recruiter was referring to quality of lead in terms of personal characterisitcs or in terms of the readiness willingness) of the individual to enlist

O - comment about the lead's opinion about the military (if one had been expressed)

Q - recruiter's estimation of the quality of the lead (personal qualifications)

R - reason given by recruiter for termination of contact with prospect, reason why no contact could be made, or reason why recruiter believed lead was not interested

S - recruiter's evaluation of this system of obtaining leads

Question 2 - recruiter's responses about his or her success in recruiting the lead, what step(s) in the process was (were) achieved, and reasons given for outcome of lead

How far in recruiting process

A.   Unable to contact

B.   Telephone contact

C.   Appointment set (no comment)

D.   Appointment made, not kept

E.   Interview completed, no further processing

F.   Intital screening, no formal testing

G.   Tested, did not qualify

H.   Tested, qualified, no Army enlistment

I. Qualified after testing, possible future enlistment (was not ready to make enlistment decision then)

J. Contracts, enlistments in Army

K. Unclassifiable

L. Would not make an appointment (same as B)

M. Tested, no comment

Reasons given by recruiter

1. Individual enrolled in or attending college

2. Individuals accepted to or attending military academy

3. Prospect enlisted in another service

4. Prospect had been contacted before

5. Lead was medically disqualified

6. Lead was overweight

7. Disqualification – other

8. Might be a future lead or contract

9. Individuals expressed negative feeling about the Army

10. Parental objection

11. Lead only wanted information or did not express interest

12. Individual enlisted in the Army Reserve

13. Individual enrolled in ROTC

RECRUITER INTERVIEW GUIDELINES

Hello, my name is Dona Zimmerman. I'm calling from the Naval Postgraduate School in Montery, CA. Last year we conducted research for USAREC on the recruitment of college-bound students with foreign language backgrounds. Information about the Defense Language Institute and military occupational specialties requiring foreign language was provided to seniors and recent high school graduates either through a telephone conversation or a mailed information packet. Individuals expressing interest were, then, sent additional materials and referred to the appropriate recruiting battalions.

I want to thank you for taking the time to return the recruiter reply form for the lead you contacted. Since you contacted one or more of these leads, your feedback on this approach would be valuable. Of course, your answers will be kept confidential. May I ask you a few questions?

If yes_____Thanks

If not_____Would there be a more convenient time for me to call?

1. Do you think that, as a recruiter, you have sufficient information about special programs and training schools such as the Defense Language Institute?

    a. yes ____
    b. no   ____

    (If no,) what kinds of information would be useful?

2. Comparing the individual you contacted to leads from the usual sources, such as REACT, would you say this person's interest in the Army was:

    a. greater   ____
    b. lesser   ____
    c. about the same ____

    2.1   How did you form this impression?

3. Since the prospect had received information about the DLI and language occupations, did this seem to limit his or her range of occupational interests?

    a. yes ____ (go to question 3.1)
    b. no ____ (go to question 4)

    3.1   Do you think this hampered the person's willingness to enlist in another occupation?

           a. yes ____
           b. no ____

    3.2   Could this approach be a problem for you and other recruiters, since your job is to "sell the Army", not a particular job?

           a. yes ____
           b. no ____

4.   What other information about the lead might have been useful
      to you before you made the contact?

5.   Do you think it would be worthwhile to receive more of these
      kinds of leads?
   a. yes ____
   b. no ____

   (If not) Why not?

6.   How did you receive the information about the leads? Did
      you receive the business reply card that the individual had
      sent in, or did you get the information over the phone?

7.   I have no further questions. Do you want to make any other
      comments or suggestions?

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
PRESIDIO OF MONTEREY, CALIFORNIA 93944-5006

REPLY TO
ATTENTION OF:

Office of the Dean

Salve!

I am writing to you because you have begun to develop a skill in foreign language while in high school. Your name came to me as a result of your participation in the Educational Opportunity Service of the American College Testing Program in which you indicated that you have studied a foreign language. I would like to make you aware of an opportunity to expand your foreign language skills while in military service. The rewards can be considerable.

The Defense Language Institute (DLI) in Monterey, California, provides intensive training in more than thirty different languages in courses varying from six months to two years in length. Graduates of the program also obtain:

- one month or more of technical training in a military intelligence specialty,

- college credit for the training received,

- on-the-job experience applying foreign language skills, and

- money for attending college during and after military service in addition to pay and other benefits.

Participating in this program provides an opportunity to take a break between high school and college, obtain financial independence, travel abroad, and expand foreign language skills. Overall it provides a unique opportunity for self-improvement and the chance to think through educational and career decisions for the future. Each of the Military Services currently has openings in occupational specialties that require foreign language skills. A thumbnail sketch of these jobs is enclosed with this letter. I have also enclosed a brief description of the DLI and its language training program.

The DLI is well known and well respected nationally and internationally. It offers one of the best foreign language training programs available anywhere. I encourage you to consider becoming one of our students. If you would like to obtain more information about the DLI and the military specialties that use foreign language skills, complete and return the enclosed post card at your earliest opportunity.

Sincerely,

Ray T. Clifford
Dean

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DEFENSE LANGUAGE INSTITUTE

The Defense Language Institute (DLI) is a Department of Defense school located on the Presidio of Monterey overlooking the bay in Monterey, California. It is a year round school with approximately 3,000 students in residence at any given time.

The DLI has 32 language departments. The largest departments at the present time are Russian, German, Arabic, Spanish, and Korean.

Basic courses in the less difficult languages are 25 weeks long. The more difficult languages, such as Korean and Arabic, require basic courses of 47 weeks. If the job requires a more advanced proficiency, there are more advanced language courses which require an additional 24 to 37 weeks of study.

The language training approach, called Progressive Skills Integration (PSI), stresses integration of grammar, vocabulary, and pronunciation into the four communication areas of speaking, listening, reading, and writing.

Nearly every faculty member is a native speaker of the language he or she teaches. In addition, there are Foreign Language Training Non-Commissioned Officers (FLTN) who act as teaching assistants. The FLTNs are native speakers of English and have proficiencies in foreign languages.

To enhance knowledge and understanding of foreign cultures, the course work also covers value systems, behavior patterns, institutions, geography, and political, economic, and social systems. Field trips, dance groups, and other activities that help students to understand foreign cultures are encouraged and supported.

No more than 10 students are assigned to a classroom. Each day there are six hours of instruction (with classes running from 8:00 a.m. to 11:00 a.m. and from 12:30 p.m. to 5:30 p.m.) and 2-3 hours of assigned homework. Physical training and other military job obligations are scheduled in 1-2 hour blocks before and after class sessions. Single students are assigned living quarters on the Presidio of Monterey.

The DLI is accredited by the Western Association of Schools and Colleges. You may earn up to 21 semester hours of college credit for your foreign language training.

Most of the jobs that require foreign language skills are in military intelligence specialties. The first 18-24 months of the enlistment are spent receiving basic combat training, foreign language training at the DLI and technical training in Military Intelligence. Approximately half of first assignments for active duty enlistments are to overseas locations.

The Army offers enlistment bonuses of up to $8,000.00 for qualified active duty enlistees entering military occupational specialties, such as Signal Intelligence Analyst and Signal Voice Intercept Analyst. Qualified individuals must be high school graduates, attain a score of 50 points or more on the Armed Forces Qualification Test (AFQT), pass security clearance, and serve for 4 years.

In addition to pay and other benefits that are available to you during military service, the new GI bill allows service members to contribute $100.00 per month for the first 12 months of service and then earn $300.00 per month for 36 months toward a college education. Participation in the Army College Fund program allows qualified individuals to receive additional college funding up to $14,400.00. By taking advantage of these benefits, you can accumulate as much as $25,200.00 to apply to your college education.
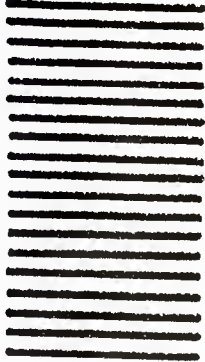
Dear Dean Clifford:

Yes, I'm interested in receiving more information on the subjects I've marked below:

The DLI's language training programs   [ ]

Technical training in military intelligence specialties   [ ]

Pay and benefits for specialties that require foreign language skills   [ ]

The two languages in which I am most interested are:

_____ and _____

Name _____

Mailing address: _____

_____

_____

Phone   (____ ____ ____) ____ ____ ____ — ____ ____ ____ ____

APPENDIX C:
Materials for Task 3

ACT SELECTION CRITERIA
(Student Profile Section)

CMF 63

Although most students planning college education and profes-
sional careers typically would not be interested in the Mechan-
ical Maintenance Career Management Field, some students are
unsure of their future plans or plan to attend vocational/
technical schools instead of colleges or universities. Several
items, listed below, from the Student Profile Section (SPS) may
be used to select persons with potential interest in mechanical
maintenance training.

1) The student responds to either item 11, "Which college major
   (program of study) do you plan to enter?" or item 12, "What is
   your first choice of occupation (vocation)?"
   If responding to item 12, some appropriate responses would
   be:

   334   Appliance Repair
   336   Automobile Mechanics
   345   Engineering Technology-Mechanical
   351   Machinework (tool and die, etc.)
   355   Radio/TV Repair
   356   Small Engine Repair
   358   Watch Repair and Other Instrument Maintenance and
         Repair

2) SPS item 16, "What is the highest level of education you
   expect to complete?," could be used to identify students who
   do not plan a regular college education. The desired
   responses would be:

   1   Vocational or technical program (less than 2
       years)
   2   Two-year college degree
   6   Other

3) A 'yes' response to item 19, "I need help deciding on my
   educational and occupational plans," may designate students
   who would consider military training.

4) Students needing financial aid for college ('yes' on item
   56) may be more inclined to enlist in MOS offering the Army
   College Fund.

5) Item 66, "I prefer to attend the following type of college:.
   . . ," serves to indicate students' educational or training
   aspirations. Those marking 'yes' to choice 5 [Vocational-

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technical school (2-year or less)] could be pursued for recruitment in CMF 63.

6) Finally, item 83, "The program of high school courses I took can best be described as:. . . ," may indicate aptitude and/or interest in areas related to mechanics.

Choice 2 (vocational-occupational) is the best response.

MOS 91C

In order to use the ACT - SPS items to identify individuals interested in a nursing career, the individuals could be identified as seniors participating in the ACT exam. These individuals could be contacted 3 years later to see if they had pursued nursing, had received a diploma, or are currently enrolled in a nursing degree program. At the three year mark, some individuals would have completed a nursing diploma program and have one year of work experience or may have completed three years toward a BSN degree. Since nursing falls under the Army Civilian Acquired Skills Program (ACASP), it would be necessary to select these individuals ahead of time and contact them later, if the American College Testing Program is to be used for selection. Several SPS items may be used as selection criteria.

1) A response to either item 11, "Which college major (program of study) do you plan to enter?" or item 12, "What is your first choice of occupation (vocation)?" could be used to select students planning a career in nursing. If a 'yes' response is given for choices 249 (registered nursing) or 250 (licensed practical nursing), these individuals could be selected for future contact.

2) Since degreed nurses are placed in officer positions, a 'yes' response to item 18, "I am interested in participating in ROTC, NROTC, AFROTC, etc.," indicates the persons who could be recruited for the reserve.

3) Item 56, indicating plans to apply for financial aid for college, could also be used. Although some college is required to earn a nursing diploma or degree, many nurses may desire to earn a higher degree or pay back student loans with the Army College Fund or the 4-year enlistment bonus.

4) Persons planning to attend nursing school are designated by a 'yes' response to choice 6 (School of nursing) of item 66, "I prefer to attend the following type of college:. . . "

5) Finally, individuals who have studied three years or more (responses 6-8) of natural sciences in high school (item 87) would be good candidates for a nursing career. These students could be mailed information about Army practical nursing opportunities, benefits and requirements. Those students responding by mailing back a card could be contacted later for follow-up recruiting.Questions on the reply card should include the school of nursing the person is planning to attend or is enrolled in, a permanent address, school or temporary address, interest in future Army service, date the nursing training is expected to be completed,

height and weight, and presence/absence of known medical problems which may result in disqualification.

Recruiting for MOS 91C will be more difficult than for other non-ACASP MOS. However, nurses can successfully be recruited by using the ACT Assessment File, if proper selection and follow-up procedures are part of the recruiting process. Essentially, the ACT Assessment File provides a pool of future prospects for nursing occupations. By prospecting over a two to three year period, the Army may be able to stabilize the number of nurses available for service through repeated contact or use of the ROTC.

CMF 97

A number of SPS items are appropriate for the selection of students with interest and aptitude in music/band options, and are listed below.

1) Students respond to either item 11, "Which college major (program of study) do you plan to enter?" or item 12, "What is your first choice of occupation (vocation)?" Appropriate responses would be 'yes' to choices:
    226 Music (liberal arts)
    227 Music (performing, composition, theory)
    228 Music History and Appreciation

2) Items 19 (need help deciding on educational and occupational plans) and 99 (participated in band or orchestra in high school) could be used together to target individuals with music backgrounds and interests who are not sure of their future plans.

3) A 'yes' response to item 56, indicating a need for financial aid for college, may also be used, if the student has indicated participation in music activities in high school.

4) Three particular items signify students with musical backgrounds/interests. They are:
    a)   item 40 - Instrumental music (Extracurricular Plans and Activities Section)
    b)   item 99 - Instrumental music [high school band, orchestra] (Extracurricular Pland and Activities Section)
    c)   SPS items 115-177 request information about a student's out-of-class accomplishments in nine areas. Music may be selected as the area of interest. Each student is rated on the activities he or she lists. A 'high' rating is given for 3-4 awards, recognitions, club memberships, etc., and 'very high' for 5-7.

By using several selection criteria, top quality candidates could be selected for recruiting efforts.

ARMY ENLISTMENT OPPORTUNITIES
in the
MECHANICAL MAINTENANCE CAREER MANAGEMENT FIELD
(CMF) 63

The Army is a prime user of thousands of pieces of mechanical equipment. Everything from office machines to portable electrical generators can be found in Army units from here to Europe and from there to the Far East.

There are small arms repairers, chemical equipment repairers, automotive repairers, metal workers, fire control computer repairers, and 25 other mechanical maintenance specialties from which to choose, depending on your interests. Many of these jobs are open to both men and women.

QUALIFICATIONS

If you like working with mechanical things or have taken vocational-technical shop courses, you have an experience advantage toward making it in this Army career field. You need more than just a mechanical aptitude, you also need the kind of mind that can diagnose an equipment complaint from someone's description or by observing how the machine sounds or is operating.

Physically, you need good vision, eye-hand coordination, sharp hearing, and manual dexterity. These are the qualities that enable you to spot a minor flaw, make a delicate adjustment, hear a mildly abnormal machine sound, and handle the tools needed to repair the equipment.

TRAINING

If you qualify, the Army will help you develop your abilities by training you both on the job and in formal classes, depending on your specialty. You will be taught how to use tools properly for specific repairs. You will also be taught safety precautions, not only for the use of various tools, but also for the kinds of machinery you will be repairing.

You will become acquainted with technical manuals, how to find out what you need to know to keep machinery running smoothly, and how to fix equipment when it quits. You may also learn to read blueprints for devices with many moving parts, and schematic wiring diagrams for electrical equipment. Depending on your MOS, you may be required to repair vehicles, chemical equipment, or fuel and electrical systems.

Many of the Army's Advanced Individual Training courses are registered with the U. S. Department of Labor as certified apprenticeship training programs. Generally, this training qualifies participants for both federal and state apprenticeship programs and helps highly trained service members to obtain future civilian employment in a chosen trade.

ARMY OCCUPATIONAL SPECIALTIES AND RELATED CIVILIAN OCCUPATIONS

There are 28 Military Occupational Specialties (MOS) in the Army's Mechanical Maintenance career field. These occuational specialties are similar to many civilian jobs. Civilian opportunities for mechanical maintenance are generally quite good no matter where you are. Manufacturing plants, industries, construction companies, and apartment buildings all use and maintain equipment that is closely related to the kind you would be working on

mechanic, electronics mechanic, office-machine-servicer, tire builder, numerical-control lathe operator, and machine shop supervisor.

Enlistment bonuses range from $2,500.00 to $4,000.00 in this Career Management Field. The bonus offer may require a four year enlistment. An eligible individual may select one of the available enlistment incentives offered for the selected Military Occupational Specialty (MOS) shown below:

MOS	Occupational Description	Enlistment Bonus*	Restricted to Males	2 Year Option	Army College Fund	Loan Repayment
41C	Fire Control Instr. Rep.					yes
41J	Office Machine Repairer					yes
44B	Metal Worker					yes
44E	Machinist					yes
45B	Small Arms Repairer					yes
45D	Field Artil. Turret Mech.	yes	yes			yes
45E	XM-1 Tank Turret Mechanic	yes	yes	yes	yes	yes
45G	Fire Control Systems Rep.					yes
45K	Tank Turret Repairer	yes	yes	yes		yes
45L	Artillery Repairer	yes			yes	yes
45N	M60A1/A3 Tank Turret Mech.	yes	yes		yes	yes
45T	Improved TOW Veh./Infantry Fighting Veh./Cav.Fighting Vehicle Turret Mechanic	yes	yes		yes	yes
45Z	Armt/Fire Control Maint. Supervisor					yes
52C	Utilities Equipment Rep.	yes				yes
52D	Power Gener. Equip. Rep.	yes		yes	yes	yes
62B	Construction Equipment Rep.					yes
63B	Light Wheel Vehicle/Power Generation Repairer	yes		yes	yes	yes
63D	Self-Propelled Field Artil. System Mechanic	yes	yes		yes	yes
63E	XM-1 Tank System Mechanic	yes	yes	yes	yes	yes
63G	Fuel and Elec. System Rep.	yes		yes	yes	yes
63H	Track Vehicle Repairer	yes		yes	yes	yes
63J	Quartermaster and Chem. Equip. Repairer	yes		yes	yes	yes
63N	M60A1/A3 Tank Systems Mech.	yes	yes		yes	yes
63S	Heavy Wheel Vehicle Mech.	yes		yes	yes	yes
63T	Improved TOW Veh./Infantry Fighting Veh./Cav. Fighting Vehicle System Mechanic	yes	yes	yes	yes	yes
63W	Wheel Vehicle Repairer	yes		yes	yes	yes
63Y	Track Vehicle Mechanic	yes			yes	yes
63Z	Mech. Maint. Supervisor					yes

ARMY ENLISTMENT OPPORTUNITIES
in the
BAND CAREER MANAGEMENT FIELD
(CMF) 97

In units all over the world, Army bands are regularly providing listening pleasure in marching and parade activities, military concerts, and stage presentations.

For the musician, the Army offers men and women an exceptional opportunity for professional development. There is intensive training in all aspects of music, formal instruction at both the basic and advanced levels, extensive practice and rehearsal time, and numerous performances to bring them all together.

QUALIFICATIONS: To qualify for an Army band assignment, you must pass a sight reading audition. The audition will determine how well your abilities match the Army's needs. Evaluation of your skill and technique will be made by an Army Bandmaster or Staff Band Officer.

Among the characteristics looked for during an audition are: level of musical talent, poise and self-confidence while performing, knowledge of music theory, and group and solo experience in school or other musical productions. A high degree of eye-hand coordination, auditory sensitivity, and good (near) vision are also essential.

TRAINING: New band members are sent to a formal training program to develop musical skill and proficiency. They attend the School of Music at Little Creek Amphibious Base in Norfolk, Virginia. The school is operated jointly by the Army, Navy, and Marine Corps. Its faculty and curriculum offer college level training in music, accredited by the Southern Association of Colleges and Schools.

Facilities at the School of Music include more than 100 private practice and instruction rooms, 20 large classrooms, and several large concert and stage band rehearsal rooms.

Training includes small group instrumental classes, private lessons, fundamentals of music theory and harmony, rhythm and meter perception, ear training, sight singing, band rehearsals, dance orchestra, marching band, and concerts.

ARMY OCCUPATIONAL SPECIALTIES AND RELATED CIVILIAN OCCUPATIONS: Once you have successfully completed your training, you will be assigned to an Army band unit. These units are located in a wide variety of locations in the continental United States and other parts of the world.

You may enlist as a coronet or trumpet, baritone or euphonium, french horn, trombone, tuba, clarinet, bassoon, saxaphone, percussion instrument, piano or electric keyboard, guitar or electric bass guitar player.

The Army College Fund (ACF) is being offered to trombone, oboe, clarinet and bassoon players, and allows individuals to earn up to $22,800 for a three year enlistment and up to $25,200 for a four year enlistment.

The Loan Repayment Program (LRP) is offered to eligible college graduates for any Federally Insured Student Loan (FISL) for all Band enlistees. An eligible individual must enlist for three or more years and may select one of the available enlistment incentives.

You can put your Army training and experience to work as an instrumental soloist, a member of a band or orchestra, music teacher, musical director, composer, or arranger. As a professional musician you might be employed at theatres, radio and television stations, concert halls, schools, colleges, and recording studios.

ARMY ENLISTMENT OPPORTUNITIES
in the
PATIENT CARE/PRACTICAL NURSING MILITARY OCCUPATIONAL SPECIALTY
(MOS) 91C

The Army provides health care to all men and women in the service, their dependents and retirees. Nursing teams give patients the personal treatment and individual attention required to help them recover from illness or injury. Practical nurses assist doctors and registered nurses in providing care and treatment to patients.

Practical nurses provide bedside care in hospitals. This includes taking the body temperature, pulse, and respiration rate of patients. They also serve food, feed patients requiring help, bathe and dress patients, and give medication under supervision.

QUALIFICATIONS

One of the most important characteristics to have, if you are considering a career in the health care field, is the ability to get along well with people and to care about them and their welfare. You need the kind of dedication that inspires attentiveness, dependability and initiative.

You also have to be emotionally stable, capable of delivering peak performance aid under pressure, and be able to handle a variety of situations quickly, effectively, and expertly.

Depending on your particular interests, you may apply for special training courses in operating room, intensive care and pyschiatric care. The Patient Care Military Occupational Specialty (MOS) belongs to the Army Civilian Acquired Skills Program (ACASP). Therefore, you may enlist in MOS 91C only if you are already a licensed practical/vocational nurse and hold a current license to practice nursing.

ENLISTMENT INCENTIVES

By serving as an Army practical nurse, you are eligible for a two year term of service. The Army offers an enlistment bonus for a four year term of service or the Army College Fund (ACF). You may earn up to $25,200 for a college education by serving for four years, $22,800 for three years of service, or $17,000 for two years of service.

Although you must hold a nursing diploma before serving as an Army practical nurse, you may apply for specialized training. The experience you will gain in the Army can be easily transfered to a rewarding civilian career in nursing.